



THE PERSPECTIVE AND EXPERIENCE OF TEACHERS AND STUDENTS STUDYING  
IN AN OVERCROWDED CLASSROOM IN JUNIOR SECONDARY SCHOOL  
IN KOSOFE EDUCATION DISTRICT OF LAGOS STATE

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Doctorate of Education (EdD)

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## Abstract

THE PERSPECTIVE AND EXPERIENCE OF THEACHERS AND STUDENTS STUDYING  
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This study focused on discovering what teachers and students experienced and what their perceptions are about teaching and learning in overcrowded classroom. Overcrowded classroom is an overwhelming phenomenon in Nigeria. Research had suggested that large classes have implications for the worth of students' education. For instance, in outsized classes, classroom management is significant to teacher productivity. Though a lot has been written on the effects on students learning and performance but there is paucity of study on what the experience of teachers and students and perceptions are. Over-populated classroom is a major problem facing public schools in Nigeria with an average class size of 70 which is at variance with teacher-student ratio. This makes the use of creative and participatory teaching techniques a herculean task for teachers. Although teachers and students are key stakeholders in classrooms and directly experience teaching and learning in overcrowded classrooms, little to no research exists on their perspectives and experiences of learning in overcrowded classrooms. The theoretical framework used was, socio-constructivist theory of learning which talks about students learning socially and culturally. Two public secondary schools from Kosofe Local Education District of Lagos State were used for the study. The sample were made of teachers and students, who were purposively sampled. In all,

researcher selected 20 students plus 20 teachers. The research answered the questions below: (1) What are the perspectives of students and teachers on learning in over-crowded classrooms? (2) How do teachers and students describe their experiences of learning in over-crowded classrooms? (3) How do teachers and students interact in over-crowded classrooms? The investigation used qualitative research method using multiple case study. Researcher generated data from teachers using semi-structured interview, from students with focused, also semi-structured classroom observation. To analyse the data generated, within case and across case analysis were used. The finding showed that teachers were not happy working in overcrowded classroom because of the effect on their wellbeing. The finding also showed that overcrowded classroom was perceived as a clog in the wheel of effective instruction and learning. Teachers became challenged using innovative and interactive teaching techniques. They also found it difficult to have one-on-one interaction with the student making it difficult to easily detect gap in their works.

## Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgement, the work presented is entirely my own

### AI Acknowledgement

I acknowledge that I have not used any AI tools to create, proofread or produce any text or idea related to any draft or final version of the thesis.

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**Dedication**

This work is dedicated to the glory of Almighty God.

AND

To the Memory of My Mother (Iya Gold), Mrs. Victoria Boluwaji Amire



### **Acknowledgments**

I give glory to the Almighty God for making it possible for me to embark on and conclude this course. I thank my husband, Pastor John Ayedun Dada for all his support both financially, morally and spiritually. I also appreciate my children, Erioluwa and Ayooluwa for their encouragement.

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**List of Abbreviation**

JSS- Junior Secondary School

SSS- Senior Secondary School

UNICEF- United Nation International Children's Emergency Fund

UNESCO- United Nation Educational, Scientific and Cultural Organization.

OECD- Organization for Economic Cooperation and Development

USE- Universal Secondary Education

MKO- More Knowledgeable Other

ZPD- Zone of Proximal Development

NPE- National Policy of Education

SAPA- Situation Analysis and Policy Analysis

PSA- Program for International Student Assessment

OS- Pseudonym for Orange School Student –OS1-10

OT- Pseudonym for Orange School Teacher OT1-10

MS- Pseudonym for Mulberry School Student- MS1-10

MT- Pseudonym for Mulberry School Teachers- MT1-10

## APPENDICES

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## **CHAPTER 1: INTRODUCTION**

### **1.1 Introduction**

There are different challenges facing teaching and learning in sub-Saharan Africa. According to Osai, Amponsah, Ampadu & Commey-Mintah (2021), the teachers always deal with classrooms that are overcrowded and are always struggling with them. They become faint because of stuffiness. Any teacher teaching in overcrowded classroom must find it tough as students would be crammed together which will make the class stuffy. Raiz & Wazim (2020), posited that teachers were teaching large classes between 60 and 100 students per class in Pakistan. This brings about many challenges during teaching-learning process for the teachers and students. A particular concern is the growing ratio of students per teacher in Nigerian secondary schools. This was according to Olaseni and Lawal (2020) that “The spate of overcrowding numbers of students in public secondary schools in Nigeria is on a significant increase.” (p. 26). The rate at which the population was increasing is quite alarming. Whereas there was no infrastructural development in learning environments, particularly classrooms. The government has a policy in place that states the ratio of students to teachers. Item 27 of the Nigerian education policy says “government will regulate the establishment of schools. They will Supervise and inspect schools on regular basis. Also, will ensure that all schools follow approved curricula. Make sure schools conform to the National Policy on Education (NPE). The policy states that the teacher-pupil ratio at this level of Education will be 1:40.” (NPE, 2004, p.22). The school did not work in consonance with this policy of a ratio 1: 40. It seems school authorities register students at the expense of the convenience of teachers. So, the ratio is so much exceeded in our Junior Secondary Schools. This has resulted in many students lumped together in spaces meant for few students. This is the reality of Lagos state.

It happens to be the business hub and white-collar jobs of the south-western geo-political zone of Nigeria. Hence, there is an urgent need to give attention to how to address this abysmal situation of an overcrowded classroom. The challenge was a perplexing one confronting teachers and students. This issue needed attention bearing in mind how interests of teachers and students were concerned.

Teaching and learning process involves three key players. The students, the teachers, and the environment. Without these three, it will be difficult to have successful or positive teaching and learning outcomes. Che Nidzam Che Ahmad, Saidat Ainoor Shaharim, Mohd Faizal Nizam Lee Abdullah (2017), posited that “peaceful and comfortable school atmospheres are very important to students and teachers to ensure effective teaching and learning. This is because students spend most of their time in school.” (p. 57). The classroom environment must be conducive enough for the teacher and students to be able to interact. Teacher-student, student-student one-on-one interaction would make teaching and learning effective. It is a known fact that the best way students learn is to be part of their education activity which is impossible in an overcrowded classroom. Learners are seen as not knowing anything hence the educators pour content into them without students having a part to play in their learning. This is against social constructivism theory of learning. Social constructivist theory of learning gives room for student to be active participant in their learning. Also, teacher will be able to use teaching and learning strategies like, cloze, vein diagram, timeline, think-pair-share, collaboration etc. These are strategies that allow the students to take control of their lessons as the co-construct while the teacher only looks for the gap in their learning and scaffolds.

In an overcrowded classroom, this might not be possible. There had been many research works done on how overcrowded classroom had a negative impact on students’ learning and results.

Not much research was available on knowing what the experiences and perceptions of both the teachers and students were. That is, while teaching and learning in overcrowded classroom. This research thrust sought to discover teachers' and students' perceptions and experiences in overcrowded classrooms.

Everyone perceives things differently and talk about their experience differently. According to Abdul Rahim & Mukhtar, (2021), perception is someone's view or understanding what he sees and feels about a thing. Yes, how you see something or feel about it is how you will talk about or relate with it. Gencogul, Helms-Lorenz, Maulana & Jansen (2021) submitted that, since everyone experiences and how they react to experiences differs, the perception will be different also. We need to discover the perspectives of students and teachers. Liu, (2018) posited that "as a first step, more surveys and investigations on teacher's perspectives should be carried out and analysed before any policy can be made." Liu's submission shows that knowing teachers' and students' perspectives should take front burner when it comes to how they teach and learn in overcrowded classrooms. We must get to know how teachers perceived teaching in overcrowded classroom and hear them talk of what they experience in overcrowded classroom. We also need to listen to the students to know how they perceive learning in overcrowded classroom and hear what they experience. Purwadi, Saputra, Wahyudi, Supriyanto, Muyana, Rohmadheny, Ariyanto, Kuriawan, (2021) Fault in effecting online learning in Indonesia made students perceive online learning in a negative way. They added that, students perceive online learning in a negative way and that reduced how encouraged and eager to learn they are. In essence, the way students perceive the learning environment ie an overcrowded classroom can affect their enthusiasm about learning.

Goksu, (2015) conducted research where the conclusion showed that the research had shown that the positive perception of students about the environment and the collaboration between student-student, student-teacher, students with other thing in the classroom may add to how students get better in language learning of EFL. When the learning environment is positive together with teacher- student and student-student relationship from students' perspective, their learning will be effective. Will students have a positive perception of overcrowded classroom? We need to ask them to know how the students in overcrowded classroom perceive their learning environment. Manalu, (2019) submitted that students' perception in educational activity, is a significant feature in defining how effective a learning activity is. How positive the students' perception is determines how conducive the activity and the positive outcome it will accomplish. When student is having positive perception of her activity, she will be willing to learn, and the outcome will be positive. How teachers perceive their classroom environment will also affect their lesson delivery. Also, teachers' experience of the teaching learning process may affect the lesson outcome. We need to find out from both teachers and students how they feel and perceive teaching and learning in overcrowded classroom. When no one hears your voice, it's like you're stripped of your existence. It's lonely to have a voice but no one to listen.

The study will use the theoretical framework of socio-constructivist learning theory by Lev Vygotsky. Socio-constructivist is about students learning in a social and cultural way. Students collaborate in a social setting to help each other perform tasks. Everyone in the collaborating cluster stands as scaffold assisting others in becoming better at the task. He does this, using his zone of proximal development' (ZPD). The 'zone of proximal development' (ZPD) is a point between what a student can do unassisted and what he can do with help. That point is where help comes as a

scaffold either by a teacher or a member of a collaborative social group. This is to help the student overcome the gap and become better. Then the teacher removes the scaffold. Students need one-on-one teacher-student interaction to discover gaps in their learning and scaffold. The students also need to learn and collaborate in groups. This is to be able to scaffold each other as they co-construct. This agrees with the opinion of Mohammed & Kinyo (2020) who submitted that, since knowledge involves a community of individuals who share a language and culture, it is socially produced and co-constructed.

According to the social constructivist perspective, children acquire knowledge in collaboration with peers, teachers, and other students. This kind of cognitive constructivism encourages group collaboration, whether with teachers or classmates. Grouping students will encourage collaboration among students. Al-Qaysi, Mohamad-Nordin & Al-Emran, (2021) submitted that social constructivism is a teaching method that underscores student involvement, dialogue, and sharing. This teaching technique permits for many groupings and collaborative strategies. Whole-class dialogues, small-group deliberations, and student participation on precise topics. Students share concepts and discuss to find solutions to difficulties, or a new thing to something new to include into the Knowledge they already have. This will allow students to learn effectively because they are a part of their learning process.

A conducive classroom should give room for peer-to-peer interaction and teacher-to-student interaction. This will give the teacher room to discover students' zone of proximal development and be able to give adequate guidance to the students to overcome the gap in student's learning.

## 1.2 Statement of problem

Some inquiries have acknowledged the helpful effect smaller class sizes have on how children learn. Some of the researchers are Khan & Shahzad, (2020), and Laitsch, Nguyen, & Younghusband, (2021).

Nevertheless, great and congested classes continue to be Nigeria's reality as well as that of remaining sub-Saharan African nations, (Hanchem & Mayor, 2019, UNESCO 2004). The study suggests that large classes have consequences on the worth of learning (Mankgele, 2023, Liman, Jibir, Hassan 2023 & KERMA, 2019). The quality of learning seems to be affected by overcrowded classrooms since learners are not able to actively participate in the classroom learning activities. It was also affirmed that, controlling large classrooms, has a major effect on teacher efficiency which comes from having to cope with the number of students who are more than necessary. Yet, there is no existing research regarding in what manner teachers and students see teaching and learning of overcrowded classroom. This is despite that over-populated classrooms are a key problem facing Nigerian public schools. Most Government-owned schools have 70 students per class on average. Admission of underage students with the help of unscrupulous admission officers is also responsible for large classes. Research such as (Jaiyeola and Bayat, 2020, and Afolabi, 2020) suggests that the number of learners in a learning environment always influences how many students a teacher will handle. Consequently, classes with a teacher-child ratio that is on the high side are commonly seen, which makes it quite complicated for the teachers to function in a classroom. This does not afford the teachers the opportunity of using teaching methods that encourage participation or creativity teaching approaches.

Although teachers and students are the major stakeholders in the classroom and they as well directly face teaching and learning in overcrowded classrooms, very negligible or no work existed

on it. How teThe perspectives and experiences of learning in overcrowded classrooms need an investigation as to how teachers and learners respond to such an environment. However, research indicates the significance of researching students' perceptions as they are a part of the key stakeholders in the education scheme (Syzdykbayeva, 2017). It is the students' approaches towards learning that define the classroom environment; if the students are negative towards learning in a classroom, then the learning outcome will be poor. Indisputably, the views and experiences of both teachers and students will tutor as well as clarify exact conditions concerning teaching and learning in a classroom that is overcrowded. Though considerable study has been executed on the consequence of the overcrowded classroom in relation to students' achievements, small or no research had been discovered in the Nigerian situation that dealt with the views and experiences of teachers and students about educational activities in classrooms that are very large. This made it difficult to understand how teachers and students managed to teach and learn in overcrowded classrooms. It became expedient to find out what both teachers and students always contended with, during teaching and learning in an overcrowded classroom.

Consequently, this study, aimed at investigating thoughts and feelings of teachers and students about giving and receiving instruction in greatly populated classroom, especially in junior secondary schools. Many research work on the effect of the overcrowded classroom, (Chimbi and Jita 2021, Orina, Macharia, & Okpalaenwe, 2021 & Hachem & Mayor, 2019) believed that teaching in the overcrowded classroom was usually teacher-centred that is, there is little or no collaboration between teachers and students, along with students and their mates during the classroom instructional activities. Teachers were believed to be doing the talking, making students the receiver of the lessons taught. This was because the crowdedness of the class made the classroom cramped



and teachers could not move around the class to interact with the students. The students could not also move to interact with themselves.

This type of teaching where there was no interaction, only made students passive learners rather than being actively involved in their learning while the teacher only led or scaffold the lesson. This type of teaching was against the socio-constructivist theory of learning that says children construct their learning with help of (the people around them), and knowledgeable others (Lev Vygotsky, 1962). The students are said to learn better while they get assistance from someone who has a better understanding of an idea. In situations where teachers have minute occasion of collaborating one on one with the students, and the students also do not have the opportunity to interact with each other one-on-one, it means they did not have room to learn in a socio-constructivist way. Tayeg (2015) expounded that the needs, competencies, and personalities that students' have were different. Hence, teacher-student and student-student collaboration was such a critical feature of academic procedure. This would help to attend to varied requirements plus personalities of learners. Literatures (Mutisya, 2020, Nzilano, 2015, Gharab, 2016) proved that tutor-learner and learner-learner collaboration were adversely impacted in overcrowded classes. We needed to know whether this was truly the experience of teachers and students in the classroom.

### **1.3 Purpose of study**

The purpose of this research work was to find out the experiences and perceptions of teachers and students on learning in overcrowded classrooms.

## **1.4 Research aims and objectives**

The investigation intended to provide an understanding of teachers and students' experiences and perspectives on giving and receiving instruction in an overcrowded classroom. Specifically, the goals of this research are to.

1. Examine how teachers and students perceived learning in over-crowded classrooms.
2. Understand how teachers and students described their experiences of learning in over-crowded classrooms.
3. Examine how teachers and students interacted in over-crowded classrooms.

## **1.5 Significance of the study**

Over the years, research has emphasized the negative effects of over-crowded classrooms on learning outcomes (Muthusamy, (2015); Raiz and Wazim (2022)). Teachers and students are the main key player in teaching learning process, but we do not know much about their own experiences with regards to giving and receiving instruction in an overcrowded classroom. It was then imperative to understand how they described their experiences of giving and receiving instruction in an overcrowded classrooms as well as what effect this had on their teaching and learning. The extensive view of this investigation would be an immense input to huge knowledge in relation to secondary school education. Also, the finding of the research could greatly be significant and valuable for the stakeholders:

Teachers and Students as the major stakeholders of education are the foremost beneficiaries of this study. The findings of this work would make their voices heard, provide them with adequate information about the subject matter, and may invariably bring help to them. It would provide Parents with adequate information about the subject matter and may invariably bring help to their wards. The findings may help Government and Educational Bodies to improve their school

administrative strategies. It would provide considerable data that they could make use in making informed funding, employment and project decisions.

The Community are secondary beneficiaries. The use of the findings may reduce failure and health problems which could help peace in the community. It will make the community conducive for living. The Proponents of the Research, the researcher and Unicaf, will find self-satisfaction and increase knowledge and skills in this investigation. This work will help and encourage other researchers to be more pioneering in their future undertakings. For Future Researchers, this work will help as a reference for investigators about investigation in the field of education. This will serve as a guide to further evolving research with a link to the variables used and other emerging ones.

### **1.6 Research questions**

The study set out to answer the following questions:

- 1 What are the perspectives of teachers and students on learning in overcrowded classrooms?
- 2 How do teachers and students describe their experiences of learning in overcrowded classrooms?
- 3 How do teachers and students interact in overcrowded classrooms?

### **Conclusion**

This chapter presented an introduction to teachers and students' experiences and perception in giving and receiving instruction in overcrowded classroom. The statement of the problem was then outlined, and it also stated the significance of the research study. This section also offered the purpose of the research and the goals. There was also the presentation of critical research questions.

## **CHAPTER 2: LITERATURE**

### **2.1 Introduction**

This research work set out to discover the experiences and perceptions of teachers and students in overcrowded classrooms. It also examined how teachers and students collaborate in overcrowded classrooms. Likewise, it observed the instructional approaches used by teachers to manage their large classes. This literature review covered the following themes: (A) Overcrowded classroom. (B) Learning environment. (C) The effects of the overcrowded classroom on teaching-learning. (D) Teachers' perspective and experience and Students' perspective and experience in overcrowded classrooms. (E) Teacher-student and student-student interaction and collaboration (F) Teachers' and students' wellbeing.

During the literature review, there was a series of searching with the use of electronic databases. They were Google Scholar, pdf drive, Sabinet, Eric, the Teacher Reference Centre and JSTOR. The researcher used a combination of keywords. We used the search strings overcrowded classroom, teacher's perception, overcrowded classroom, and students' experience for articles. There were lots of articles on the consequence or influence of an overcrowded classroom on students' performances. Works done on learning in overcrowded classrooms was not much.

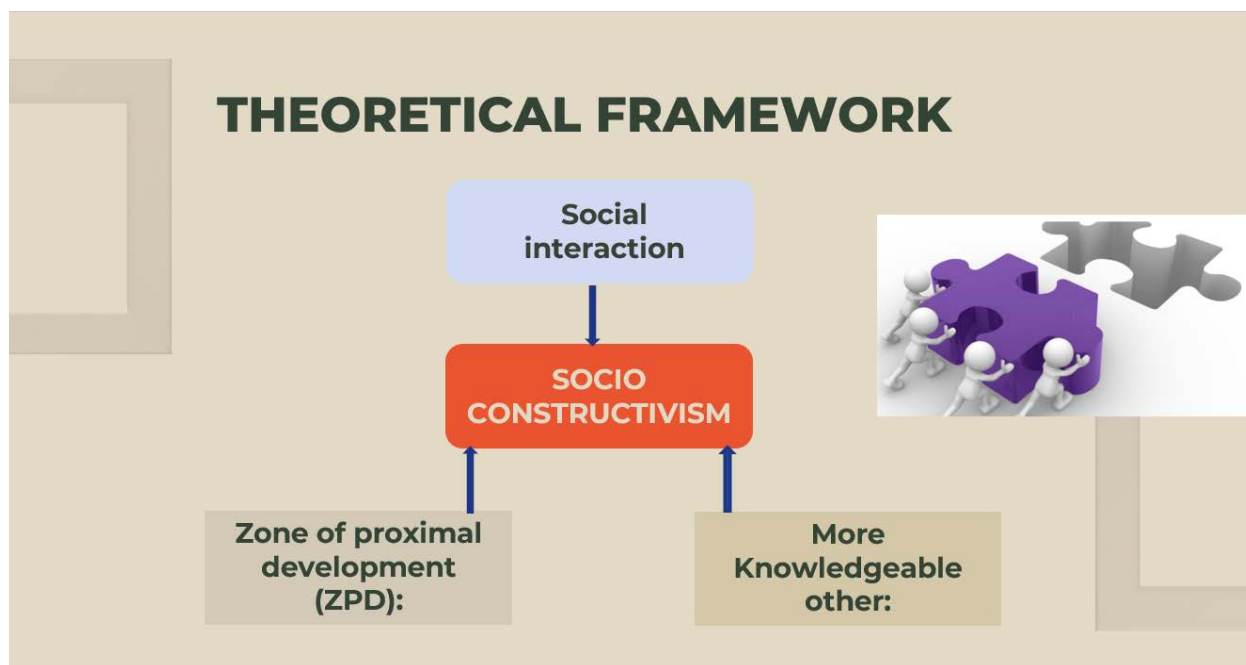
### **2.2 Theoretical Framework**

#### **2.2.1 Socio-Constructivist Theory of Learning.**

Socio-constructivist theory of learning is the theoretical framework for this study. Creswell (2009) believes that social constructivism is a valuable theoretical framework. It allowed for qualitative investigation needed to uncover an understanding of how individuals interact with the world. This theory underscores how meanings and knowledge grow out of a learner's social interactions and how it is not a possession of individual, but an experience shared (Akpan, Igwe, Mpamah & Okoro,

2020, p. 51). Social constructivism believes that gaining knowledge is a collective thing as people gain knowledge as they relate with people and environment. According to social constructivist theory, people's experiences shaped their views. Writers also develop their sociocultural awareness, an important aspect of identity formation. Social constructivism takes cognizance of the common part of education and the use of discussion, interface with others, and the implementation of information a vital part of education and a way to achieving learning goals (Akpan, et al, 2020, p. 51). Social constructivism believed that processes of constructing new knowledge are best accomplished through dialogue and social engagement. Interaction and dialogue are sure critical to the teaching and learning process. Saleem, Kausar, & Deebea, (2021), submitted that social constructivism interactive approach of learning that lays emphasis on students on knowledge exchange as they get involved and discuss. Education stakeholders must do everything probable to make the learning environment conducive for interaction. Collaboration of teacher and students' one on one and student-students one on one is significant in helping students take control of their learning.

Idea central to the socio-constructivism is that "what a child can do with help, she will be able to do by herself tomorrow" (Lev Vygotsky, 1978). He believes the social environment facilitates development and learning. Piaget believes that you construct knowledge by assimilating it into existing knowledge. According to Adams (2017), Socio-constructivism consists of three major concepts: Social interaction. The more knowledgeable other (MKO) Zone of proximal development- (ZPD).



### 2.2.1. A Social Interaction.

Vygotsky posited that in the early years, children rely on other people as they encounter various activities. These are their parents, who of course are the first people the children encountered. Through their parents, they received instruction on their actions. Vygotsky believed social interaction occurred at two levels. A child learns from the environment through her relating with people. He also internalizes learning from the environment. McKinley posited that learning does not happen in seclusion, according to constructivism. Learning (i.e. knowledge) emerges from connections between texts and other individuals. These exchanges of ideas are what create a learning community among students. There, students comprehend the foundations of their social and cultural identities. This is critical to the essential understanding of constructivist theory. The inter-subjective sharing of knowledge forms the attitude of people. It forms their interests and identity as members of a group and members of an entrenched community (McKinley, 2015). Learning community is important to children learning as it is the bedrock of the socio-cultural

identity. Also, Saleem, et al, (2021) says that interconnection of communal and distinct processes in the joint creation of idea is central to social constructivist viewpoint.

Learning through collaboration of teachers and students or cooperation of classmates, increases knowledge. It also makes one feel belonging to classroom setting. Having sense of belonging has a great effect on teachers' and students' perception of the learning context, that is, the classroom.

### **2.2.1. B. Zone of Proximal Development (ZPD)**

The zone of proximal development (ZPD) is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.” (Lev Vygotsky, 1978, p. 86). The place of an adult or a more knowledgeable peer in acquiring knowledge is very important. Lin (2016) explained that with the help of adults and collaboration with more experienced peers, a youngster analyses his world. He masters his senses and learns. A child can carry out and finish a project that he was unable to accomplish alone with the help of a senior (Lin, 2016). Help from a competent person will help a person become better in his weak area. Wood (1988) posits that children can do when assisted, the works they could not do on their own. Vygotsky, as we know, was the one, who used the ‘Zone of proximal development’ to mean the ‘gap’ between un-aided and aided capability (Wood, 1988). In other words, the ZPD is the ‘gap’, the challenge the difficulty in the children learning.

Stierer and Maybin (1994) said the zone of proximal development defines the functions that are preparing to mature. The maturity is still in progress, and they are still in the womb. We can call these functions ‘buds’ or sprouts of development but not the ‘fruits’ of development. “The actual

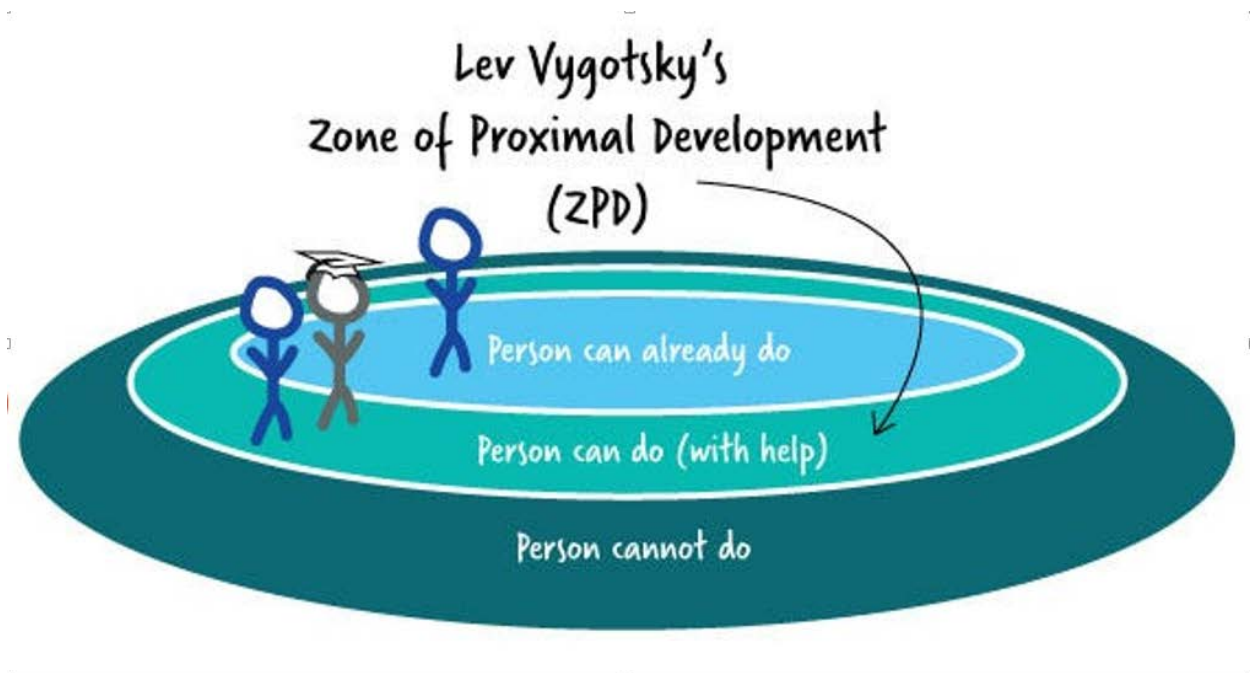
developmental level characterizes mental development in retrospect. The zone of proximal development characterizes mental development in prospect (Vygotsky, 1978).

The ZPD is the point where a student gets help after discovering a gap in her work. After help either from the teacher or a more capable peer, he can do the work without help. This finds support in the work of Saleem, et. al., (2021):

“In social constructivist classroom, students should become expert. Students’ collaboration through participation in group activities is emphasized in social constructivism. In the perspective of social constructivism theory, meaningful learning occurs due to social interaction, where learners interact for meaningful learning. Teachers provide educational assistance through teaching strategies that allow students to find and develop knowledge as they engage and collaborate throughout the learning process” (pg. 418)

The assistance, otherwise known as the scaffold, helps students to learn and become better than when the assistance was not given. Teachers used Scaffolds to mentor the students to get perfection. They then removed the scaffold. “Scaffolding, in the academic context, is about learning through help provided by an adult. Or collaboration with more capable peers” (Muhayimana, 2017, p. 264). In schools, scaffolding is when adult helps others to learn better. Scaffolding may not only be about giving support but also about teacher and students cooperating. During the cooperation, students are active and take the place of the teacher. The scaffold is then removed immediately student can perform the task on her own without support (Cherry, 2023). Since the scaffold is a temporary support, we will remove it as soon as the student catches up with the task. That is, when he can do it on his own.





### 2.2.1 C. More Knowledgeable Other (MKO):

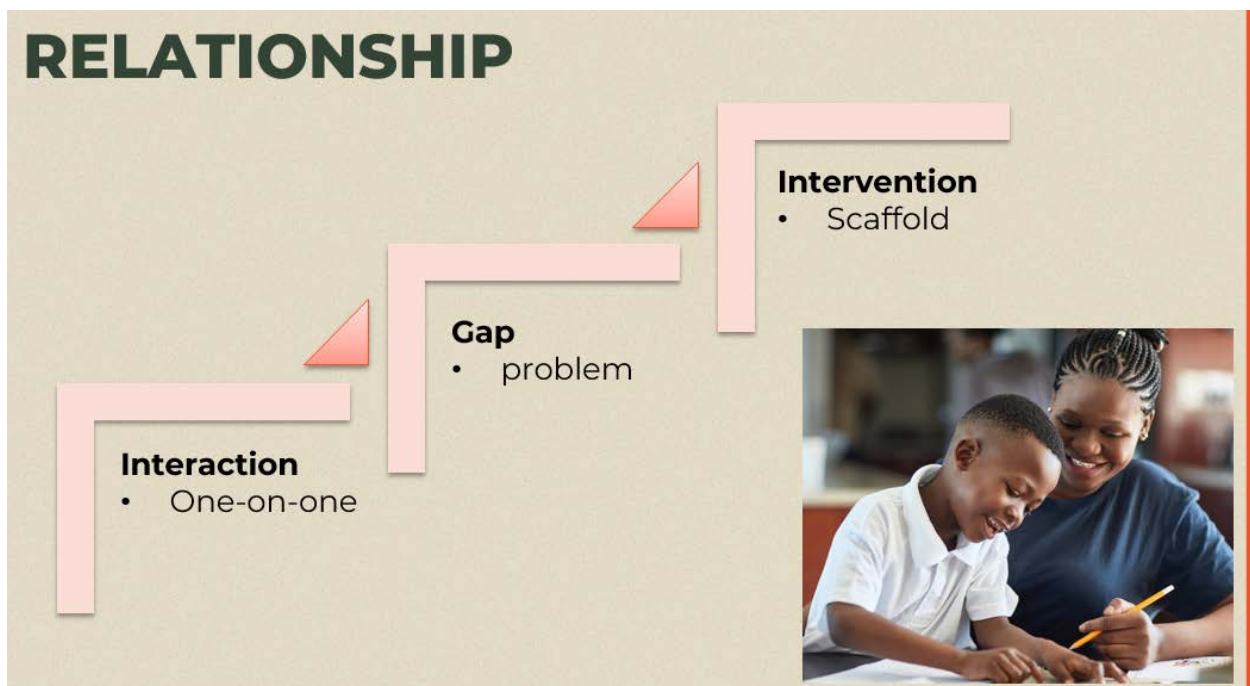
A more knowledgeable other is the one who has a better understanding of the subject than the student. This can be a teacher, coach, mentor, or peer. In essence, students learn from knowledgeable others as they learn in collaboration in the class. He can be an expert or a peer who knows better than they are in the subject of focus.

Relating socio-constructivism to teaching and learning, Tharp and Gallimore said,

“When applied to teaching it means that both the teacher and the student are active agents in children’s learning. The teacher’s intervention in children’s learning is necessary. But it is the quality of the teacher-learner interaction, which is crucial in that learning.” (Tharp & Gallimore, 1998 cited in Adams, 2017, p. 3)

The function of ZPD is that of assisting the teacher to know the students. Also to be able to support them in their learning (Muhayimana, 2017). With ZPD, they will be able to know the learning abilities and the learning challenges of the students. In turn, they will be able to give the necessary

support that they need. As much as the teacher must provide support to students, it is more critical the teacher-student interaction is of worth. A one-on-one teacher-student interaction that is intentional and consistent will be of necessity. Without one-on-one teacher-student interaction, it may be difficult to discover the gap in student learning. It will also be difficult to provide the necessary support to the student. In an overcrowded classroom, the experience of teacher and student is most likely not to be the same as what is obtainable in a small size classroom.



As we interact, we have connections with other people and our environment. “We are always learning about who we are and about others through social interaction in the context of social systems.” (Marshall Charisse, 2017, p. 28). Our learning, from the perspective of social constructivism, is not in isolation from our environment. Our environment is part of our learning. It is evident, students are not the passive vessel that teachers are to fill. Although the traditional classroom setting made it look so. The environment has a great role to play in teaching-learning

experiences. “Vygostkian psychology, stated that the human mind gets constructed through a subject's interactions with the world. It is an attribute of the relationship between subject and object.” (Vygotsky, 1978, p. 2). The world here connotes the environment. In essence, the human mind and knowledge developed because of interaction with the world and people. Interaction with the environment influences teachers’ and students’ experiences and perceptions in the teaching-learning process. A beautiful environment will be attractive to students. It will give them a positive experience in the learning environment. “Vygotskian theory specifies that the building up of the child’s advanced mental progressions hinges on the existence of supporting representative of the student’s connection with the setting” (Kozulin, 2003). It is conspicuous that environment plays a great role in the teaching and learning process as much as interaction. The two shape the teachers’ and students' experiences and perceptions. A state-of-the-art space will improve learning prospects in a diversity of ways. By diminishing pre-task setup, facilitating student-centred lessons, and balancing involvement. Also permitting students to interact with more classmates. These are against what would have happened in traditional classrooms (Gurzynski-Weiss, Long, and Solon 2015). A traditional classroom environment is a teacher-centred environment. It is not beneficial to students’ learning.

Marais (2016) had used social constructivist theory in her work. Her work implied that student teachers are also learners. They need mentors (other teachers) to help them learn and become better teachers. They need the collaboration of other student teachers and teachers in the school. Because learning is co-constructed. This will also help the student teachers to use the student-centred method. Also, a collaboration where students guide students to learn when they become full fledged teachers.

This study is to find out the perception and experience of teachers and students in an overcrowded classroom. This is in line with the social constructivist theory of learning. Do their perception and experience show that a social-constructivist way of learning is possible in an overcrowded classroom?

### **2.3 Overcrowded Classroom**

An overcrowded classroom is when the ratio of teacher to student exceeds the government-stipulated ratio. Jaiyeola and Bayat (2020) in their research, tried to find out an accurate recommendation for the teacher-pupil ratio in class. That is, a class ideal for effective teaching and learning. This is important considering classroom interaction in Nigerian schools. Based on the policy, the specified class size of teacher-students/pupils ratio for each level of education are: Primary school- 1:35. Secondary school- 1:40. Technical-1:20. Special Education-1:10. A class that exceeds these is an overcrowded class. Ahmad, Arshad and Qamar (2018) presented an overcrowded classroom to be a classroom wherever the total of students is above ideal strength. This is to the extent that it affects the teaching-learning process. A class should be sizeable for the teacher to handle for effective teaching. Evarist (2019) revealed that the average ratio of student to teacher in Universal Secondary Education schools, (USE) was 1:60. He found that the teacher-student ratio affected the morale and commitment of the teacher. Only 19.2% disagree with them. Hence, we could see that when the number of students is sizeable and manageable, teachers' commitment would be high. They would be able to put in their best for the students to perform better.

According to Kucukler and Kodal (2019), an overcrowded class is when the real number of students exceeds the anticipation in the teacher or lecturer's agreement. Also, overcrowding arises when the

number of students is beyond the space in the room. When the space provided is too small to accommodate available students, there is over crowdedness. Amer & Amalia (2021) posited that an overcrowded classroom has contrary effect on how effective teaching and learning becomes. The dirt of furniture is a great challenge teachers must deal with in overcrowded classroom. Over crowdedness has effect on the school structures. Kucukler and Kodak (2019) said when what is in the teacher's agreement letter is not in reality, there is an overcrowded class. In situation, where the number of students physically available is more than what was written in teacher's agreement, there is over crowdedness. Sudrajat, (2021) posited that an overcrowded classroom is where teacher spends more time on controlling students and managing the class than achieving the lesson objectives.

To different people as well as different countries, the size of classroom considered overcrowded varies. In fact, no one size fits all meaning can be given to overcrowded class. This is because, what constitute overcrowded classroom in one context may be different from what constitute it in another setting. Glouch (2015) gave a report from a United Nations Educational, Scientific and Cultural Organization, (UNESCO) organized workshop that focused on teaching and learning in higher education which took place in Kenya, which reveals that partakers that were high-ranking academics were unable to settle for one definition of that which an overcrowded class is. To define an overcrowded classroom, they put forward these understanding; 1. Large class do not exist. The large class is only a thinking of the orthodox teacher. 2. A large class is a class with several students over what the existing amenities can accommodate. The challenge with this definition is the fact that they believe that overcrowded classroom is the figment of teachers' imagination. When teachers are teaching where students have to stand at the corridor to listen to

lecturer through the window. Or in secondary school where students seat on the floor or broken furniture and there is no thorough fare for teachers to move around the class.

Also, Liman, Jibir, &Hassan, (2023) posited that researchers contended that no exact definition can be ascribed to over populated classroom. It is different from nation to nation and from a situation of teaching to the other. Countries' situation, economy and education policies are different, hence, their definition of overcrowded classroom will be different.

Large is relative in relation to, the physical classroom and furniture. A classroom jam-packed with students with no adequate furniture, and no easy movement within rows was large. Students would get injured as a result of broken furniture. Amer and Amlia (2021) said that teachers had to contend with lack of furniture in overcrowded classroom. This is to say that chairs and lockers are not adequate. Students are sitting on broken furniture and the floor in some Secondary schools. There is no ventilation, no electricity to power the fan if there is any fan. Worse still teachers could not control the class, this cannot be anything but an overcrowded classroom.

Since there are varied definitions of an overcrowded classroom making it challenging to establish global standards, to avoid inconsistencies in understanding and measurement across contexts, the researcher, using observations from various existing pieces of literature defines an overcrowded classroom as: a class where the students are not comfortable to learn and interact, where teachers find the class difficult to control to the extent of wasting teaching time on controlling the class. The word comfortable here is all encompassing. It is expected for students to be comfortably seated in a clean and well ventilated classroom where there is ease of movement with minimal noise and adequate learning resource.

### **2.3.1 Overcrowded Classrooms in Other Countries**

Since the twenties, researchers, teachers, and professionals, in education, have gotten involved in the study of the reasons connected with the teaching and learning process. Melendez (2017) highlighted that overcrowded classrooms seem like a universal challenge. Here is a contrast by Melendez (2017) among diverse nations in respect of how many students are in class. For instance, in Pakistan, there is an average of 70 students in a class. In Organization for Economic Cooperation and Development (OECD) countries. USA, Korea, and Japan keep 23, 24, and 34 students in class as well. This still confirmed the assertion of Glouch (2015). An overcrowded or large class is relative and has no single definition. As what is large in one place may not be in another. A major concern remains the effect of class population on learner attainments (Aoumeur, 2017).

The Overcrowded classroom has been a major perplexing challenge facing teachers. An increasing number of people has made the class population skyrocket (Ayu, 2018). A population surge would indeed lead to an overpopulated classroom. Because the number of students enrolled would increase. In Akech's view, the overcrowded classroom remains a challenge in the whole world. It is affecting result-oriented teaching and learning (Akech, 2016). Overcrowded classroom is an impediment to teaching learning positive outcomes.

Matsepe (2019) submitted that overcrowded classroom is visible in many post-primary institutions in South Africa. Post primary institutions in South African are overcrowded. Marais (2016), confirmed the fact that overcrowded classroom is obvious in South Africa. She thought that overcrowded classrooms would continue to be with South Africa long into the future. According to Savides (2016), a school in Eastern Cape has almost 205 learners packed into a classroom. They sit together side by side in an ill aired classroom where five learners use a locker meant for two learners.

Indeed, these students could not feel comfortable throughout the teaching-learning process. How then, will they be alert to take part in the teaching-learning process?

In overcrowded classroom, both students and teacher are not likely to be comfortable. Signs of overcrowded classes may be: The classroom is so crowded than you have been handling. The materials are no more enough to cater to the number of students should you want one-on-one interaction with the students. It is not easy to have individual attention in an overcrowded classroom. Class sizes, in a perfect sphere, will be between 15 and 20 learners.

Alas, most classrooms currently surpass 30 students. It is not unusual to find above 40 students in one classroom (Meadow, 2019). UNESCO (2019) noted that, in Tanzania, pupil teacher's ration 131:1 in public school. Also, the average size of the class is 70, students per stream in public secondary school. The classrooms are indeed overcrowded. Likuru and Mwila (2022), posited that inadequate number of classrooms in relation to students' enrolment brought about overcrowded classroom in Tanzania. Teaching and learning in this type of class cannot be thorough. "Overcrowded classes are a common sight in many rural schools" (Matshipi, Mulaudzi, and Mashau 2017. p. 100). It is in cities and urban centres that overcrowded classroom is common in Nigeria because of urban migration. UNESCO (2018) declared that despite the prevailing lopsided chance to take part in learning, now, many children in Africa got registered in pre-primary, primary, and post-primary education. Still, the upgrading seen in the registration at those levels of education has brought about challenges. Such challenges like a shortage of teachers, and a lack of enough learning materials. Also bad sanitation, and makeshift classes. Hence, it is not easy for students to take part in learning. Sarah (2020), submitted that, despite a noticeable improvement in the availability of rural and urban primary schools, the case of taking part in learning among rural primary school



pupils is worth querying. The classrooms, were in most places overcrowded. This must be because the population was rising fast. Everyone can have an education if the government is ready to provide more facilities. Also recruiting more teachers will guide against overcrowdedness. Ayu (2018) said that from the National Council of Teachers of English Guidelines of California, the number in class would reduce to between 15 to 20 students in English as foreign language classes. Noted in the rule of National education ministry number 41, 2007, is the suggestion of the Indonesian government. It suggested that the number of students per class should be 28 students for primary school. Also 32 students in secondary school and high school. This is the figure considered perfect for the course of learning and teaching in school. It will be impactful and all students can get the anticipated competence.

Unfortunately, most classrooms as of now had more than 30 students. It was even prevalent to have over 40 students in a class. Biyela (2019), recounts his early year of school experience in the 1970s. Then he and his classmates were in a cramped and compact classroom. They shared the class with pupils of other classes because of the shortage of classrooms. The classes were having more than 60 pupils at times it could be up to 100 pupils and even above. This was an experience that showed that overcrowded classroom is not a thing of this millennium. Hussain, Ahmad, Asmai, and Hakim (2017) noted that different reasons are responsible for overcrowded classrooms in schools. They are; insufficient resources of schools, rapid increase in population, and the popularity of some schools. Also lack of schools in the locality and sometimes a lack of teachers in schools.

Moreover, there were many problems facing Egypt among which overcrowded classrooms in government-owned school is very rampant. This was due to the tight government budget (Bolbol, Zalat, Hammam, and Elnakeb, 2017). Also, the UNICEF submission of 2014 put the registration

rate at more than 90% in primary school. The Global Competitiveness Report of 2016 attested to the fact that the number of registered students has increased to 98%. Also, primary education's quality is 133 Of 137. It is obvious, the increase was to the detriment of the worth of education (Ayoub, 2019). Hence, if the quality of education must improve, there should be urgent drastic financial intervention.

### **2.3.2 Overcrowded Classroom in Nigeria**

As stated in the National Policy of Education, in Nigeria, (2004) secondary schools are to follow the stipulated teacher-pupil ratio of 1:40. It is sad that this is not followed. The Data centre of the UNESCO Institute of Statistics (2018) reported that out of 189 countries, Nigeria is one of the four countries with overcrowded classrooms. Population surge over time had resulted in a movement to city centres looking for a better life. This relocation had caused overpopulation in the city centres which increased registration in the Nigerian Educational system. The surge in the educational system, according to Oni and Oluwo (2017) has brought about a rise in class size for the teacher/pupil ratio. A class that should take 25 students now accommodates not less than 100 students. The annual public census revealed that Lagos as of 2017, has 349 Junior Secondary with 337,724 students. Also, 322 senior secondary having 229,980 students. The breakdown is as follows:

**Table 1**

*Breakdown of Number of students per classroom in Schools in Education Districts in Lagos State*

Education Districts	No of student per classroom in Junior School	No of student per classroom in Senior School
Ojo	129	82
Ajeremi-Ifelodun	123	75

Shomolu	123	79
Kosofe	103	94
Agege	105	73
Alimosho	96	78
Badagry	100	65
Lagos Island	65	48

This was against the yearly education performance report which shows an average of 87 students in junior classrooms. Also, 68 students were in senior classrooms about a decade before in Lagos schools (Lawal, 2019). Indeed, an educational surge is visible as shown by the difference in the above reports.

Still on over crowdedness in Nigeria, Ehinola (2015) lent his voice to this, by saying a class is rowdy when pupils or students are above the ideal standard. In Nigeria elementary schools, for instance, once pupils in a classroom are more than a proportion of 30 pupils, overcrowdedness is present. Ndubueze & Chinasa (2021) posited that the enormous upsurge in primary school education appears to have resulted to overcrowded classrooms in primary schools Anambra states and other states in Nigeria are equally facing this challenge.

This is to confirm that in Nigeria, Overcrowded classroom is not restricted to Secondary Schools alone. It cuts across primary and Tertiary institutions also both in the urban centres and in rural areas. Though more pronounced in the cities as a result of rural-urban migration.

Majority of government-owned schools are so overcrowded. Hence they encountered ecological and classroom challenges (Olaleye, Ajayi, Oyebola, Ajayi, 2017). One thing that is common with public schools in Nigeria is that, they are overcrowded. When there are too many people in a society than the resources available this will also result in an overcrowded classroom (Olaleye, et. al, 2017). Shortage of resources will bring about overcrowded classroom because the large number of people will want to manage the limited resources. According to West and Meier (2020), overcrowded classrooms happen because of inadequate numbers of teachers. Also because of the non-availability of infrastructure. And the majority of non-fee paying (quintile 1-3) schools that are not well catered for. This is true of Nigeria's situation. The surge in school enrolment both in primary and secondary schools is a result of free education.

The disaster caused by overcrowding is better seen than told. In Ijaiye Housing Estate Senior School in Lagos State, each classroom takes as many as 160 students. A lot of the classes, particularly SS1 and SS2, are in 10 arms (A-J) each class is with 80 students or more. Due to the issue of overcrowdedness, many of the classes are present on paper. They are not in the real form of a classroom setting (Lawal, 2019). In Kano, the report has it that 60% of students seeking admission to junior school could not secure admission. This was a result of inadequate classrooms that the state was facing. It was also said that the ones not admitted may miss a year. The admitted ones will face overcrowded classrooms of about 150 students in a class. Whereas, the education policy of 2001 limits class size to 40 students per class (The New Humanitarian Newspaper, 2008).

Government schools are so overcrowded as a result of the rise in population. This is because of a shortage of economic resources and budget challenges. As a result of these factors, it increases the challenge of overcrowding in classrooms. (Liman, Jibir, & Hassan 2023). The overcrowded

classroom is a major perplexing challenge facing teachers. An increasing number of people has made the class population skyrocket (Ayu, 2018). The population increase is one of the culprits for an overcrowded classrooms. Okebukola (2000) quoted the Situation and Policy Analysis on Basic Education in Nigeria, (SAPA) submission that has given a statistical analysis of the deficits in Nigeria schools:

- 12% of learners sit on the floor;
- 87% are with overcrowded classrooms;
- 3% of the schools are without chalkboards;
- 38% of the classrooms are with no ceiling;
- 77% of the learners do not have textbooks and
- 36% of the learners are without writing materials.

This report is a sorry situation of Schools in Nigeria and especially Lagos state. Judging from the foregoing, it is clear that overcrowded classroom is not a Nigeria phenomenon. It cuts across Nations of the world but Nigeria is worse hit with the overcrowded classroom.

## **2.4 Learning Environment**

The learning environment denotes the physical site, setting, and ethos in which learning takes place. The school ethos is the culture and characteristics such as how individuals relate with and treat others. It includes how teachers organize the classroom scenery to quicken knowledge. Such as holding lessons in an appropriate natural environment. Arranging lockers in particular manners, and adorning the walls with education resources. Making use of auditory, pictorial, and digital expertise. School guidelines, government organizations, and other structures could as well be part of the learning environment.

What does learning entails? Adetunji and Oladokun (2015) submitted that the learning environment encompasses the interior and exterior structures of schools. A non-toxic and relaxed school setting makes an essential feature of accomplishing learning outcomes. Education settings can have direct or indirect effects on students learning. It can influence students' engagement in the lesson, and drive them to gain knowledge. Bring about awareness of well-being, and being a part of individual security. For instance, learning environments bursting through sunshine and exciting didactic resources would be an extra advantage to knowledge. A dull area lacking openings or beautification will not be beneficial to learning. MacMahon, Carroll, and Gillies (2020) suggested that accomplishment and interaction remain affected by the worth of the education environment. Operative education settings are having unparalleled interaction and relational association. Once students both have a sense of association with one another and the education practice, they are having social synchrony. This is an inborn tendency that expedites social interaction and understanding through clusters. A beautiful environment will indeed encourage good performance and help students to relate well together. In line with MacMahon et al. (2020), Bassey, (2020) described a school setting that is welcoming to youngsters as the type blessed by architecture plus amenities. It also encourages communal, ethical, and behavioral comportment of the youngster in a didactic location. A setting furnished by the simple enabler of the youngster's adaption to change far from family. Where the facilitator encourages expressive, mental, shared intellectual, and moral revolution and awareness of the youngster. A good school setting must have good structure and amenities, which make students comfortable such that they would not miss home. Where teachers allow interaction between students and they can express themselves as they learn.

The Organisation for Economic Co-operation and Development, (OECD, 2004) submitted that an earlier study reported that the school environment can affect students' achievement and education. The school environment no doubt has effects on the performance of students. To illustrate, Program for International Student Assessment (PISA) statistics revealed that a private school environment brings about greater stages of learners' accomplishment. Private schools have inviting environments and it helps their students' performance. It is understandable though because private schools charge exorbitant school fees. Hence they cannot but make their learning environment welcoming. OECD (2009), says that the school environment comes from different features and activities which impact learners and tutors alike. Important parts of the school setting are the physical learning setting and the communal structure. Interactions among leaders, educators, and learners. Awareness of the neighbourhood, educator and students' enthusiasm, customs amid mates, then security. The school environment is essential for the worth of teaching and tutoring. Chan-Anteza (2020) "A favorable learning environment is a physical space, nontoxic and inspiring, with good architectural amenities, planned for various teaching and learning activities, pedagogies and equipment, that follow a well-planned curriculum, aligned with content standards and uses instructional strategies that suit the needs of teachers and students." Learning environment entails a lot and they all must be taking into consideration in a bid to have students and teachers comfortable during teaching and learning process.

The learning environment must have necessary facilities absence of which will have effect on the teaching-learning process. Aiwuyo and Omoera (2019) in their descriptive research work, discovered that most public primary schools' learning environments are not well equipped. They do not have the appropriate facilities and necessary learning resources. They are not well structured

with adequate space and furniture. In their study, they discovered that the school environment was a problem for pre-primary schools. They lacked the following; appropriate instructional materials, and toys for learning. Also modern toilet facilities, adequate water supply, game equipment, and space. This shows that the pre-primary school lacks a good learning environment. They thought that an acceptable learning environment will bring about positive teaching and learning which will help the pupils to grow well. The implication is that it hampered the development of the children. Because the learning environment is not encouraging positive teaching and learning. The classrooms are also overcrowded. This is the situation in the majority of public schools in Nigeria. It does not matter whether pre-primary, primary, secondary, or higher institution. The learning environment is nothing to write home about and they are so overcrowded. The opinion of Aiwuyo and Omera, (2019) is in line with the submission of Cobanoglu and Ordu (2018) that a wholesome school is a model which encompasses variables like school buildings, and environmental arrangements. Also teaching-learning process, resources, and material. The teacher, principals, well-being safety, democratic involvement, and gender thoughtfulness. All these variables are strong enough to affect educational worth in one way or the other. The presence or absence and the quality of each of these will determine if a learning environment is conducive to teaching-learning. It will also determine if it will bring about effective outcomes. In the research, they used a mixed-method approach. 54 schools were their samples. They found that the school does not meet the condition that characterizes a child-welcoming learning environment. Though they were high in effectiveness and inclusiveness. Also, the schools are high in protection, precaution, and participation.



A study was carried out by Kariippanon, Cliff, Lancaster, Anthony, Okely and Parrish (2019) where he used the observation method through momentary time sampling for 30 minutes to observe students from 9 secondary schools. They found that teachers in traditional classrooms used a teacher-centred approach. The students did their work on an individual basis while the teacher was in front watching them. There was little chance for them to move around or interact with another person. Whereas in flexible learning spaces, the approach used was student centred. They were in control of their learning as they have the autonomy to choose where they want to work. They could vary the siting arrangement making a grouping of students to be possible. They could interact with both teachers and students. They could also move around the classroom. It is clear from their study that a flexible learning environment is better than a traditional classroom. It will enhance students learning and better performance. But the overcrowded classroom cannot make use of flexible learning space. It is always a traditional arrangement. Also, Chan-Anteza (2020) submitted that schools in the Philippines are effecting changes in their physical which requires schools to upgrade their facilities to be able to turn out graduates that can compete globally. This, the department of education is doing to make sure that students learn in conducive, safe, nurturing and motivating environment. The central focus of the classroom environment has been effective teaching and learning. Conducive learning environment is ideal for positive teaching and learning. But in an overcrowded classroom, it is not so.

#### **2.4.1 Classroom Environment**

The classroom environment is the context where students' learning occurs. It has to do with the classroom's physical setting. The friendly structure, the ambiance, and customs and standards. According to Rahman, Ahmar, and Rusli (2019) physical classroom arrangement takes an essential

part in the teaching-learning process. It affects the performance of the teachers and also the students. A well-set classroom would create a psychological effect on both the teacher and the students. This would make them feel at home to impart knowledge and to also learn. A well-arranged classroom is a sign of the greatest learning activities. This is because when a classroom is well arranged it would create a climate that would make students' learning enjoyable. It also makes teachers' teaching interesting. These in turn bring about effective positive teaching-learning outcomes. Also, Che Ahmad, Shaharim, and Lee Abdullah (2017) in their work noted that the worth of education set in the classroom context is crucial to operative coaching and learning procedure in the classroom. A good classroom environment would enhance the positive teaching-learning process. Likewise, Ahmad, et al. (2018) argue that a well-planned and controlled classroom will bring about effective learning. He substantiated this saying that it is impossible to have effective teaching in overcrowded classes. This is because a greater number of the teacher were encountering many challenges. Such as inadequate instructional materials, discipline, and physical plant. Also, evaluation problems for the delivery of effective instruction. This agrees with Matshipi, Mulaudzi, and Mashau (2017), who asserted that overcrowded classroom is common in most rural Schools. It also caused interruptions in continuous activities of the classroom teaching-learning process.

Shaharim, Ahmad, Abdulah (2016) posited that "The peaceful and comfortable school atmosphere is very important to students and teachers. This is to ensure effective teaching and learning." They added that "teachers, students, and environment are part of the determining factors that contribute to the accomplishment of the learning process in the classroom." This view found support in Chepkonga (2017) who wrote that it is a steady bond with the students that can end bullying. Remove obstacles and build a classroom environment that influences learning, engagement, and

achievement. When students found love and acceptance from their teacher and fellow students, they will find the classroom environment conducive for learning. Rayens and Ellis (2018) agreeing with Chepkonga on the issue of steady bond posit that “student-centred” mean different thing to different people. Using the words of educator Robert Talbert, our goal about a learner-directed classroom is to alter the mentality of the learner from a “tenant” to a “landlord.” In the classroom of tenants, they offer charges and the administrator is to produce results. In a classroom of landlords, the learner must recognize that they must take part, captivate, and keep. The teacher’s work is to organize a setting where these can occur. This submission of Rayen and Ellis, though very good, cannot be for teachers working in overcrowded. They can only arrange a classroom that is sizeable and has adequate good furniture. Meanwhile, Njoku, Ebeh, Mbaeri (2017) had earlier noted that most government-owned schools in Nigeria are still operating short of the standard. Many of them are having among other things: a shortage of classroom space, furniture, and equipment for teaching and learning. Non-availability of drinkable water, hygienic sanitation, and health facilities. Teachers are not well inspired; poor quality teaching mythologies. The expansion of a promising classroom and school environment is essential in special-needs education. Also in inclusive education and inhibition programs. A learning environment should be all-inclusive and friendly. Both able-bodied and those with a disability would be safe and able to interact as they learn. The school environment and the classroom environment should be conducive for both able-bodied students and special needs students. To encourage inclusive education, there must be a consideration for special needs students. The arrangement of the learning environment must suit them. This would make learning conducive for every student to move around and interact.

A student-centred environment connotes an environment where teachers are just facilitator, encouraging and guiding the students, also giving student choices in their assignment and learning generally. “Teacher are no longer gatekeeper of information but rather a resource for students to obtain and grasp knowledge” (Melvin, 2022). This learning environment is where teachers believe that students are not empty. Teachers are not to pour their content into students as if they are empty. Likewise, Keega and Mugo also submitted that a youngster-welcoming setting inspires youngsters to take part in classroom events. This allows educators to become bolder in imparting knowledge. Hence, syllabus events are well executed. The educator in a setting like that can inspire youngsters. Deliberate on current matters with them and manage events to achieve anticipated aims (Keega & Mugo, 2018). When pupils enter a classroom for the first time, they will judge what the nature of the class they are having will be. Their attention will be on the desks’ arrangements. They are also conscious of the wall hangings. How the teacher arranges her classroom helps them communicate in a non-verbal way with the students. Students will like a beautiful classroom environment. Hence teaching and learning will be positive.

Still on beautiful environment, Rahman et al., (2019) submitted that an accurate classroom environment has a very important part to play in bringing about an exciting environment for the entire teaching-learning process. When the classroom environment is perfect, the teaching-learning process will be captivating. The physical setting consists of the dimensions of the apartment. No doubt that all these are of great importance to the success of teaching and learning. Lewinski (2015) suggested that the tables and the desks should be well arranged for freedom, collaboration, and play. Also administration of cluster behaviour. How the arrangement is, must help children to be able to

see one another very well. In arranging the classroom, a teacher must be conscious of the physical setting plan (how benches, tables, and lockers are set).

This stance of Lewinski, cannot be over-emphasized because the structural arrangement of tables and desks would affect how well students would interact with each other. Also how teachers can move around for teacher students one-on-one interaction. This corroborated the submission of Marquez and Garcia (2019) that studies have shown that classroom environment and situation affect the extent of students' learning. They are more enriched when students are at ease to communicate with the teacher and their mates. If that type of association does not exist, students' involvement may be so muffled and restricted. Even with the methodical worries that surfaced during teaching sessions. When the classroom environment is conducive and there is room for students to interact with the teachers, students would learn at a high rate.

According to Akpan, Igwe, Mpamah, Okoro (2020) in social constructivism learning concepts are conveyed through language, it is then construed and understood by peoples experience and their interaction in a cultural environment. Language, interaction and environment are important to students learning in social constructivism. Since people construct cognitive structures through language and culture, it means knowledge is both socially and co-constructed. Social constructivist recognize knowledge as what students do while collaborating with other students, peers and teachers (Akpan, et al, 2020) .Knowledge is constructed in collaboration with others. Collaborative learning with the help of a facilitator or in collaboration with others is what social constructivist emphasized (Akpan, et al, 2020). Help and supervision of better well-informed mates or specialists can propel student ability. And also, competency for learning within Vygotsky's concept of the 'Zone of Proximal Development.' According to Melendez (2017) in overcrowded classrooms, teachers

cannot affect student-centred instructions because students are not carried along. Hence restraining the students' chance of active learning.

Furthermore, Mulaudzi (2016) also pointed out that scholars have specified that the classroom environment is a serious emphasis for student collaboration and educational advancement. If the classroom is not working well, teachers should re-evaluate the planning. They are to effect the required change to fit the desires of the learners. Arranging a classroom for learner interaction cannot be effective in an overcrowded classroom. Because the classrooms are always arranged in traditional rows. When the students want to pass, they had to climb their lockers.

Also, Rahman et al., (2019) discovered from their classroom observation that in many situations, because the class size is large teachers cannot teach the students. They cannot impart knowledge that is adequate for the students. There is no proper learning also for the Students. That is, when they practice EFL listening and speaking. Also, during writing exercises, teachers find it challenging to go through all students' scripts. Furniture for sitting is not appropriate to pair or group the students. This is because, in many of the schools, long and high benches are available. Corroborating Rahman et al., Saifi, Hussain, Salamat, (2018) point out that managing an overcrowded class, especially a class of over 100 students may be a herculean task for teachers. Especially if the students sit on broken seats and are not comfortable. Meanwhile, the education code (1935) stipulated that each student may have a separate seat and desk with enough space. The arrangement should be in such a way that the teacher may be able to move between rows without a hitch. Corroborating this, Lundberg and Abdelzadeh (2019), submitted that the fresh formations about the significance of social collaborations in the educational environment, and questions about the aims of education in the contemporary sphere have made research on the physical environment popular.

Speaking on the physical environment of the learning environment Eze (2019) submitted that to facilitate significant learning, notwithstanding the size of the students present in the class, the classroom environment must be made conducive. Eze added that the physical like space, furniture, enough instructional material and well equipped building. Also, psychosocial such as, conducive and non-discriminatory environment. Above all, service delivery that will bring about effective learning environment. The construction of space in the classroom environment should be to enhance interactive learning and comfortability.

Classrooms are to encourage student-centred learning. Also to make the most of student fondness and modern way of life (Gurzynski-Weiss, Long, & Solon 2015). Classrooms will enhance students to take control of their learning if done with that purpose in mind. Also, a welcoming classroom collaboration involves an environment of teaching-learning that students have opportunity to take control of their learning. This, will make them to appreciate the significance of accomplishment-related behaviour. And also be more motivated about their learning (Achor, Danjuma, and Orji 2019). Hence, the organization of the classroom learning environment ought to be in a way that takes care of teachers' needs, students and learning activities conducted, with the skill to inspire learning. As well as boost lively involvement to be more aided and checked by the teacher.

Ahmad et al. (2017) in their quantitative research work, discovered that the classroom was appropriate, with adequate furniture, resources, and provision of appropriate safety facilities. The classroom lighting was well done and its combination with natural light make the beauty come out. The classroom was very spacious which allows the students to be able to move around. They said that the students themselves attested to the fact that the classroom is suitable. The student in the

classroom is going to be alert to learn, teachers will be able to discharge their duty well. The teacher-student interaction was very positive as attested to by the students. This is how an ideal classroom environment should be. An overcrowded classroom is not an ideal classroom so the above is not possible of an overcrowded classroom environment. Ihekornye (2020) argued that the physical environment has a significant impact on students' comfort and, to a lesser extent, their capacity to learn. It is doubtful that uncomfortable students will learn as well as comfortable ones. Additionally, pupils' morale may be impacted by their surroundings. They may get disheartened, angry, and less eager to study if they believe, for example, that their classroom is physically worse than that of students from wealthier families. The learning environment, has a great effect on students learning and learning outcome.

Classroom environment and learning environment have a great role to play in the teaching-learning process and outcome. A positive classroom environment and positive learning environment will encourage students to learn. Also to interact, collaborate, and be an active participant in the teaching-learning process. As well as help the teacher to be the guide and instructor she is to be. It is worthy of note that of the works done on Learning environments, most of them were on Early childhood, Primary education, and University education. We need to see how classroom management learning environment is.

#### **2.4.2. Classroom Management**

Classroom management is the core of teaching and learning. A rowdy and raucous classroom will make both teachers and students to be unsettled and frustrated during teaching and learning. This found support in Jobirovna (2023) who submitted that learning and growth will be beneficial when the classroom management is effective because this will make the classroom



conducive for learning. Active and flexible classroom management is crucial to enhancing the teaching and learning experience and this cannot be overstressed. Teaching and learning will be smooth and enjoyable when the classroom is well managed. Teachers will teach effortlessly and students will learn without stress as classroom management is effectively done. Little wonder that Cho, Mansfield and Claughton, (2020) submitted that classroom management is essential to the work of teaching and learning. No doubt that classroom management is important to teaching learning because in the absence of effective classroom management, teaching time will be wasted on calming the class down and this might make the teacher not be able to achieve the goal she set out to achieve in the lesson. According to Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, (2018), when it comes to the work of teaching and learning, classroom management is critical. The prizes of inappropriate behaviour in classroom may be equated as it relates to the repercussion on student learning, school climate, and the well-being of teacher. The multiplier effects of ineffective classroom management is huge as it affects the well-being of both teachers and the students, teaching time is wasted, learning will not take place.

It will be beneficial for teachers if they are able to effectively manage their classrooms. It will take a lot of stress off them because they will be able to put students with inappropriate behaviour in check. This is in agreement with Lazarides, Watt, & Richardson, (2020), the self-efficacy of teachers in managing the classroom is a crucial aspect of their personality, which has consequences for the quality of their instruction. Ability of teachers to manage classroom is an important thing that can have a great effect on the mode of instruction. Wolff, Jarodzka & Boshuizen, (2021) posited that one of the biggest challenges for classroom management is addressing the intricacies of the classroom and the variety of activities that occur there. Teachers'

perceptions and interpretations of happenings in the classroom vary greatly depending on their experience level and the information they possess to comprehend this complexity. This covers how they keep an eye on things and stay cognizant of what's going on in the classroom. It influences choices regarding when and how to respond to situations as well. Teacher should be intentional and be observant about the goings on in the classroom.

Teachers ought to go through training in classroom management as overcrowded classroom is a menace in Nigerian schools. Research showed that teachers lack preparation in term of classroom management. He went further to say that the situation will remain so for a long time because, people think that teachers in training should be given content course than classroom management courses. In Nigeria, theory is given precedence over practice during the teacher training in the school.

## **2.5 Effect of Overcrowded Classroom on Teaching and Learning**

There is a lot of research work on the effect of an overcrowded classroom on teaching and learning. And also on class management or classroom interaction and classroom assessment. Since the twenties, researchers, teachers, and professionals, in education have remained involved in the study of the reasons connected with the teaching and learning process. A major concern remains the effect of class population on learner attainments (Aoumeur, 2017). We have researcher like (Good & Lavinge, 2017), who have worked on the effect of an overcrowded classroom on teaching and learning. According to (Oni & Oluwo, 2017), class size is a crucial factor when it comes to students' academic performance. Researchers and academic scholars have the same opinion on the fact that when there is an increase in the size of classrooms, the academic performance of students will

decrease. When the class is large the effect on students' achievement will be negative. Barde, Ahmed, Mohamed, Bisi, Ibrahim, and Uzoma (2021) in their research work found that small class brings about improvement in academic achievement, as confirmed by the respondents, with a mean of 3.37 and 0.74 SD. While respondents mean 3.02 and 0.86 SD agreed that academic performance gets affected when there are too many students in the class. Mean 3.40 and 0.90 agree that learning in overcrowded class bring about poor learning and poor performance.

In the same vein, Fatima, Mushatq, and Fatima (2019) posited that overcrowded classroom is a giant challenge bedevilling schools. It affects administrators, teachers, and students. The challenge of overcrowded classrooms affects all stakeholders, especially teachers, and students. Olaseni and Lawal (2020) declared that it can be infuriating, devastating, and nerve-racking to teach and learn in an overcrowded classroom. An overcrowded classroom causes trials that may almost be difficult to subdue. Even the best smart teachers are not left out. The trials hinder the teachers' smartness and cause teachers not to be so fruitful in giving the instructions they already prepared for the learners. Likewise, students encounter the same issues in an overcrowded classroom. Thereby making teaching and learning difficult and not enjoyable. When teaching and learning become cumbersome and unpleasant, the teaching-learning outcome would be non-effective. Moreover, Akinsolu and Fadokun, (2015) revealed that most of the teachers opined that involving students in practical work in an overcrowded classroom is a great challenge. Hence, teaching is not student-centred but teacher-centred. That is, teachers dominate the teaching-learning process without any input from the students. This is the style called the banking system of learning. In this system, there is no collaboration between students and teachers. There is none also between students and students. Yet collaboration is an important aspect of the teaching-learning process. It is when teachers have

interacted with students one on one that she would be able to discover gaps in their work. He would be able to give them support by scaffolding the lesson which will make them better. Marais, (2016) submitted that teaching in an overcrowded classroom has precarious challenges. Hence, she opined that institutions for training teachers must equip teachers with training that will help them cope with the challenges. When teachers have the training to be able to handle overcrowded classes, it will help them when they get to the classroom. Moktar, (2019) in his work, 92% of the respondent said they are working under pressure. Most of them agreed that they could not give quality teaching because of the large class. Likewise, some agree that large classes prevent students' learning. Some agree that large class hinders student from focusing on lessons. Also, some say that it prevents students' good performance. It is also a challenge for them to move around the classroom since the students are large in number. All these boil down to the fact that teachers who were the respondent had problems giving quality instructions in large classes. It then affected the students learning. This resonates with the result of the work of (Khouya, 2018).

However, Matsepe and Maluleke (2019) in their work reported in their findings that most teachers showed that teaching and learning are difficult in an overcrowded classroom. It is challenging to stimulate learners' interest to learn. It is difficult to involve students in critical thinking and problem-solving tasks.

Some elementary schools also are overcrowded. Chipanda (2015) in her study found that most primary schools had a high number of students. This affects teaching and learning processes. It was also shown that overcrowded primary school has significant impacts on the supply of teaching and learning resources. Also on teaching activities', pupils learning, and academic performance. Over crowdedness affects classroom teaching and reduces the capacity of teachers to use participatory

teaching methods. Local government authorities need to improve the distribution of teaching and learning resources in public schools. They are to contribute to awareness of the implications of overcrowding in primary schools. Show its implications on teaching and learning and capital supply. All these will go a long way in alleviating the challenges.

Moreover, Biyela (2019) in his work reported that overcrowding in schools indeed affects how teachers discharge the curriculum. Part of the problems encountered by teachers in their work is students' wrong attitudes. They also encounter non-availability of support from school management and teacher stress. The work discovered that teachers cannot cope with students' behaviour. The problems encountered by teachers in the overcrowded classroom are diverse. Also, Ayu (2018) posited that gaps always occurred in the works of students in overcrowded classrooms. Teachers were not able to discover the gaps because of a lack of interaction. They use materials that are not enough and are archaic. That made delivering instruction a difficult duty for each teacher teaching in an overcrowded classroom. It also made teachers feel disenchanted. All these combined would affect students' academic performance in negative ways.

Savides (2016) reported a teacher who said her class was too big and that when teaching at the front of the class, the students at the rear would be making noise. Yet she has to control the class even when she could not identify the students by name as they were over 200. Having good class control in this type of overcrowded classroom will take more than usual. Also unless the students have their names inscribed on their uniforms, it may be impossible to know each of the 200 students by name. It is easy for students to misbehave knowing that the teacher doesn't know their names. Likewise, Aoumeur (2017) posited that the challenges faced by teachers in overcrowded classes include the inability to be familiar with the students. It is almost impossible to be familiar with all students in

an overcrowded classroom. Likewise, diminished incentive, diminished level of lively participation, diminished worth of collaboration and diminished prospect to work with cognitive skills and increased behavioral challenges. Also heightened student diversity because of the large number of students as part of the challenges. Active participation and collaboration in the overcrowded classroom is a tall order for teachers to achieve. They have to contend with students' bad attitudes. The position of Savides and Aoumeur are similar in not being able to identify and connect with students one-on-one.

Also, West and Meier (2020) posited that teachers have to deal with controlling and implementing discipline methods because of the large number of students in the class. Teachers always face the problem of class control because of the largeness of the class. Especially when they were not taught the skill to handle such classes. Also, Ahmad et al., (2017) concluded that overcrowded classroom brings about the poor discharge of instruction. This in turn has negative effects on the teaching-learning process. 72% of their respondent agreed that overcrowded classroom brings about poor instruction delivery. While 24% said overcrowded classroom does not bring about poor instruction delivery. This showed that the teaching-learning process cannot be effective in an overcrowded classroom. Ayeni and Olowe (2016) in their study, in which they use a questionnaire to gather data, found that large classes bring about many problems for classroom management, pupil control, marking, planning, and assessment. Teachers go through much tension when confronted with large classes. Their efforts are so frustrating and it affected their health. The hypothesis showed that the relationship between large class sizes and effective teaching is significant. Teaching in an overcrowded classroom is a big challenge, it cannot be thorough. May (2018) posited that an overcrowded classroom is a challenge to perfect teaching and learning such that it reduces student

performance and in turn discourages teachers. Overcrowded classroom diminishes the students' performance and teacher' effectiveness. Siddiqui (2018) corroborated this by saying that overcrowdedness impedes the progress of teaching and learning because at times classrooms have more than 50 students as against 35.

From the work of these researchers, West and Meier (2020); Ahmad et al., (2017); Ayeni and Olowe, (2016); May (2018); Siddiqui (2018), we have seen that overcrowded classroom impedes the easy discharge of teachers duty. It gives no room to interact with students one on one during the teaching-learning process. Meanwhile, in the earlier work of Mushtaq et al. (2015), they argued that the use of a symbolic learning model, multimedia, and projectors or sound system would allow students to hear the teacher and they too be audible. They said these would reduce the problem of overcrowded classrooms. This is a great argument and a good suggestion. With good furniture to sit and write, the environment welcoming, then the multimedia and audio system will be effective. On the contrary Adimonyemma et al., (2018) find in their research work that the respondent, 56% of them, say that the use of audio-visual aid will not be suitable in an overcrowded classroom as it will not make the teaching-learning process an interesting one. Yet we cannot overemphasize the place of good furniture and a welcoming environment in the success of teaching-learning outcomes. Hence, the stakeholders should as a matter of urgency investigate this.

Beautiful environment is a booster for students to learn. Abdulahi and Sunusi (2017) submitted that a child-welcoming classroom is active for learning. It promotes blameless worthy teaching and learning processes. It is tutoring personalized to suit individual pupils' progressive level, skills, and learning style, cooperative, and democratic learning approaches. It gives well-thought-out content and worthy resources. It improves teacher size. Unfortunately, these cannot happen in an

overcrowded classroom. Meanwhile, Oni and Oluwo (2017) recommended in their earlier study that a reduction in the size of the class and how many students a teacher teaches in a term will lead to significant improvement in the performances of students. This confirms the fact that a large class have negative effect on the performance of students. This is because teachers may not be able to perform at their best in a large class. Hence students' performance gets affected in negative ways. Also, Mailumo (2018) thought that the education sector should work on class sizes and make infrastructure available to curb hassles and pressure among teachers. With small class size and adequate infrastructure, teachers' pressure will be reduced.

### **2.5.2 Effect of Overcrowded Classroom on Teachers' and Students' Health and Safety**

Apart from the effect of the overcrowded classroom on giving and receiving instruction, it also affects health. The physical and health safety of both the teachers and the students are in jeopardy. This can be very devastating in cases of communicable diseases. According to Mutisya (2020), overcrowded classrooms can bring about serious incidences of disease transmissions like tuberculosis and pneumonia. Measles, chicken pox, conjunctivitis, and other communicable diseases can spread in an overcrowded classroom. An overcrowded classroom is a challenge for a student, especially in this period of the Covid-19 pandemic and its variant. Contracting can be widespread in overcrowded classrooms. Other research work also identified that it is easy to contract respiratory diseases and other communicable diseases in overcrowded classrooms. This is because there is a reduction in the worth of air breathed in by students due to limited available oxygen.

Also, about the safety and security of students and teachers in an overcrowded classroom, Muthusamy (2015) in his study, noted that teachers said that lack of air circulation causes serious heat and nasty odour. Heat will help in the fast transmission of communicable diseases while bad



odour will cause students to vomit. Asthmatic patients will also have asthmatic attacks due to odours resulting from the stuffiness of the classrooms. Still, on safety, Mutisya (2020) posited that when there is an emergency case, it may be difficult to evacuate people to safe places. Responding to any eventuality can be hard if school sizes are more than expected. There have been situations where people die as a result of stampedes while trying to run for safety.

### **2.5.3 Effect of Noise in Overcrowded Classrooms on Teaching and Learning for Teacher**

In the submission of Sumera and Mushtaq (2017), they identified much noise, gossip among students, and attention not given to teachers. The teacher's voice was not even heard as it got drowned by class noise. This makes the learning and teaching process to be slow or end abruptly. The teacher's voice got drowned during teaching. Also, the voice gets cracked accompanied by headaches because of too much shouting as they wanted students to hear them amid the noise. Also, Obiakor and Oguejioffor (2020) in their work, on the impact of class size on academic performance, find that overcrowded class is always noisy. Their respondent confirmed their assertion. Above we stated that an overcrowded classroom was difficult to manage. This was because the overcrowded classroom is noisy. Noise is a great challenge for both teachers and students in overcrowded classroom. Fraanklin & Harrington (2019) submitted that noise in overcrowded classroom can be high and cause disruption to the extent teacher will find it challenging to teach. Also, students will find concentrating on the lesson difficult.

## **2.6 Effect of Overcrowded Classroom on Teaching and Learning for Students.**

### **2.6.1 Effect of an overcrowded classroom on Interaction.**

Interaction between teacher and student's one-on-one is important for an effective teaching-learning process. Likewise, one-on-one interaction between students is the core of effective learning. It makes the students active participants in the teaching-learning process. Although when the class is large one-on-one interaction may not take place. Chimbi and Jita (2021) submitted that overcrowded classroom brings about decrease in attention given to individual students. This will then lead to reduction in academic performance. It is challenging for teachers to attend to varied needs of individual students in overcrowded classrooms. It is difficult to give support to students as they need it. When the classroom is large, teachers are incapacitated to render help to student as it concerns their learning needs.

The observation of Jimenez (2020) was that when the class is large teacher may resolve to use strategies that make the student more passive in the teaching-learning process. That is the only way he would be able to maintain discipline in class. Although, meaningful learning may not take place. Worse still, they designed the syllabus in a way that is grammar oriented. This makes learning more of the memorization of vocabulary. Hence, there is not much interaction or participation on the part of students. The largeness of class does not allow teachers to make teaching-learning interactive.

There are study carried out in support of lack of possible interaction in overcrowded classrooms. In their study, Ahmad et. al., (2018) discovered that 15% of their respondent agreed that teachers interacted with students in an overcrowded classroom. Whereas 88% of them thought that teachers and students do not have interaction in an overcrowded classroom. 24.1% of Student respondents agree that teacher-student interaction takes place. While 65.8% of them said teacher-student interaction does not take place. Also, Hussain et al., (2017) in their quantitative descriptive survey research design used 88 female teachers from secondary schools as samples to respond to a

questionnaire about their teaching methodologies. Also, the disciplinary challenges they faced in overcrowded classrooms. Their findings showed that teachers are not using modern methods this was evident from the mean scores. 2.91 to some extent use pair-work, 1.26 rarely use cooperative learning method, 3.00 to some extent use making group. Meanwhile, 1.48 rarely use inquiry-based learning methods, 2.21 rarely adopt problem-based methods and 2.17 rarely use assignment methods. Whereas under the traditional method, demonstration with a 3.09 mean and lecture method with a 3.09 mean are most used by teachers. This shows that the teachers are using traditional methods to teach the students. Traditional method is about teacher-centred teaching, and this is what overcrowded classroom allowed.

In the same vein, Mutsiya (2020) said that overcrowding has a terrible adverse effect on students because it always caused students' performance to drop. This was a result of inadequate time given by teachers to attend to the needs of every student one-on-one. Students' individual needs can only get attended to when their number is sizeable. It is when they have individual attention from teachers that they can discover students' personal needs. Then they will be able to give adequate support to the individual. Where this is lacking, there is going to be a low performance on the part of the students. Class size has a great effect on the cognitive skills of students in the classroom. Amissa, Frempong, Onwusu-Ansah (2016) posited that it was challenging to discover students who have learning issues since overcrowded classroom does not allow collaboration. Hence discovering students' learning gaps is a challenge. Students' ability and disability cannot be discovered, and teacher cannot help them in overcrowded classroom. Mathis, (2017) says that Students could have their abilities discovered in small classes and get help to develop it. He went further to add that in small classes children are active and involved. There is the possibility that every child gets

recognized by name and called upon to answer questions. This gives every child sense of belonging and hence she is happy.

Furthermore, talking on the benefit of small class size to student's involvement in class Oni and Oluwo (2017) explained that as class size reduces in number, it will be easy for teachers to give adequate one on one support to students. In essence, the overcrowded classroom will not allow the students to enjoy proper and adequate one-on-one support from the teachers. Corroborating this Melendez (2017) stated that in overcrowded classrooms, teachers are unsuccessful to execute student-centred instructions. Students are thus restricted. The students are not given a chance for cooperative learning. He went further to say that it is perplexing to provide all the students' necessities in a classroom that surpasses 25 students. Hence, it affects teachers' effectiveness in adverse ways. (Epri, 2016) put forward that overcrowded classrooms can impede the student-centred perspective of teaching. Also, because classes are so overcrowded, teachers are using teacher-centred approaches. Olaleye et al., (2017) in their study discovered that 93.78% of the respondent confirmed that overcrowded classroom has a negative effect on students' academic performance. But the respondent believed that a good environment that is not overcrowded will inspire improvement in their academic performance. 4.3% of the respondent were of a contrary opinion though.

Also, whereas, Adimonyemma, Akachukwu, Igboabuchi (2018), find that teachers are teaching practical biology despite the over crowdedness of their classes. 54 of their respondents confirmed this. 72% of the students say that their teachers may teach giving little or no class exercise as a result of the class being large. This is to say that overcrowded classroom has negative effect on the teaching of Biology because teachers don't have time to give classwork to students. Sarah, (2020)

reported that overcrowded classroom does not allow teachers to recognize the gaps in students learning. This shows that one big challenge of the overcrowded classroom is that it does not allow students to collaborate well. Hachem and Mayor (2019) thought that in a class with too many people, a student having difficulty in understanding a topic may not enjoy having personal attention from the teacher. That is even if the teacher was able to notice him or her in the crowd of students. He went further to say that students who are not up to average in performance will find himself or themselves struggling in such a classroom. Although, Adimonyemma, et al, (2018), found that 58% of his respondent, said that they achieved student-student interaction. This is to say that students were interacting and bonding in a large class. An overcrowded classroom is not ideal for struggling students. It will not be of any help to her as the teacher would not have time to attend to her need for support. This is not a result of the teacher not wanting to help. It is that the situation of overcrowdedness will not give her room to attend to students on a personal basis. Lastly, Suradjat (2021) posited that, concerning research on class size and classroom control many research work are evaluating how collaboration between teachers and students are negatively impacted by overcrowded classroom. Past studies have contended that in smaller classes, teacher found it easy to interact with student and guard against occurrence of discipline problems.

### **2.6.2 Effect of the overcrowded classroom on student performance**

The teaching-learning process should always have positive outcomes if well handled. Also, if the learning environment is conducive and the learning materials are adequate. This can only happen when the class size is not large more than the teacher can handle.

Students' performance is the outcome of teaching-learning. The students' performance must be positive to show that teaching learning is effective. According to Kanayochukwu et al, (2020)

overpopulation of students in educational setting prompted poor education standard in lots of aspects across states of the nation. Because of over crowdedness of the classrooms, students' performance are negatively affected. Afolabi, et al., (2020) in their work concluded that the size of a mathematics class can affect how the teacher implements the syllabus. Also, it will affect the technique of teaching used in the classroom. It would, as a result, affects the standard of the teacher's work. The conclusion can be that class size is a major cause of students' poor grades in mathematics. It is thus imperative to arrange the learning environment in such a manner that each student can get enough consideration. The consideration will encourage her interest and enrich better learning prospects. Students of mathematics needs to practice the knowledge gained in each Mathematics class. This would afford the teachers access to interacting with them through which gaps in their learning is discovered. But overcrowded classroom does not give room for this. Hence students' poor performance in mathematics. On her part, Blakey, (2019) submits that a small class develops students' ability and learning attitude. It also produces fewer classroom disturbances as well as discipline issues. In her study, Blakey, (2019) used a non-experimental research approach. She reviewed 19 pieces of literature that confirmed that there is a relationship between class size and the achievement of students. Among many yardsticks used in the literature, the one that stood out was the use of the teacher-student ratio. She discovered that there was variance in the level 1 within the classroom effect. Also, there was a variance of the level 2 between classrooms' random effect. This means that there is a difference between classrooms ( $p < 0.001$ ). This is establishing the fact that there is a relationship between class size and student performance in mathematics class. Hence, we must give attention to class size for better performance in Mathematics in Nigerian secondary schools. Also, Olutayo and Ojoawo, (2017) also found that large classes have a significant effect

on students' performance in basic algebra. Corroborating this Etomes and Lynonga (2020) posited that teacher-student allotment affects teachers' quality of teaching and students' responsiveness. Also, the technique of assessment can affect students' performance and active achievement of abilities. This is so because the strength of the students a teacher must cope with will affect the quality of her lesson delivery. Also, it will affect how he will be able to do individualized scaffolding of the student's work. This will in turn in a negative way, impact how well the students perform. Meanwhile, Adimonyemma et al., (2018), in their work, on the impact of class size on students' performance in Biology, find that the majority of the student's respondent, 61% of them, agree that the possibility of students cheating in examinations in large classrooms is very high. Hence, one cannot say which student is brilliant because the poor ones can cheat and still pass very well. Also, while 48% of the students say they could not see the things written on the board well, 47% say they could see them. From their work, we can infer that overcrowded classroom hurts students' performance. Also, Matshipi et. al., (2017) posited that the majority of challenges connected with overcrowded classrooms have to do with a negative impact on student achievements. They went further to say that small classes are important when teaching little children in primary classes. Because a lot of them will get lost amid many pupils. Even though Matshipi et al, meant this for primary school students it is also relevant for Junior Secondary, especially year one students. They are still very young and can still not differentiate between primary school and secondary school. Abizada and Seyidova (2024) posited that, a lot of researchers have studied the connection between class size and student achievement in different nations of the world. Overall, small class size relates to improved student performance.

### **2.6.3 Effect of the overcrowded classroom on student attitude/behaviour**

When a classroom is too large, there is the tendency that students have a way to misbehave. This is because the teacher may not be able to see the whole class at a glance. Some students may become truants. Yusuf et al., (2016) in their research work showed that class size may inspire or dispirit the students from being in classes. Large classes are always too unexciting, raucous, and disorderly. It may bring about discouragement for students. Whereas small class size is not as overcrowded, they may inspire attendance in the classroom. Olaleye et al., (2017) thought that having too many children in one classroom is messy for teachers and students. These showed from the research that overcrowded classrooms engender detrimental behaviour among children. This is common in government-owned schools. It also hurts effective teaching among teachers. 98.65% of the respondents agree that overcrowding of classrooms has a significant negative impact on the student's attitude to their studies. Ahmad et. al., (2018), in their research, discovered that 75% of their respondents said that overcrowded classrooms have a great effect on the discipline of students. This in turn also has negative effects on the teaching and learning process. May (2018) submitted that effective School and classroom management relies on discipline. Wherein students are too many, disciplining them would be problematic. Saud, et al., (2020) Submitted that, some of the inappropriate behaviours that students put up in overcrowded classrooms, are disobedience, being aggressive, truancy, assault, harsh behaviours with authority, destruction of property, anger for getting low marks. All these inappropriate behaviours will make the classroom not favourable for teaching and learning.

Still on unfavourable classroom environment and its effects on students' attitude, Hussain, Ahmad, Asmai, and Hakim (2017) submitted that their respondents (teachers) agreed that there is a great



noise level and discipline challenge in overcrowded classrooms. During teaching-learning students displayed indiscipline. Such problems discovered from their findings are verbal abuse, physical victimization, and examination malpractice. The mean scores show that the teachers agree that there is noise and discipline problem in overcrowded classrooms. These they had to deal with during the teaching-learning process. An overcrowded classroom is an avenue for mischievous students to operate. They also have negative influence on other innocent students. Jimenez (2020) thought that in large classes, there will be problems with discipline and neglect of some students. Also, there is the possibility to gloss over some bad behaviours. Apart from these, Amissha et al., (2016) posited that enforcing order and organizing an overcrowded classroom well is difficult. But small classes are easy to watch hence discipline is so easy to maintain Mathias (2017).

While Makielski (2018) suggested that teachers should have a good seating arrangement. They identify disadvantaged students and make them sit with the ones getting along well with teaching resources. They are also to take note of challenges in the classes and discuss them. Asodike and Onyedike (2016) were of the opinion that we should come to terms with overcrowding as it is a reality we will have to live with. So teachers should devise means of guarding against noises and other challenges of overcrowded classrooms. All these assertions boil down to the fact that overcrowded classrooms have a negative impact on teachers and students during the period of teaching and learning. It is not fair though, that the government and the school authority will admit students more than necessary. Yet no adequate infrastructure or even motivation for the teachers. Also, no regard for the students they are packing into the classrooms. Still, they expect the teachers to bear the responsibility of curbing the challenges.

## **2.7 Teachers' perspectives and experiences in overcrowded classrooms.**

Perception is how someone sees an issue. That is, the mental picture someone has of an issue. Perception according to Cook (n.d) is the collection, grouping, and analysis of sensory data. Also, the perception will bring about a change in attitude, motivation, and behaviour. The way one perceives an issue would affect how one feels about the issue. How the students perceive their learning environment of overcrowded classroom will determine their readiness to learn. Kumiawan (2015) submitted that perception signifies a procedure that starts from an idea to create a reaction that arises in a person. This takes place out of outward and innermost elements through its senses. Teachers' perception of overcrowded classrooms will either make or mar the way she handles her class control. Also, her interaction with students and lesson delivery.

Perception is the sensory experience of the world. It entails both sensing environmental cues and acting in response to them. We get knowledge about the features and aspects of the environment that are crucial to our existence through the perceptual process. Perception not only shapes how we see the world around us, but it also permits us how to behave in it (Cherry, 2020). A teacher's perception of the classroom environment of an overcrowded class may turn her into a lazy person who may also lose interest in her job. When a teacher has to teach in an overcrowded classroom, it gets to a time he becomes frustrated with the work.

### **2.7.1 Teachers' perception of the environment.**

Teachers' perspectives on their teaching activities are important. They are critical in facilitating teaching and learning. Research works focusing on teachers' perspectives on the learning environment have emphasized teachers' views of their learning environment and practices. Some researchers have identified challenges associated with managing and monitoring students' attitude.

According to Shamaki (2015), the content of the learning environment has a connection to students' performance in various subjects. A beautiful, well set and spacious learning environment will encourage the students to do well in their learning. Sarah (2023) posited that the overcrowded classrooms have deep effects on learning environment and the impact is also on teachers and students. The literature gathered from various developing countries in Africa, particularly Mozambique, Uganda, Zimbabwe, and Nigeria, showed a link between class size and learner success (Motshekga 2012; Mutisya 2020). Ayoub (2019) discovered that his respondents experienced that students sit not only at the teacher's desks but also on the floor in the classroom. They also mentioned that the classroom is so cramped causing ventilation challenges.

### **2.7.2 Teachers' experience of insufficient time and problems of classroom management**

The teacher in an overcrowded classroom has the issue of class management. This is more so because they lack adequate time at their disposal. Sarah (2020) in her study where she used an exploratory sequential mixed research method, discovered that one outstanding problem experienced by teachers in the overcrowded classroom is insufficient time. 78% of her respondent indicated that they experience insufficient time. It was not workable to control 200 students in a period of 40 minutes. They were not also able to assess the progress of the students. She also discovers that the teachers experience a situation they could not cover the syllabus. This could make the students not get as much knowledge as should be like the students in normal sizeable classes. Sarah (2020) also, submitted that, 94.5% of the teachers which happened to be the majority have experienced the problem of managing overcrowded classrooms. 5.5% have never had the experience of facing managing overcrowded classrooms. It is not an easy task to manage many

students in a classroom. Little wonder, Borup, Jensen, Archambault, Short, & Graham, (2020) posited that teacher will face a great challenge of maintaining smooth control of the classroom environment when there are many students in the classroom. But Guergah & Maache (2021) argued that it is not a smooth ride to be a professional teacher as having the effective classroom management approach makes an effective teacher. This is to say that every professional teacher have to have a way of managing effectively an overcrowded classroom

### **2.7.3 Teachers' experience of stress and burnout**

When there is too much work to cope with, someone is bound to experience stress. When you are feeling stressed, burnout is inevitable. Muthusamy (2015) piloted a research work in Durban-South Africa on what teachers experienced teaching in mainstream schools. He used a qualitative research approach with a cross-sectional design adopted. He also used unstructured interviews and observation for data gathering from 8 teachers. It showed from the study that teachers are experiencing stress, exhaustion, and burnout in overcrowded classrooms. This led to them becoming nonchalant about how they performed in the classroom. From the data collected by the teachers, stress resulted because there was no backing from the supervisors. No policy execution, no teacher training, and specialized support, plus the non-availability of materials. Ayoub (2019), in his work, on teachers' experiences in the overcrowded classroom in Egyptian public schools, reported that 44% of the teacher respondents confirmed that they experienced extreme stress and nervousness in the classroom due to over crowdedness. 20% said they don't experience stress but calmness. Teachers are always in the class; they know exactly what they are experiencing. Likewise, Osai et al., (2021) reported in their study that teachers experience stress and nervousness. This happened

because of an increasing number of students and the enormous workload. They also experience hampered teaching–learning processes very often. This results from time wasted on trying to iron out issues between and among students. Teachers, from their experiences, are of the opinion that teaching in overcrowded classrooms is no child’s play. It is also not a pleasant experience. They also discovered that despite the overcrowded classroom, some of the teachers find means of using cooperative learning approaches to teach students. Others use authoritarian means by yelling and using negative words at the students Muthusamy (2015). This is not surprising at all. Though corporal punishment is not ideal there are situations that one can be helpless and result to yelling and caning in an overcrowded classroom.

The teachers’ experience of stress is quite real especially when they must deal with noisy classroom. West and Meier (2020) reported that the teachers experienced high noise levels in overcrowded classrooms. This caused tremendous challenges for teaching. Teaching in an overcrowded noisy classroom cannot be effective and interesting to both teachers and students. It would lead to stress and fatigue. From the finding of Ayoub (2019) teachers expressed that their experience in teaching in overcrowded classrooms has been that of fatigue, and exhaustion. They were not able to use effective teaching approaches and the non-availability of resources. There was a challenge in getting every student to the same pedestal of excellence. They get stressed without a doubt. Also, he mentioned two teachers who stated that their experiences worsened because of the social and mental differences between the students. Most especially in a class of about 85-90 students. It is not an easy task to bring students with social and mental differences to the same level of academic excellence. It would even be easy if they are few but handling many such students is a herculean task. According to Marais (2016) from her personal observation on a visit to the school is that

overcrowded classroom challenges need urgent attention in South Africa. Also, that teachers' experience in overcrowded classrooms is that of stress. Because of taking time to control and settle students' misbehaviours. Some teachers feel irritated because students are unserious about their education. The students also laugh at the teachers they are teaching them. Also, they experience danger because students fight themselves. They also destroy the furniture without recourse to rules. Teachers can get injured during all these.

#### **2.7.4 Teachers' perception of interaction/student-centred and teaching approaches**

Teachers are to use teaching approaches that will aid their students' learning. They are to make the teaching-learning process students centred. Also, to allow one-on-one interaction between teachers and students. Also, between students and students. The question is, is this possible in overcrowded classrooms?

Discussion among students must be meaningful before it can be called social interaction. Chit chat and noisy chattering among or between students is not social interaction. It is engagement that makes interaction social. Singh, (2023) submitted that, social interaction has positive impact in the learning and development of students. It also boosts cognitive, affective and linguistic development and can also enhance positive student out com. That is, when students are responsible for their learning. When teacher is doing all the things students should be doing prior and during teaching learning, then the class is teacher centred.

If the class will not be teacher-centred, the students must be sizeable for teachers to apply student-centred approach. Ndjangala et al., (2020) in their study, they reported a respondent said "There are some classes where we have about 45-50 learners. This causes neglect of some slow learners in the classroom. I do not have enough time to give attention to those learners because the class is full."

(p.53). If a teacher could not give attention to each student in a class of 45-50, how can that be possible in a class larger than that? From the response of the above respondent, it is obvious that she could not apply student-centred approach because her class was far too large for her. May (2018) said that overcrowded classes hinder students from paying attention to lectures. Students who are sharing the same sit find it challenging to pay attention to lectures. This brings about low learning and low test/exam marks. A student that is not engaged in the teaching learning process will be off task.

To be able to make student take active participation in their learning, teachers must be able to control the classroom. He must be able to manage the classroom in a way that students' interaction can be positive. Tahir, Naaem, and Ashraf (2019), found that teachers perceived that a successful and positive classroom atmosphere is dependent on how well and skilful teachers can manage the classroom. And that it will increase the students' curiosity and stimulation to learning. When teaching in an overcrowded classroom, it will take extra effort to gain class control. Tayeg (2015) elucidates that teacher became unfocused in overcrowded classes because of clatter and the incessant interruption from the students. Hence, the approach used may not be as active as expected. Teachers may not be able to interact with students because of the situation in overcrowded classroom. An overcrowded classroom hinders teachers from using the new teaching approach. Nzilano (2015) reported in his study that One Tutor said he faced challenges of how to control classes. And give an assignment to student teachers. They could not use collaborative learning strategies that are interactive. Such as gallery walks, project work, group discussions, questions and answers, a jigsaw, and excursions. He reported that another Tutor said "we don't have the teaching

and learning resources. The classes are large. We can't apply different methods...for instance, jigsaw. Also, the classroom environment is not helpful.”

According to Ari, Tuncer, and Demir (2016), teachers' view of the constructivist classroom is that students are active because they take part in the teaching-learning process. Also, the teacher has to go around to check their work and see whether they are on task or not. This was not their experience in a non-constructivist class. Their teacher was completely in charge of the teaching-learning process. Other teachers perceived that students get bored with the old way of teaching where teachers dished out instruction to students. Students are more active and lively in the constructivist class. In a traditional classroom, students are passive. Because they don't play any active role in the teaching-learning process than to receive instructions. Since it is what they do all day long, every day, they cannot but get bored and restless.

A constructivist classroom gives the students the chance to own their lesson. They are active partakers in the teaching-learning process. An overcrowded classroom may not be too convenient for allowing students to take control of their learning. Mutisya (2020) noted teacher perceived that the repercussion of an overcrowded classroom is that teacher-student interaction and student-student collaboration is not possible. Meanwhile, some teachers in constructivist classrooms believed that they were better off with their former traditional classrooms. This is a result of people not being ready to yield to change. Liu, Mishan, and Chamber (2018) recognized the fact that Class size and examination system were in with the implementation of Task-Based Language Teaching, (TBLT). Although because of schools not having enough staff for language subjects, classes are very large. Another researcher put the average number of classes at the college level to be above 80 as of 2005. They said teachers' perception is that they have become idle. They only perform the



role of mentor or advisor at the debriefing which marks the end of the TBLT session. The student-centred system of learning to them is contradicting the former way of teaching. The Confucian-heritage which is about knowledge transmission. The teachers see student-centred as doable but experience a lack of resources. Also, administrative problems, and problems from students and other teachers. From the TBLT teachers, we can see that teachers don't like student-centred methods of teaching. The method makes the teacher provide support or help- scaffold for students. This is what the social constructivist theory of learning is about. This to the teachers makes them redundant.

### **2.7.5 Teachers' experience of inappropriate behaviour**

An overcrowded classroom cannot be free of students with defiant behaviour. According to the data, instructors go through many forms of violence performed against them by their students. This violence occurs in many parts of the school grounds. Some students disrupt lessons in the classroom by talking to each other and ignoring the teachers. They mock and humiliate the teachers. While the teacher is writing on the whiteboard, they throw items at her (Makhazane & Khanare, 2018). This is the sad reality of the type of attitude teachers experience in overpopulated schools. Also in overcrowded classrooms, the survival of the fittest is the order of the day. They have to scramble for the furniture available in the classroom every day. Before they know it, they become recalcitrant. They would begin to transfer aggression to teachers and students alike. Also, students are more violent towards teachers that are harsh to them. And those whose subject they found difficult to understand. Markhazne and Khanare (2018) said further that, researchers considered school violence as stemming from the environment. Because an individual learner's behaviour is a reaction to certain happening in the environment. Environment has a large role to play in influencing the character or behaviour of students. An overcrowded classroom makes room for rowdiness, prank

playing. Most times students go away with such at other times the whole class is punished for a person's offence since no one would own up. The class is overcrowded, and teachers could not see everyone at a glance.

Also, even though teachers are many things to the students, teachers. Counsellors, in loco parentis, Doctors etc, the students lack respect for teachers. The students seem to be 'grownups' before their time. Esau (2017) mentioned the case of a girl who was always trying to get physical with her teachers. This is not a palatable experience for the teachers. Ayeni and Olowe (2016) in their work discovered that teachers experience bad classroom management. Not able to control students well, because of disruptive behaviour from students. They are not able to know students' abilities since they are too many. They could not have one on one interaction with them. Teachers' efforts are so frustrated and teachers' health affected. They are not able to plan and assess students' work.

Furthermore, Brown (2019) said that teachers perceived students' bad behaviour is on the increase. This necessitated coming up with strategies to cut down on such bad behaviour. Their belief is that when students are aware of the rules and what was expected of them, they would be more disciplined. That would in turn lead to good class control. Biyela (2019) in her study, reported that teachers experienced misbehaviour from students and discipline is difficult to execute. Hence exercising class control was almost impossible. There was no support from the administrative team. There was pressure of overload of work which made teachers to work after school and on weekends. Hence stress sets in.

## **2.8 Students' Perspectives and Experiences in overcrowded classrooms**

Students' experience and perception of a classroom will to a large extent affect how they learn. Kumiawan (2015) posited that students' perception of the measurement of their classroom social environment, is interwoven with adaptive motivational beliefs and achievement behaviours. These include relationships, interrelation, and equality. Also shared reverence, and support from the teachers and students. He continued by saying that the research done over the last 30 years has revealed that the worth of the classroom environment is a great determining factor of student learning. That is, the students achieve well and have positive reactions to learning when they have a positive perception of the classroom environment. An overcrowded classroom is not likely to be a positive environment because of the cramp, odour, and noise. Manalu (2019) posited that in all educational programs, students' perception is a great factor in determining the effectiveness of the program. When the students' perception is positive the activity will be conducive. The program will be successful as better results will be achievable. Put in a different way, academic performance is a direct function of the outlook of the learners (Barde et al., 2021). Hence, a students' performance cannot be separated from his perception.

### **2.8.1 Students' perception of absenteeism and irregular attendance**

Students tend to become absentee or irregular in their classroom attendance because of unconducive classroom environment. According to Machika, Bruin, and Albertyn (2016) in their study, they discovered that the experience of students was that they always go to lectures when they liked. Because they think it was a waste of time to attend lectures in large classes. Hence, they dropped out or become passive and shun participating in the lectures. Also, the students are shy to ask questions in large classes. There are also feelings of anonymity in the large class. Ndjangala, et al., (2020) in their study on teachers' view of learners' challenges in Natural Science class, noted that

some students are always absent from class. Some can be away from school for about two weeks. Some may be in school but never in the classroom to avoid taking part in some lessons, tests, or quizzes. This would affect their entire academic and social performance. They also noted a poor classroom environment where students sit on dilapidated chairs and tables. Hence, they are not comfortable they find it difficult to concentrate. Besides, the broken board are not conducive for writing on or pasting posters. Suleiman (2017) asserted that an unwelcoming classroom may incapacitate students and make them not have an interest in learning.

### **2.8.2 Students' perception of interaction**

In the study carried out by Asikainen (2018), they discovered that teachers and students have very negative experiences of interaction between teachers and students. This may be because they have both experienced negative behaviour toward each other. The student has had the experience of hostile attitude to them or other students. The negative experience is on an individual note. Although many students at the faculty level also reported experiencing negative attitudes. They noted that in other fields of study, there was significant differences in students' experiences. They also discovered that those students who had positive collaboration were not different from those who show negative experiences about group collaboration. This may be because the students' experience of collective collaboration has no reckoning with the academic achievement they recorded. The study indicates that teachers and students do not have a common understanding of collaboration and group solidarity in their academic community. Also, teachers' experiences of their relationship have a tendency of being encouraging, unlike the experiences of the students.

Interaction among students is important to their learning. Havik and Westergard (2019) in their study, found that quality collaborations have a positive relationship with student engagement plus

classroom level. Students who perceived that there is quality interactions became more involved in their school work. There is the strongest relationship between teachers' emotional support and engagement at the levels. When there is quality interaction, students will have a positive engagement with their class work. The benefit of social interaction far outweighs this disadvantage. Hence teachers should encourage it among students. They should also check it, and use group monitors to check going off task.

### **2.8.3 Student perception of the learning environment**

Every student has a perception of his learning environment, the type of perception each has of the learning environment will determine how well he is able to learn. Jimenez (2020) in her action research work, submitted that the student's perception of the classroom environment was that of persistent tumult, use of negative words, brawling, and distraction. That of disruption of the classes and not giving regard to the teacher. Also, the classmates whenever they speak on the challenges of discipline. He went further to say that the students were not consistent about how the students perceived their discipline as an individual also as a group. While he did observe them, he saw that in the presence of their English teacher, the students were well disciplined. They have a change of behaviour and became indiscipline when not with the English teacher. He is of the opinion that when the students spoke about the discipline of the group, it could be that they were thinking of their attitude in other classes with other teachers. In essence, the climate of the classroom environment is not a conducive one for learning and for developing good character and discipline.

On the contrary. Shrestha, Mehta, Mandal, Chaudhary and Pradhan (2019), in their research concluded that students in the institution have a positive perception of the learning environment. Though only the year one students which are of 69.23% have a positive perception of the learning

environment. This difference of ( $p < 0.005$ ) between the years of enrolment is significant. One can imagine why the students in the older classes did not perceive the environment as positive. Also, Rahman et al, (2019), find in their study that the students have a positive perception of their learning environment. Both Jimenez (2020) and Shrestha, et al. (2019), used one single school each for their research work. It is understandable in the case of Jimenez (2020) that he used one school since his work was action research. Action research is researching his own practice. But Shrestha et al could have used at least two schools for their work for better judgment.

## **2.9 Teacher-student and student/ Student interaction in an overcrowded classroom**

According to Social-constructivist, learning is intrinsic and through social interaction. Hence it is imperative to see how teachers interact with students and how students interact with themselves. That is if they do and how they do it, in an overcrowded learning environment. Also, whether the learning environment is conducive to interaction.

### **2.9.1 Teacher/ Student Interaction**

Teacher-student interaction is the one-on-one interaction between teachers and students. In this process, the teacher is able to move around the class to see student performing their tasks. He is then able to see the gap in the students' learning. Kumiawan (2015) posited that teacher-learner interaction is when the teacher speaks to the whole class at the same time. The teacher is the leader and purposes about the type and the process of the activity. Teacher-learner/a group of learners is when the teacher denotes to the whole class but presumes only one student to answer. This is usually used to assess the individual students. This one may as well be good for informal conversation between teacher and learner. This is the type of teacher-student interaction that will work well with

overcrowded classrooms. But the ideal teacher-student interaction would be the one where the teacher is able to interact with a student at a time.

On his own part, Ayu (2018) opined that teacher-student interaction takes place between the teacher and one student or many other students. Students want to exhibit their speaking and listening skills in the presence of their teachers. Hence, the teacher must consider ways of interacting with them. This is very critical in teaching-learning. Also, Okonkwo (n.d.) posited that a favourable learning environment includes task-related collaboration. Teacher modifies how far they allow or inspires pupils to collaborate with themselves while academic activities are ongoing. It may include pupils exchanging thoughts as well as methods at whole-class lessons. Doing tasks together in small teamwork or casual asking for help and providing help at individual seatwork. Of course, collaboration among schoolchildren is an important part of a teaching strategy that is schoolchildren centred. As schoolchildren get inspired towards collaborating as well as give-and-take thoughts among themselves while on class work there are opportunities for probing or having feedback. They can give propositions, make clarifications, and make justification for what they think as well as be part of deliberations. These collaborations have a connection with student learning and accomplishment. This is steady with expectations from both Piagetian and Vygotskian theories of learning and development.

An overcrowded environment is not a favourable learning environment. It is not collaboration friendly. It is only a traditional teaching approach friendly. This finds support in the work of West and Meier (2020) where they discovered that small classes, make for minimal noise. In overcrowded classroom, constructive interaction with the learners is not achievable because of the number of learners. Collaboration causes trouble rather than learning. An overcrowded classroom causes

hindrance to the collaboration of teachers and students. Students have different desires differ from one to other, proficiencies, and dispositions. Thus, the collaboration between teacher and student is a major ingredient of the teaching-learning process. The previous works describe the extent of the negative effect of overcrowded classes on it (Tayeg, 2015). One of such work is the research work of Majanga and Nasongo (2011) it shows that the free primary education (FPE) policy led to many enrolments and large classroom size. And congested classrooms without an increase in the number of teachers. The number remains at 25.25 between 2000 and 2006. Their research showed that there was no teacher-pupil interaction. This was because the teacher did not involve students in interaction and group work. Only group work will encourage pupil-pupil interaction because of overcrowded classes. The average mean of 5 was for the lecture method, and 3.25 for the question-and-answer method. Students were not allowed to ask probing questions.

The classroom must be conducive for collaboration to be possible and effective. Ibrahim and Zaatari (2019) in their work, discovered that the students said the classroom setting is not favourable to learning. The students get distracted and distressed as a result of the noise. Also, the learning becomes monotonous due to the continuous use of the same teaching method by teachers. They discovered that there was no positive interaction between teachers and students as a result of a lack of reciprocity. This is in agreement with Wubbles, Brekelmans, PJ, and Wijsman's position that in the educational setting, having the feeling of being in a personal connection with the teacher can be in operation with student-teacher relationships. For instance, not feeling connected to the teacher may contribute to students' boredom in classes. Boredom, in turn, may lead to not feeling attached to the teacher. In essence, there is a connection between learning environment and student-teacher interaction (Wubbles et al., 2015). One of the themes from the data gathered in Marais (2016)



qualitative research work was, there was no individual learner support and no proper assessment. The student teacher observed could not give personal support to each student. They also could not give necessary feedback which resulted in poor performance. Lack of interaction between teacher and students will affect how student learn.

Also, Wanders, Dijkstra, Maslowsk, and Veen (2020) said, an uncluttered classroom environment offers students the opportunity for talk and conversation. It also encourages helpful interactive associations among teachers and students. In essence, schools and classrooms are minor groups where students can learn to involve in social practices and fortify shared participation. Especially by performing the essential abilities (e.g. managing differences, collaborating, accepting blame, and making collective resolutions). The students' interactions with other students as well as their teachers brand the school a 'rehearsal ground' for partaking as citizens. Also, the experiences they gain in both spur-of-the-moment and organized teaching circumstances. Thus, the nature of the interactions among students and teachers is an essential feature for evolving as citizens and to be part of the society.

Moreover, Ahmad et al. (2017) submitted that positive collaboration between teachers and students will bring about constructive relationships in the learning environment. It would also add to active learning. They also opined that robust constructive connection exists between teacher and student collaborations and the learners' well-being in the classroom. This means, with good interaction of teacher and student, then learning comfort will take place. Also, the learning environment is of noteworthy connection with comfortable learning in classroom. That is, when the learning environment is appropriate, favourable and in good order student would be willing and ready to

learn. They would be ready interact with both teachers and students. The place of conducive learning environment cannot be over emphasized in how well teachers and students interact.

Furthermore, Ayu (2018) submitted that absence of interaction between teachers and students is part of the problem caused by overcrowded classroom. The worth of teacher-student interaction and the total school interaction climate have great impact on student accomplishment (Dulay & Karadag, 2017). It is evident that, positive teacher student interaction and conducive learning environment are of utmost importance for student positive learning. Collaboration between teachers and students forms a very significant aspect of classroom activities. The way teacher collaborate with their students in the classroom shows the quality of instructions passed to students during teaching (Elismawati, 2016). Without conducive environment, teacher students' interaction cannot be of good quality. It will not bring about quality instruction and positive teaching learning outcome. Without interaction between teachers and students, the teaching learning process will be like Paolo Freire's banking education. Where teachers treat students are like object. The range of act permitted to the students covers only as far as getting, filing, and keeping the deposit. This is because there is no interaction. This is the situation in overcrowded classroom. Students are not challenged. No room for creativity or critical thinking. They have no opportunity to ask questions. They were not asked questions on topic taught. At best the teacher asked a general question to which the whole class chorused answer.

Also, in teaching learning process where there is positive teacher-student interaction, it will inspire students to be excited to learn and encourage the learning interest of students and produce fulfilment. Students will also gain sense of accomplishment in the class so that their well-being is intact as they learn (Xiao, Tian, Xu, 2023). Overcrowded classroom does not allow this type of

symbiotic interaction between teacher and student. An Overcrowded classroom most time allow for teacher-centred teaching method. Shemshack & Spector, (2020) posited that in an overcrowded classroom there is no adequate time for teacher to provide personalized attention as well as support to individual student. Much research has supported this (Ashraf, 2021; Ayu, 2018; Kucukler, & Kodal, 2019).

Students are not giving room for active involvement in the learning and problem solving. “It can be argued that teachers in the Nigerian educational institutions are used to traditional method of teaching known as teacher-centred method where the teacher is seen as the source and the authority of knowledge”(Onwe & Uwaleke, 2018. P.6).The students are always passive, their instinct, mind's eye, creativity repressed. The main reason this is so is that, majority of the schools are over populated hence their classrooms are also overcrowded. Many professionals agree that in small classes, teachers have numbers of chances of collaborating one on one with each students. The time spent on discipline also decreases. Hence, students have better behaviour, character and efforts (Laitsch, Nguyen, & Younghusband, 2021)

In discussing collaborative learner autonomy Blidi (2017) says 88.3 % of the respondent in the study described that learners see the teacher as a mentor. 50 % of them think that the learning procedure is more important than the knowledge imparted. Students in the studied population do not think of the teacher as jobless in the circumstance of executing independent learning. Both students and teachers, believed that the presence of teachers at autonomous learning activities is crucial. Particularly when they redefined the role. Teachers are to play the part of leading, assisting and enabling students’ development of autonomy-related skills and their actual commitment in self-directed learning activities. This is who teachers are to be in classrooms during the teaching-learning

process. They are to mentor, lead, guide, and support while students take control of their learning and collaborate among themselves. Unfortunately, literatures have shown that this is not operational in an overcrowded classroom. Teachers only come in and dish out instruction and leave.

Teachers are to make room for students to participate in the teaching learning process actively. Achor, Danjuma & Orji (2019) supported this in their assertion that, creating a teaching-learning environment where students may take charge of their education is essential to fostering teamwork in the classroom. They will learn the value of accomplishment-related behaviours because of this. They will also have greater motivation for their studies. Interaction will help student to be interested in learning and develop team spirit. Unfortunately, in overcrowded classroom it is difficult to be able to build the team spirit because of inability to interact. Matsepe et al., (2019) corroborated this in their work. They posited that the effect of overcrowded classroom where entrepreneurial subject is taught make it difficult for students to develop collaboration skill, problem solving skill and critical thinking skill all that are crucial in the world of business. These skills are essential and anyone who must survive in the business world must have them. Letseka, (2022) also, submitted that overcrowded classroom affects students' engagement and involvement because number of students to a teacher will not allow for personal and collaborative learning setting.

Ahmed, et al, (2017) posited that favourable setting lay emphasis on cooperation and openness between teachers and students. When the classroom is well arranged it will be easy for teachers and students to cooperate. But when benches are set in such a way that teachers and students cannot move around with ease within the classroom, there is restriction. Also, the teacher will not be able to get close to the students for personal interaction. Mbise et al. (2017) corroborated that, seats should be set in such a way that it will allow for one-on-one interaction. Interaction between teacher

and pupils and pupils and pupils also for individual and group work. Meador (2019) corroborated this when he says, “Students perform better when the teacher is able to give one on one or small group instruction on a regular basis.” He went further to say that as classroom size increases this becomes very difficult. No doubt that it is easy for teachers to give help to each student when they are handful. When they are many and there is no free movement individual support is cumbersome. This agrees with (Dulay and Kardag, (2017) which affirms that standard of teacher- student relationships and the total school relationship climate have effect on the achievement of students.

### **2.9.2 Students-Students’ interaction**

Student-student interaction is the act of students working together in a small group. Ayu (2018) posited that Student-student interaction in the second language classroom was to create occasion for students to take part in less regulated and more impulsive language use to discuss meaning and induce their own prior knowledge to keen converse with others. Kumiawan (2015) posited that Learner-learner interaction is the one refers to as “pair work”. The students completing assignments in pairs. Learners-learners interaction is most valuable for inspiring collaboration among students. They work together in group discussion. Still talking on peer-to-peer tutoring, Ogundola (2017) explained that the “peer” are people of the same status without one been more superior to the other. Hence, they are both students. He went further to say that there are two types of peer tutoring which are incidental and structured. Incidental tutoring according to him is the one that happen either at school or during play time. The structured tutoring is for definite purpose or subjects according to a thorough design done by the teacher. Peer-tutoring is a supportive technique of instruction that allows two or more students assist each other to learn by working together and learning from each other. It provides small group, deep, attentive, personalized instruction. It brings up originality, self-

assurance, development of problem-solving skills, and lively collaboration among students (Hovarth, 2011; Ali et al., 2015).

Moreover, Jingyi (2023) explained that peer learning helps students get knowledge personally and collectively as active participants, having the support of constructivist view of learning that students contribute meaning exclusively and in community. It is noteworthy that peer learning is an approach that let students to collaborate. Also involve themselves in more profound search of the ideas in a greater dimension than when the teacher is the one in charge (Sarah, 2020). Unfortunately, Overcrowded class have integral constraints like the sense of seclusion amid students. Absence of communication between teachers and students. Also, the incapability to give repeated testing and feedback (Saleem, et al., 2021). This is confirming the fact that overcrowded classroom makes teacher-students or student-student interaction impossible or cumbersome.

Furthermore, Kalu-Uche and Ogbonna (2021) in their study discovered that the biology students who learnt with the peer-teaching instructional method were far better than the students taught with the teacher-led discussion strategy. Also, the students taught with the class-wide peer tutoring method had retention rate higher than the students taught with the teacher-led discussion method. Their outcome indicated that the students taught with the class wide peer tutoring strategy had better understanding of the ideas than the students taught with the teacher-led discussion strategy. In essence, student under the class-wide peer tutoring group did better than the ones under teacher-led discussion method. This shows that when students have the chance<sup>1</sup> to learn in peer groups, they will learn better and achieve more.

Teachers can use peer tutoring to enable them to put up with a classroom filled with different students in need of one-on-one help. Peer tutoring brings about more responses from student and

comment that leads to greater academic attainment. It brings about greater chances for students to exercise abilities. That is ability that spur them to store more and supports social interaction amid students (Tyavbee, 2018). Tyavbee, is of the opinion that peer tutoring is a great method that is good used in an overcrowded classroom. The challenge is that the amount and worth of interaction in the class are likely to be so impeded. This is because of no of space to allow for free and easy movement around the class.

Also, on the issue of favourable setting and cooperation, Kariipanon et al. (2019) in their research work where they investigated the flexible learning environment and traditional learning environment, discovered that the wide-ranging, adjustable nature of flexible learning spaces together with the use of student-centred instructions, expedited a greater amount of class time interacting, collaborating and engaging with the lesson content. Students in flexible learning spaces expended much more time interacting. Those in traditional classrooms used fewer time not interacting. This is resulting in large class sizes effect. In the end this will not bring about positive learning outcomes.

But OECD (2009) indicates that some teachers believe they are a communicator of the subject matter (straight broadcast opinion). They are the one in control of the lesson. They are as the teacher and disseminator of the information. Hence, they tend to take over the classroom discussion (Rodriguez & Arellano, 2018). This exactly is the situation in overcrowded classroom. Teachers are in complete control of lessons with little or no contribution from the students. Meanwhile, collaborative contribution is quite vital than non-collaborative contribution. Thus, permitting students to intermingle with the subject matter by reason of speaking or allowing them to control the classroom dialogue may enrich the learning (Rodriguez & Arellano, 2018). When teachers can

support students one-on-one or small group support, the students will perform well. Though, it will be difficult with increase in the number of students in the class (Meador, 2019).

### **2.9.3 Cooperative Learning**

Cooperative learning is an approach for classroom instruction, in which students shared the role of the teacher. Hence, the teacher is not in complete control of the class, but students share the responsibility. Kussmaul & Pirmann, (2021) posited that cooperative learning puts students in groups, encouraging them to work together during the teaching learning process. Cooperative learning is a good way of achieving social constructivism way of learning as it encourages interaction. There are 5 basic elements of cooperative learning which are (1.) Positive interdependence. (2) face-face promotive interaction. (3) Individual accountability. (4) Social skills. (5) Group processing. Johnson and Johnson (2017). Researchers reported that cooperation brings about greater group and personal attainment. Also, better connections with peers, metacognition, and greater psychological health and self-esteem.

Cooperative learning model ranks cooperation in resolving difficulties to apply knowledge and skills to be able to achieve learning goals. Cooperative learning is a learning procedure that make students to work cooperatively to find solutions to problems, while analysing and examining topics to get to the conclusions (Saleem et al, 2021). Students work together to unravel tasks as they are allowed to take control of their learning by the teacher. Many strategies are there to make cooperative learning. (A). Numbered Heads Together It is a cooperative learning strategy. It makes individual student answerable for learning the resources by making students work together in a group. This is an exceptional approach for inculcating responsibility (accountability) in the classroom. (B) Jigsaw is an approach of grouping where the class members get shared into groups.



Then rearranged into fresh groups to discuss what they have learnt in their previous different groups. It is an outstanding technique for enlightening students' collaboration and communication abilities. (C) Think-pair-share is when you think on a particular subject matter, especially, comprehension passage, on your own. Then share your thought together with group mates. These will teach the students, team building, leadership, creativity, critical thinking and communication. These are all critical 21st century Skill according to (Trilling & Fadel, 2017).

The overcrowded learning environment is not conducive because they use traditional setting arrangement. This makes the classroom cramped. The traditional classrooms used rows of desks and chairs. Opposite is a teacher at the front that makes use of instructive teaching methods. These traditional environments are now measured as being insufficient to convey 21st-century skills for learners (OECD 2015). A 'flexible learning spaces' housing an assortment of furniture choices in a moderate open space. Such that can be in several means to boost a variety of teaching and learning proficiencies. This is a good environment for interaction that allows for strategies that support the developing of those skills (NSW Department of Education, 2018). Unfortunately, an overcrowded classroom does not have a conducive environment for learning. Dada suggested that the social construction of a learning environment, should encourage interactive coaching and supportive learning. This is the only way that cooperative teaching and collaborative learning can be effective (Dada, 2016). An ethos of co-construction needs structural re-shaping.

Welcoming classroom collaboration involves an environment of teaching-learning that students have opportunity to take control of their learning. This will make them to appreciate the significance of accomplishment-related behaviour. And be more motivated about their learning (Achor, Danjuma, and Orji 2019). Moreover, the skills they get during interaction are not the same as the

ones acquired during individual work. When groups learn in collaboration, they will have good result. Collaborative learning, results in positive learning outcome and aids students' development. Molla and Muche (2018) used quasi-experimental control group. There was pre-test and post-test observation groups. There was individual learning (IL). Cooperative discussion group (CDG) and cooperative learning achievement division (CLAD). The test result indicated that in the pre-test there was no significant difference ( $p < 0.05$ ) in the students' scores using teaching methods. In the post test there was improvement in the students' performance. This may be due to the use of different teaching methods. It is evident that the experimental groups of CDG and CLAD showed that students have greater achievement in their academics. Any form of cooperative learning among students will yield good outcome. The students will perform better. Hence, cooperative learning is a method good for students to learn in collaboration.

#### **2.9.4 Questioning and Dialogue tools for interaction. Questioning:**

When students ask questions there should be a response from the teacher or students. Shanmugavelu, Ariffin, Vadivelu, Mahayudin & Sundaram (2020) submitted that, questioning is a significant to activity in teaching. It can be a means of finding out about the past by using questions that demands honest responses using who, how, when, and where. When the teacher asks questions there must be reactions or replies. When you asked questions, and you get responses there will be interaction. The challenge with this is that, in overcrowded classrooms, questioning may be from the teacher to the whole class. What would happen here is that every student may chorus the answer. Or anybody may shout the answer over the voices of other class members. Teachers don't have time to ask questions one-on-one from students. This does not portray good interaction in the teaching-learning process. The question should get an oral response. It may come as a statement and not as

an interrogation. What is important is that they both generate answers. Al-Zaharani and Al-Bargi (2017) talking in relation to interaction, submitted that teacher make students in EFL classroom participate in classroom discussion and promote collaboration by using questions. Question is a means of interaction between students and students and teachers. Cardenas, (2021) posited that questioning helps students' competence in communication and overall abilities in learning language. So, if questioning boosts classroom interaction, the outcome is that students' communication competence is boosted too. Questioning boosts communication competence and classroom collaboration. Likewise, Menggo (2021) posited that questioning is fundamental to interaction. There are three levels of questioning which are: Initiation, this is when teacher poses a question to start off interaction; response, is when the student answers the question; then feedback, which the students give. Additionally, academics think that asking question in the classroom might be seen as approach for assessment. It allows the teacher to evaluate how students are catching up with their learning while also improving collaboration and engagement in the classroom. Without adequate questioning and response from students, teacher will not be able to know how well the teaching learning process is going and one on one interaction will not be achievable. This is in line with Alexander, Gonzalez, Vermette & Marco, (2022) who contended that questioning helps teachers come up with learning objectives to be able to assess learning achievement. Also, that questioning as an instructional approach helps teacher to give instruction which allows students to adjust their behaviour as necessary. It also a way to encourage students by increasing their interest in the learning process. The place of questioning for interaction during teaching learning process cannot be overemphasized, it not only helps teachers assess students it also helps themselves assess themselves as they interact with students.

Research conducted on types of questions used in English as a foreign language EFL class and the extent of use, showed that convergent questions were often used. Convergent questions are Yes/No short answer questions. The question which makes non-retrieval/imaginative questions was not always used by the teacher. This is even though they are very important. Teachers preferred convergent questions, whereas divergent types of questions are a more necessary and important type of classroom questions. It would allow students to their critical thinking skills and express themselves.

Teachers are to direct their question to every student in the class. He should not just direct the question to those putting up their hands (Shanmugavelu, et al., 2020). Question is a good tool for teacher-student and student-student interaction as we have seen. Teachers must ask the right type of questions to allow the student critical thinking. Also, be able to construct in a creative manner using dialogue. This was why Rijk, Volman, Haan, (2017) says that “Teachers should encourage students’ further thinking. They are to also engage them in powerful conversation in class.” (p. 80). Students’ thinking would be helped with asking convergent questions which will encourage critical thinking and meaningful conversation.

### **2.9.5 Dialogue**

On dialogue, Warnar, Verhangen, and Swankhuisen (2018) submitted that people talk always and everywhere. Also, that a necessary instrument for social interaction is the ability to dialogue with other people to exchange ideas, build understanding and agreement, acquire information and argue. When you learn in collaboration, you can express yourselves. You build your speech skill, confidence, ability to think and team spirit. Also, Arts of polite conversation, academic debate and

humanist dialogue shaped personalities, gives arrays of human collaboration and produce knowledge (Warnar, et. al., 2018). How people use language to communicate influence who we are and helps to collaborate as we gain knowledge. “Language, communication, and speech are social constructions in social constructivism and occupy a pivotal position in the interactive process we comprehend the world and ourselves” (Saleem, Kausar, & Deebea, 2021). Language is the instrument for interaction and understanding the world and people. Akpan, et. al., (2020) posited that social constructivism, noted that language and culture are the basis by which people, experience, and converse and comprehend reality. To dialogue you need language. Little wonder, Language is pivotal to the theory of social constructivism. Jiang (2022) asserted that teacher and students talk often, and this is about knowledge. Teachers, to pass, information, and idea as well as clarify whatever is not clear about their learning, often communicate. Teacher student classroom talk, always entail oral interactions like question and answer. The question and answers given by students helps teacher to change their approaches. Talk is important to dialogue and interaction.

## **2.10. Teachers’ and students’ well-being**

### **2.10.1 Teachers’ wellbeing**

There were many research done on teachers’ well-being. They were not related to how overcrowded classrooms affected teachers’ well-being. Meanwhile, teachers work in the overcrowded classroom and their workload is voluminous. They are so stressed because of the load of work they must cope with (Osai et al, 2021, Mutisya, 2020). Too much work can result to stress. Mokhtar (2019) submitted that stress in overcrowded classroom is too much that it deeply affects how teachers are motivated and engaged. Working in overcrowded classroom can makes a teacher to lose interest in his work and not be able to engage well because of stress.

Stress can be a state of mental or emotional concern or burden. This is a result of conflicting or very challenging circumstances or settings. Occupational stress is a worldwide incidence. It is predominant and severe in 'caring' vocations such as teaching. It is crucial to know how overcrowded classroom caused their stress, and how it affected their well-being (Drevitch, 2019).

Well-being is when you experience good health, are joyful, as well as being wealthy. Part of it is to be mentally stable. Satisfied with life, living a life of meaning and purpose, being able to handle your stress. In all, well-being is a state of wellness. There are three aspects of a teacher's well-being. These aspects are important to teachers if they must discharge their duties well. Unfortunately, the three aspects are all affected in a negative way in an overcrowded classroom (Osai et al., 2021). Each person, household, and communal opinions, ideals, experiences, ethos, prospects, and settings all have a role in one's entire well-being. It's something we as a whole need, and it depends on sure thoughts. Be that as it may, it's peculiar to every one of us. It provides us with a sensation of what our identity is, which we should perceive (McCallum & Price, 2016, p. 17). In general term speaking, well-being is the quality of a person's life. We can view well-being as our feeling and how we operate through many parts. Parts containing our cognitive, emotional, social, physical, and spiritual welfare (NSW, 2020). Hence, the world health organization (1947) constitution describes fitness as "a state of complete physical, mental and social wellbeing. Not a mere absence of disease or infirmity" (p. 1).

A teacher's well-being is "an individual sense of personal professional fulfilment, pleasure, purposefulness, and enjoyment, constructed in collaboration with colleagues and pupils" (Acton & Glasgow, 2015, p. 101). If any of these is ever affected in a negative way it will impact the way the teacher discharges her duty. Evidence indicates that people and institutes assume huge part in

making better and supporting constructive educator welfare (McCullam et al., 2016). When institutions and people support educators, their well-being will improve. Because he will have a sense that they value him. Eldor (2016) presented the importance that the educational environment has as regards abstract welfare. This implies in general the appeal, discourse, cooperation, and mutual vision by which educators take part in educational procedures. The place of learning environment, culture, or ethos in teachers' well-being cannot be over-emphasized.

In overcrowded classrooms teachers experience stress. The literature reviewed supported this (Osai et al., 2021, Mutisya, 2020, West & Meier, 2020). Also, the workload is one of the reasons that teachers are so stressed. Mokhtair, (2019) 92% of the respondent of his study agreed that they work under pressure. It is stressful that has teachers must deal with noise and the management of a large class. Testing and giving assessment feedback is also cumbersome (Ayeni & Olowe 2016). All these are part of the things that get teachers stressed. Kern, Waters, Adler, and White (2014) discovered that the workforce is better devoted to the institution and content when they are performing well across many well-being categories. Findings showed that "positive emotion, meaning, and accomplishment were most related to life satisfaction and health. Whereas engagement and relationships related most to job satisfaction and organizational commitment" (p. 507). Interaction and companionship are important to make teacher committed to their job and satisfaction. Osai et al submit that due to growing in number of students, most of the schoolwork, such as teaching and teaching-learning materials, preparation and marking, they do at home, according to educators' comments. They claimed that such behaviours had an impact on their personal and family lives, robbing them of precious time with their families. Educators claimed that the teaching and learning process is often disturbed. And that they waste time settling conflicts instead of educating. The

above scenarios faced by educators proved that teacher interactions in crowded classrooms are 'stressful.' It can hinder their classroom performance (Osai et al., 2021). When a teacher must take schoolwork to the house to work on, it is too much. When they have no time or little time for the family, the well-being of such teachers is online.

When teachers are getting stressed their physical, emotional, and emotional well-being would be in trouble. These will in turn affect the well-being of the students. Only a happy teacher can make a happy student. One of the participants in the research carried out by Turner & Thielking, (2019) Said, “Ava explained that noticing what was going on well had a positive impact on her teaching her teaching and overall well-being” (pg. 945). An unhappy teacher will be cranky and use negative words on students. These will make students hate the teacher. They will also hate his or her subject leading to poor attitude to learning and bad outcome. When teachers are pleasant, it will affect the way they deliver their lessons and how students learn. Pupils can flower only when the soil nurturing them is well sustained and revitalized. Teaching is a sensitive occupation that can have negative effect on teachers’ well-being (Turner & Braine, 2016). The quality of a teacher's job and its impact on student results are well linked. Challenge in Environmental Science and Engineering (CESE, 2014). As a result, ensuring the well-being of teachers is crucial for the future of education (McCallum et al., n.d)

A teacher's well-being is vital for them to be able to instruct as well as guide the young ones in effective learning. Yet teaching is one of the jobs that can easily cause stress. That teachers are so stressed is inevitable because of the number of students that a teacher must handle at a time. And the cramming of the classroom, due to over population of the class and the limited space makes. The students are noisy and to control the class becomes challenging. Body odour is also a great



concern to deal with. Teachers taking compulsory subjects like, English, Mathematics, Science, are worse hit. Having to deal with between 80 and 120 students at a time, a lesson of 90 minutes at a go, is not a child play. This is not to talk of the herculean task of marking and giving feedback on their classwork, assignment and exams. Especially, those teaching the JSS1, have more to deal with. Because those students still behave like pupils in basic schools. Their complaints from one student and another is enough to stress out the teacher. Liman, Jibir & Hassan, (2023) has said that it is difficult to maintain discipline in and overcrowded classroom. It can be stressful for teachers to have to listen to students complain. This is not to mention having to settle quarrels between and among the students. It is obvious that, overcrowded classrooms or large classrooms has immense negative influence upon teachers. It also impacts the capacity they must instruct. Also, it affects their shared wholesomeness, bringing about tension and exhaustion.

Meanwhile, it is vital to place teacher wellbeing in the context of larger collective and specialized settings in which they work. Then we will be able to have a knowledge of the intricate relationship of interpersonal, interactive, and environmental elements that have emotional impact, restrict, and help teacher happiness, (Acton & Glasgow, 2015).

Coupled with overload is the challenge of Students' ill behaviour as part of reasons for teacher' stress. A lot of students these days are uncontrollable. They behave inappropriate in schools, not showing regards for the teachers and violating the school laws and orders. When trying to teach in an overcrowded classroom, teachers may confront a variety of challenges. This including psychological and pedagogical management, assessment, and discipline issues (Mokhtar, 2019). Likewise, Liman, Jibir, & Hassan, (2023) Teachers encounter the challenge of controlling the students, as they make noise during class activities or when they finished before the rest, then the

teacher is unable to stop them. Concerns such as correction, drop-out rates, space, increasing academic accomplishment and achievement of educational objectives have direct effect on teachers. All these will cause teachers to become stressed and jeopardize their well-being. Overcrowded classroom always caused teachers' stress.

Teachers all throughout the world, including in Ghana, are having difficulty managing overcrowded classrooms (UNESCO Institute for Statistics, 2018). Even though there are policies made to address the case of overcrowding in schools, they are seldom enforced, causing a slew of challenges for instructors. Teachers have a lot on their plates since they must teach, learn, and manage the classroom all at the same time (Osai et al., 2021). Hence, it is not a surprise, that the teachers get stressed. A stressed person has her well-being affected.

Parental responses to the chastisement of their children are negative and inappropriate. This is another big challenge that causes stress for teachers. This in-turn has an adverse effect on teachers' well-being. A lot of parents come to school to make a public ridicule of teachers. Using verbal insult and some demanding teachers' transfer. Yet, most times, their principal are not able to protect teachers' interest against parents' bad reactions. A result of the fear of the possibility of losing their jobs.

Lack of materials or non-availability of materials to use during teaching learning can be frustrating. Having to teach a very large class without the resource book either for the teacher or the student can make teaching frustrating. Or when only teacher's copy is available can make teaching so frustrating. Hussain, et al (2017) and Chipanda, (2015) maintained that part of the problems responsible for overcrowded classroom is lack of resources. It is difficult for teachers to have effective teaching if they must improvise all the resources and devices they use in the classroom.

Also, if they must deal with poor working tools such as damaged whiteboards, it's very difficult to do. Schools that still use physical files to keep records make working in the era of paperless offices very tedious and nerve-wracking. In schools that still use archaic and obsolete resources, the teachers get exasperated. They burnout with ease. Many teachers have been encountering difficulty because of inadequate space between rows. Also because of inaccessibility of resources and services. Teachers show exasperation and struggle in providing for each person's demand in overcrowded classroom. They could get frustrated because of weighty amount of work they have to do. And because of inadequate materials. According to Von der Embse et al., (2019), teacher stress is a major reason for burnout. It can as well have a contrary effect not only on the teacher but also on the student. This can in turn affect teaching and learning. Also, developing effective teaching methods include monitoring student progress, giving comment. Also evaluating student understanding. So, catering for the necessities of all students in a teaching space with 25 or more students is a difficult thing. As a result, it affects the teacher's self-worth in a negative manner (Melendez, 2017). When teachers' self-efficacy gets affected a negative way, then the well-being gets affected.

Cumming (2016) submitted that, specified related, interactive, universal and conversational impacts on teachers' work and work environment is so fundamental for their wholesomeness. Also, teachers' wholesomeness appears to be all connected with school and lesson effectiveness (Helms-Lorenz & Maulana, 2016). Also with school organizational environment (Orsi, et al., 2016). And with having work associates confidence (Yin, Huang, and Wang, 2016). A teacher's well-being will be enhanced when he has good relationship with other teachers and the students are having good

learning outcome. This will encourage the teacher more and give him both emotional and moral boost.

The experience of alarming student and teacher disagreement might destabilize teachers' effectiveness. And then arouse a situation that the teacher is feeling helpless. The findings of Makhazane and Khanare, (2018) pointed out that teachers are open to several practices of violence carry out against them by their students. This vehemence take place in diverse parts inside the school complexes. In the teaching space, some students disturb teachings by chatting with one other and disregarding the teachers. They make jest of and embarrass the teachers. They fling items at the teacher when the teacher is making inscription on the board (Makhazane & Khanare 2018). This is quite dehumanizing and no one can face situation like this and not feel that his or her wellbeing is facing challenge. The research works on the effect of overcrowded classrooms have shown that teachers experienced stress in overcrowded classrooms. Hence, we can say that teaching in an overcrowded classroom affects teachers' well-being.

### **2.10.2 Students Well-being**

There is not much information on the perspective of students as regards their well-being. This found support in the work of Baik, Larcombe, & Brooker, (2019) who submitted that notwithstanding current body of research, quite inadequate material is existing concerning the perspectives of student on their well-being and the things affecting it.

School welfare applies to all students. Focusing on happiness goes beyond the welfare needs of some individual students. All students are to be healthy, happy, successful, productive individuals and active in the schools and societies in which they live. The purpose is to ensure that you have a positive contribution. Students' feelings of wholesomeness and satisfaction with their associations are critical to the development of healthy uniqueness. A students' positive relationship with teacher and other students will help her well-being (Tucker, 2021). The place of wellbeing to students' healthy uniqueness cannot be overemphasised. NSW Government posited that, we must be up-to-date and be progressive about well-being. People's well-being changes from time to time. Also, how students feel about their well-being and themselves, is not static. This is because, it responds to conditions, happenings, surrounding and settings. Positive and negative well-being can be how students get involve in learning and their success. Teachers must know the importance of well-being to yield helpful adjustment. We ought to nurture well-being and make it a force in how students learn and grow. High level of stress and unease amongst students is a substantial consequence of overcrowded classrooms (West & Meier, 2020). The students feel stressed and worry a lot in overcrowded classroom.

Teachers are to foster students' well-being because of its impact on how well a student performs. Not also forgetting the effect of the learning environment on their well-being. According to Pascoe, Hetrick & Parker, (2019) submitted that students may experience increased anxiety because of the pressure to perform academically in such high-stress situations.

“Learning and well-being are well-connected. Students learn best when their well-being is at its best. They develop a strong sense of well-being when they experience success in learning.” (Queensland Government, 2015). Students' well-being must be well cared for in every way

possible. So that they can focus on their academics and have better performance. This found support in the submission of NSW that Happiness and learning are all linked. Studies have shown that effective, evidence-based initiatives and strategies for student well-being improve learning. Aligning measures to improve student well-being with the theme of the School Excellence Framework, this document shows how to show well-being throughout the School Excellence Framework (NSW, 2020). Teacher-student relationships are an important factor in student involvement, well-being, and academic success, A student that feel secured around her teacher and enjoyed her help will show more interest in her work (Cristine, Russo, Fitzmorris, Beninato, Rivolta, 2022). How well teachers and students relate will have positive impact on their well-being and academics. According to UNICEF, 2007

“The true measure of a nation's standing is how well it treats its children. Their health and safety, their material security, their education and socialization. And the sense that the teacher loved them, valued them and included them in the families and societies into which they are born.” (p.4).

Unfortunately, a nation that most of her school are so overcrowded and cramped with broken furniture, or where most of the students sit on the floor, does not have the well-being of their students at heart. Meanwhile, the Council of Europe (n.d) suggested that the main step of dealing with student well-being in school starts with assisting in making students have the sense that they are each recognized. And treasured as each person in her or his own right, also that school life is meaningful and purposeful for them. Having a feeling of individuality and belonging by the student, is possible. Where she has personal one on one interaction with the teacher and the student. Where her challenges are not overlooked but attended to and her strength celebrated. This is what will make

schooling have meaning and purpose for the student. It is unfortunate that overcrowded classrooms cannot give students this sense.

Also, there should be the use of teaching approaches like cooperative learning, student-centred methods, self-organized time, outdoor activities, which support a helpful classroom environment. Schools should use these to help students' well-being. An overcrowded classroom is not conducive for cooperative and student-centred approach of teaching and learning (Ahmed et al., 2017). Furthermore, it is important to develop a physical setting of the school that is inviting to the student. An environment, both classroom and the school compound, where each person in the school have a sense that she enjoys the school's support and protection. Having the right to expressive activities without getting hurt. An environment that will boost the students' morale. Having good furniture, lighting and fittings, beautiful colour, recreation centre. All these will enhance student well-being (Dulay & Karadag, 2017). These were not available in schools with overcrowded classrooms. Most of the schools did not even have a field for sporting activities. So, the well-being of the student was so affected.

Everyone has the right to well-being, and people crave it (McCallum & Price, 2016). Though there are many research works done on wellbeing, there is little or no work on how overcrowded classroom affects wellbeing. It is clear though, that overcrowded classroom leads to much workload which was also established to cause stress. When one gets stressed, well-being is sure affected in a negative way. It was also established that how well teachers and students, students and students are able to interact in the classroom will go a long way to have a positive impact on their well-being (Cunning, 2016). It was also established that overcrowded classroom does not give room for interaction as such either between teacher and students or students and students. Hence individual

identity and sense of belonging is not there. Both students and teachers have their well-being affected. This confirmed the assertion of Mankgele (2023) that overcrowded classroom has adverse effect on mental well-being of students thereby preventing them from focusing on their learning.

### **Summary**

This chapter is a review of various literature. The theoretical framework for the research work is social constructivist theory of learning propounded by Les Vygotsky. It says we learn through interaction and collaboration with the help of a person who knows better than the other. The one called more knowledgeable other, who can be a teacher or a classmate. It also says that we construct learning through social interaction and from the environment. Vygotsky (1978) opines that the bedrock of effective learning is in the nature of the shared collaboration between two or above persons through diverse stages of abilities and understanding. This entails supporting students moving to and through the stage of knowledge or understanding.

The researcher investigated various definition of Overcrowded classroom. Some of the literature see overcrowded classroom as more than the stipulated ratio. Classroom where someone is not at ease. When the strength of student is more than ideal, and it disrupted teaching learning (Ahmed et. al., 2018). Overcrowded classroom is a great challenge in the whole world, it has become a universal challenge and very visible in South African schools (Melendez, 2017, Akech, 2016, Matsepe, 2019, Marais, 2016). Large class are classes with the following numbers 30, 40 (Meadow, 2019). Between 25-30 in UK, over 35, in US and 60 and or more in developing countries. 180 in Tanzania (UNICEF, 2018), 15-20 in California (Ayu, 2018).

In Nigeria, Jaiyeola and Bayat (2020) discovered that Nigeria policy, puts class size, considering teacher-students/pupils ratio at every level of education as: Primary school- 1:35. Secondary school-



1:40. Technical-1:20. Special Education-1:10. These are never followed as the classroom are so overcrowded as shown in table 1. Hence, Nigeria is one of the four countries with the greatest number of overcrowded classrooms. As established, it is population surge that brought about enrolment of student more than stipulated (Oni & Oluwo 2017). Overcrowded classrooms also cut across primary school and Tertiary institutions. A class that should take 25 students now accommodates not less than 100 students. The annual public census revealed that Lagos as of 2017, has 349 Junior Secondary with 337,724 students and 322 senior secondary having 229,980 students (Oni& Oluwo, 2017). Schools in Ijaye area have as much as 160 students in each classroom (Lawal, 2019).

It was also established that it is not easy, to put a particular definition to overcrowded classroom. To different people and different country, what they considered overcrowded differs. Overcrowded classroom is relative because what some see as overcrowded classroom in some clime is not overcrowded in other climes

Literatures on learning environment were also reviewed. We established that, learning environment, classroom and school environment, are very important. And that they can have either positive or negative influence on both teacher and student. We established that how positive or conducive a learning environment is would determine how well teaching learning process would go. And it would also determine how well the students would learn. And how teachers would be enthusiastic in the delivery of their instructions. A conducive learning environment is an environment with good architecture and furniture. That gives room for interaction between teacher and students and between student and student. Also, there is free movement within the rows and around the class for teachers and students (Morrison & Nwokobia, 2015, MacMahon et al, 2020, Allodi, 2010,

School environments have impact on classroom environment (Tapia-Fonllem, 2020). And that shortage of infrastructure which make schools overcrowded. Also, that learning environment in Nigeria are not favourable enough for developing students' ability (Olaleye, et al., 2017). The school environment, classroom environment are components of learning environment. And they all have great role to play in teaching learning process and outcome. Positive school environment, positive classroom environment and positive learning environment will encourage students to learn. They would help students to interact, collaborate, and be part of the teaching learning process. As well as help teacher to be the guide and instructor she is to be. It is worthy of note that most of the works done on Learning environment, were on Early childhood, Primary education and University education.

From the works of these researchers, we see the corresponding effects of overcrowded classroom (Fatima, et al., 2019, Olaseni and Lawal, 2020, Aoumer, 2017, Marais, 2016). Overcrowded classroom is not a conducive environment for learning. Because of the negative consequences on teaching learning. Consequences like, noise Sumera and Mushtaq (2017), distractions, negative behaviour from students Olaleye, et al., (2017) arose from overcrowded classroom. Tardiness, heat and bad odours, risk to healthy and physical safety, stress and too much shout Matisya (2020), Muthusamy (2015) workload, time management. Also, overcrowded classrooms have very negative impacts on teaching and learning. It doesn't allow for interaction between teacher and student, and students and students. Also, it is difficult to discover gaps in students' learning (Matisya, 2020 Amissa et al., 2016, Mathias, 2017). This is because of the traditional seating arrangement and the cramp nature of the classroom. This makes it difficult for both teachers and students to move around with ease. Small size classrooms were better for collaboration and better teaching and learning

(Mathias, 2017). Overcrowded classroom hinders easy delivery of lesson and use of appropriate teaching strategies. There is also Lack of class management, non-availability of instructional materials and resources (Matsepe et al., 2019). Teacher are to have disadvantaged student sit with brilliant ones while the classroom is well arranged to allow for collaboration. Also teaching resources and devices against noise should be made available in overcrowded classrooms. Overcrowded classroom is a reality we will have to cope with (Makielski, 2018, Asodike & Onyedike, 2016, Marais, 2016).

On the perspectives and experience of teachers and students, the literatures reviewed, show that teachers and students have negative experiences and perceptions in overcrowded classroom. The teachers experience insufficient time and problem of class management. Sarah (2020) had 78% of her respondent agreeing that they experience insufficient time. While 94.5% of her respondents confirmed having challenge managing overcrowded classroom. 5.5% of them have never had problem managing overcrowded classroom. Also, Teachers experience stress because they have to teach large class and because they have workload that is too much. Muthusamy (2015) confirms this in his quantitative study. More so, they experienced fatigue, exhaustion, nervousness, (West & Meier, 2020, Ayoub, 2019, Marais, 2016). In fact, some have to take some of their workload to the house because there is no time to finish them at school. Gharab, (2016), Nzilano (2015), Mutisya (2020) found that teachers experience a situation that they cannot use student centred or interaction method in the overcrowded classroom. Lin (2016) discovered from his study that teachers in a school where they used student-centred method feel pushed aside. They perceived that it contradicted Confucian-heritage of teaching. They also experienced lack of adequate resources needed to use student centred method. Teachers experience bad behaviour from the students such

that students haul things at the teachers. Worse still, parents will still come to insult teachers when they correct or discipline their children.

(Makhazane & Khanare, 2018) confirmed bad behaviour from the students as experienced by the teachers. He also backed up his claim that students are violent with the previous work of researchers who believed that environment is the breeding ground for violence. According to Esau, 2017, teacher experience lack of respect from student despite that they are many things like, psychologist, model, in loco parentis, to the students. They also experience noise such that, their voice gets lost in the midst of the noise. They also get their voice cracked. West and Meier (2020) say that the teachers experience high noise level in an overcrowded classroom which causes tremendous challenges for teaching and even learning.

On students' perception and experience in overcrowded classroom, Kumiawan, (2015), Manalu, (2019) & Barde et al., (2021) are of the opinion that academic performance is a result of the outlook of the students about the learning environment. Machika, et al., (2016), Ndjangala, et al., (2020) & Suleiman (2017) discovered that students experience tardiness because of the large class that makes them feel lost in the crowd. Also because of the unwelcoming environment. Students on their part experienced lack of interaction or collaboration. Havik and Westergard (2019) found in their study that high- quality collaboration has positive relationship with students' engagement. Student who perceived that there was interaction were more involved in school work. According to Jimenze (2020), student perceived their classroom environment as been always tumultuous. There is use of negative words and students get distracted. Shrestha, et al., (2019) discovered that the year one students agreed that they have positive perception of their learning environment.

Review literatures on Interaction were via students-students and teachers-student. Some definitions of both teacher students and students- students' interaction came up. It showed that overcrowded classroom doesn't give room for teachers and students' one on one interaction in the classroom. Because the students are too many and there is not much time at teacher's disposal (Ashraf, 2021; Ayu, 2019; Kucukler, & Kodak, 2019). West & Meier, (2020); Gharab, (2016) Tayeg, (2015); Majanga & Nasongo, (2011), described that overcrowded classroom is of negative effect on collaboration. The environment and classroom arrangements which is traditional don't allow for interaction Ibrahim & Zaatari, (2019); Wubbles et al., (2015); Marais, (2016). They posited that the class setting does not allow for interaction. Teachers could not give personal support to students. Wanders, et al., 2020, are of the opinion that an uncrowded classroom is an avenue for helpful interaction between teachers and students. Ahmed et al. (2017) are of the opinion that good collaboration between teachers and students will make for good relationships and active learning in the learning environment. Ayu, (2018), Dulay & Karadag, (2017), posit that the classroom climate has an impact on students' learning. Without interaction, teaching-learning will be like banking education Paolo Freire (1970). Also, Onwu and Uwaleke 2018 observed that learning in Nigeria's educational system is always teacher centred. Students are not allowed to have active involvement in the learning process.

On positive Student and student collaboration, Allais (2014) says it was also not possible because of the integral constraint of overcrowded classrooms. This was not allowing students to have active involvement in the teaching-learning process. Yet social constructivist by Paulo Freier said that students learn more when they learn in a social group. And that students should be active in their learning. Kalu-Uche & Ogbonna (2021) in their work found that students taught using the peer

tutoring method did better than others taught with the teacher-led method, (Tyavbee, 2018; Meador, 2019; Mbise et al., 2017; Dada, 2016) also corroborated this and suggested that seats should be set in a way that collaboration will be possible.

Teachers were to be mentors or guides who were to scaffold lessons after detecting gaps in the students' learning. But teachers could not detect 'gaps' in students learning without one-on-one interaction with them. Marais (2016) who also uses a socio-constructivist theoretical framework in her work, discovers that each student could not get personal support and adequate assessment. Her participants mention that it was impossible for them to guide each student. This was because of an overwhelming number of students in the classroom. The teacher could not move to the people at the rear of the class. They also could not give feedback on students' work and assignments. This made students not to attend to their assignments. When the teacher could not give one on one support to students, it was not possible to discover the gap in their learning. Vygotsky (1978) opined that the bedrock of effective learning is in the nature of the shared collaboration between two or above persons through diverse stages of abilities and understanding. This entails supporting students in moving to and through the following stage of knowledge or understanding. Vygotsky as well considers instruments as mediators and part of such a significant instrument happen to be language. The use of language to help learners move into and through their ZPD is of great significance to socio-constructivist theory. Also, cooperative learning and dialogue and questioning as a tool for collaboration was looked at. For collaboration to be effective, teacher must use questions that allow people to dialogue. Also, questions that make students to be critical and creative in their thinking. Small classrooms are ideal for the collaboration of teacher-student and student-student. In a small classroom, it is easy to identify the student with learning difficulties and help them (Mathis, 2016).

Some literatures on teachers' well-being were reviewed. We found that teaching and learning in overcrowded classroom affected teachers and students' well-being (Muthusamy, 2015; Osai et al., 2021; Mutisya 2020). Briner & Drewberry, (2017) established that a happy teacher will make a happy student. Also, a happy student will perform well in academics. The things affecting teachers' well-being are work overload, Noise, Students' ill behaviour. Also, managing overcrowded classroom, parental response to chastisement of their children. As well as lack of materials or non-availability of materials to use to teach (Melendez, 2017; Hussain, et al., 2017; Chipanda, 2015; Osai, et al., 2021; Acton & Glasgow, 2015). Teachers were open to violence from the student (Yoon, 2002; Makhazane & Khanare, 2018). Students feeling of well-being and satisfaction with relationships are important to the development of healthy uniqueness Chhuon & Wallace (2014). Teacher-student interaction is an important factor in students' involvement, well-being and academic success. The use of student-centred method was to help with students' well-being. Ahmed et al. (2017) said overcrowded classroom is not conducive for cooperative learning and student-centred method. Previous works on well-being has not touched on the effect of the overcrowded classrooms on teachers' well-being.

**3.1 Introduction**

The chapter commenced with an introduction to its contents. Following this is a comprehensive analysis of the research approach and design. This includes the designing of a multiple case study and the selection of cases or units of analysis for the research study. Subsequently, an examination of the method of data collection and ethical assurances presented. A thorough description of data collection and analysis is also provided. Finally, the chapter concludes with a summary of its key insights.

**3.2 Research Approach**

Qualitative research is an approach that entails studying the subject in its setting. The researcher saw the connection between the subjects and the location vital to the study. Thus, it was essential for the researcher to be present in the setting of the subjects of the study. Because of this, it became imperative for the researcher to be present in the environment of the subjects. This study explored how teachers and students perceived and experienced teaching and learning in overcrowded classrooms. Hence the qualitative approach was appropriate for it. The researcher went to the location of the respondents which was the school classroom. She observed how teachers and students collaborated in the overcrowded classroom and had the opportunity to see teachers and students collaborate in the overcrowded classroom. Qualitative research permits the researcher to create facts based on many connotations of individuals' experiences as (Creswell, 2012) contended. This approach permits researchers to advance theories or patterns and gain a profound understanding of their respondents' experiences. This work, therefore, adopted the qualitative research approach. It collected data on how teachers and students perceived and experienced teaching and learning in overcrowded classrooms. Qualitative research relies on words, small data, and a small sample size (Surbhi, 2018). Thus, the study focused on qualitative research to explore the topic in-depth.



The research philosophy of a study connects with the technique of data collection. The research philosophy can either be qualitative or quantitative. It can be a mixed method that is, a combination of both qualitative and quantitative. The purpose of research philosophy is to help the researcher secure accurate data that is relevant to the study topic and answer research questions. As Mason (2002) argues, research philosophy can guide the researcher in conducting a systematic inquiry. Hence the researcher must consider the choice of research philosophy. It is very important to select appropriate research philosophy for the entire study. It is also helpful, to conduct research in a manner more appropriate. By gathering the right information to solve research issues (Tewari & Misra, 2013). The research philosophy this study stands on is interpretivism.

There are three research paradigms, Ontology, Epistemology, and research methodology. This research work centered on the Ontology research paradigm. Ontology is a branch of philosophy that examines the nature of reality and how it exists. It questions the nature of what exists in reality, according to Saunders, Lewis, and Thornhill (2007). This study chose the relativist ontology. Relativist believes that reality is relative and subjective. "There is no objective world or truth; everything is relative and created by social beings." (Rashid, Rashid, Warraich, Sabir, and Waseem, 2019). The study adopted the interpretivism philosophy. It focuses on subjective interpretations to understand reality. This philosophy is consistent with the social constructivism theoretical framework used in this study. And also interpretivism which is the philosophical assumption. Based on this, a qualitative approach was also chosen as the approach for this research study. Qualitative research emphasizes the association that exists between the researcher and the subject. Also between Researcher and phenomenon under study. Qualitative research emphasizes the researcher's association with the subjects under study and their interpretations of reality (Babbie & Mouton, 2001). It also afforded the researcher to gain in-depth knowledge of the topic of study.

As mentioned above, the philosophical assumption of this research work is interpretivism. Interpretivists contend that you can only understand reality through subjective interpretation. Interpretivism aims to have an in-depth knowledge of the phenomenon under study. Also to discover how significant the subjectivity of participants is in the research. Denzin and Lincoln (2005) posited that interpretivism researcher enters the subjective world of the respondents to understand their actuality, environment, and experiences. Key to interpretive philosophy is the study of phenomena in their natural setting. Interpretive researchers see themselves as part of the research topic. Also, that the researchers get connected to the participants. To them, the research participants are the subjects of the research. They also see the meanings of the phenomena from the perspective of the subject. The subjects shared their experience and beliefs about teaching and learning in overcrowded classrooms in their own words. Positivism uses numbers and large data. Interpretivism uses qualitative data for in-depth analyses of small samples (Saunders & Tosey, 2013). This study aimed to explore the experiences and perceptions of teachers and students about learning in overcrowded classrooms in junior secondary schools of Kosofe local education district of Lagos state. The researcher chose the interpretivism philosophy. The philosophy centred on researching people to understand social phenomena (Saunders & Tosey, 2013). The research tools that the researcher used to gather research data were three. They are semi-structured- interviews, semi-structured observation, and focus groups. The interpretivism philosophy assists the researcher to unravel the purpose of the study. Also, it deepens the information as the participants shared their experiences and perception. This depends on their reality in their engagement with the classroom environment. The researcher's concern was in analyzing rich insights into subjective meanings. It was not about depending on the law like generalizations. Interpretivism was appropriate philosophy

for this study because of the theoretical framework-social constructivism. Social constructivism is about learning and constructing meanings through the social environment. Also, through interactions with others (Akpan, et. al., 2020)

### **3.3 Research Design. Case study research**

The research adopted the qualitative method for this study. The study conducted a case study design and focused on multiple case study designs. Case study design assists in the examination of occurrences in some specific settings. The use of many data sources helped to achieve this. To uncover several aspects of the occurrence, they examine it through a diversity of lenses. The case study design examines a particular occurrence using a rigorous bounded-setting study. It is useful at the early stages of investigation where no past research exists to guide (Meredith, Raturi, Amoako-Gyampah, and Kaplan, 1989). The topic is dealing with the current phenomenon, bonded, and real-life settings. This is in agreement with Yin (1994) that says, a case study is an “empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident.” (p.13). Multiple cases study was of immense help to answer the research questions of this study. Eisenhardt and Graebner (2007) argue that multiple case study makes extensive investigation of the research questions and theoretical evolution possible. It helps the research to dig deep into the occurrences under study by using replication. Case study research is two. Single case study research or multiple case study research.

Single case studies concentrate on one group, person, or event. Here are some differences between single case study designs and multiple case. In a multiple case study, the research is studying multiple cases to understand the dissimilarities and resemblances between the cases

(Baxter & Jack, 2008; Stake, 1995). Also, the research can analyze the data both within and across each situation (Yin, 2003). Also, multiple case study allows for replication.

Why multiple case study is helpful. Multiple case study design makes room for extensive uncovering of the research question and theoretical framework. It helps the researcher to achieve a deep understating of the subject under study. Also, the multiple-case design gives robust and trustworthy evidence. It also helps to clarify whether the result's finding is of value or not. The multiple-case design is suitable as it aids the researcher with profound knowledge of the study. It also provides strong evidence that is good enough to trust. It is beneficial in the sense of using many experiences and perspectives of the participants. Through the use of different instruments, the researcher elicited data from the respondents. Yin (2003) opined that a multiple case study helps to comprehend the dissimilarities and resemblances between the cases. This is by analyzing the data within and across the cases. When the researcher compares the case studies to each other, the research also can offer the literature with a significant impact from the contrasts (Vannoni, 2014; 2015). The differences and similarities discovered from the two cases would form a new body of knowledge. An all-embracing fact is that the evidence created from a multiple case study seems to be strong and reliable (Baxter & Jack, 2008). The acceptance of the result from multiple case studies as accurate is high. Multiple case studies generate a further fundamental theory. That is when the propositions are more grounded in many empirical pieces of evidence. So, multiple cases permit a broader exploration of research questions and theoretical progression (Eisenhardt & Graebner, 2007).

### 3.4 Designing the multiple case study. Selection of case or unit of analysis

The cases of this study were 2 junior secondary schools. Orange Junior high school, Ogudu and Mulberry Junior high school, Ojota are both in Kosofe local education district of Lagos state. The units of analysis were teachers and students of the two schools. They were participants in this study. The researcher chose the students from 5 classes across the three streams of each of the two schools. Two classes each for JSS1, two each for JSS2, and 1 class each for JSS 3. JSS3 has fewer classes than JSS1 and JSS2 in both schools. The classrooms of the two schools are the cases. The two schools have several students above the government-stipulated number per classroom. Many desks made the classrooms cramped. It hinders ease of movement within the classroom for both the teachers and the students.

**Table 2**

*Population size*

Name of School	No of students	No of teachers	Total
Orange Junior High School	1112	31	1143
Mulberry Junior High School	650	25	675
Total	1762	56	1818
The total population for the study			1818

**Table 3***Sample size and respondent*

Respondents	Number of respondents
Students	20
Teachers	20
Total	40

The researcher chose two schools for replication as the work of Crowe, Creswell, Robertson, Hubby, Avery and Sheikh, (2011) posited that “In collective or multiple case studies, we selected many cases. This offers the advantage of making comparisons across several cases and/or replication.” (n.p.) Replication, according to Yin (2009), means predicting similar results. This study used multiple case studies to replicate, that is, to predict similar results for a confirmation of the result of the study. The two cases are relevant to the phenomenon under study. They provided diversity across contexts and created awareness of the complexity and contexts. Purposive sampling according Nyimbili and Nyimbili (2024), is helpful in making sure that quality sample is located without bias in such a way that reliability and trustworthiness of the research finding is strengthened. Sample chosen must not be done with bias and must bring about rigor of the finding. It is imperative that number selected should have the characteristic needed to represent the whole population. Another researcher must be able to get results that is similar if he use same sample (Nyimbili & Nyimbili, 2024). Sample selected must make the finding generalizable. Nyimbili and Nyimbili, (2024) posited that sample for qualitative study should be manageable and not exaggerated because one could reach data saturation with one group before one could even finish the sampled group. Qualitative research is about small size sample. Purposive sampling is non-probability sampling. The unit of analysis sampled with this method were teachers and students with variation in age, race role and gender. This was as recommended by Creswell (2012). Total school population and sample

size are shown in table 2 & 3 above respectively. Their demography is given in the table 4 below. This sampling method helped in achieving the purpose of the research. The teachers chosen were in a relationship with the phenomenon under study. The expected qualities of participant are Subject taught which must be compulsory subject and their year of experience which must not be less than 6 month. Students must be from same school and from JSS1-3.

### **Justification for the Cases and sample size:**

**Cases:** 2 cases, Orange Jnr School and Mulberry Jnr School, were chosen with the emphasis placed on the depth of analysis within each case and across the two cases rather than the quantity of cases. The key consideration is to ensure that the cases selected are rich in context and sufficiently represent the phenomenon under investigation

**The sample size:** was governed by the concept of data saturation (The point at which gathering of more data no longer leads to new themes emerging), Also, the focus is on the depth of understanding rather than the breadth of participants

Case study format: the sample sizes are small. Literature recommends that a minimum sample size of 8 is required in a qualitative study and multiple case study but this study used 20 participants per school. 10 teacher for individual interview, a smaller number of participants that allows for a comprehensive exploration of the research topic. 10 students for focus group. 10 individuals for diverse perspectives and interactions among participants, fostering rich discussions and insights. The sample sizes are small. Literature indicates that small sample size like this is okay because it is qualitative and multiple case study. It allows for comparison Surbhi (2018) posited that qualitative research relies on words, small data, and a small sample size.

Homogenous population: Since the participants are students and teacher a relatively small sample size of each is ok.

The participants have same characteristics. Also, literature shows that focus group needs purposive sampling.

Research questions: Given the way the research questions are formulated; they do not require a large sample size to address the research problem.

Practical constraints: COVID-19 and the protocols, Issues with accessing internet, participants were busy, reluctance to participate.

### **The Unit of Analysis and their Demography**

**Table 4**

*Demographic of the Teacher Participants of Orange and Mulberry Schools*

	Name of Participants, Teachers (Pseudonym) ORANGE SCHOOL, OGUDU	Age	Sex	Year of Experi ence	Subject Taught	Date of Interview	Time of Interview	Place of Interview	instrume nt	instrument
1	OT1	33	F	8	English	22/5/22	4:15 pm	At home	Individu al	



									Intervie w	
2	OT2	54	M	24	Business study	21/4/22	5:27pm	At home	Individu al Intervie w	
3	OT3	34	F	10	Basic Science	24/3/22	6:00pm	At home	Individu al Intervie w	Class Observation
4	OT4	28	M	3	English	24/3/22	9:00pm	At home	Individu al Intervie w	Class Observation
5	OT5	43	F	24	Mathematic s	26/4/22	2:26pm	At School	Individu al Intervie w	Class Observation
6	OT6	43	F	20	Home- Economics	2/5/22	5:10pm	At home	Individu al Intervie w	Class Observation

7	OT7	48	F	24	Mathematics	10/5/22	5:30pm	At home	Individual Interview	
8	OT8	39	F	12	Christian Religious Study	5/5/22	7:37pm	At home	Individual Interview	
9	OT9	37	M	10	Yoruba	29/4/22	12:07pm	At home	Individual Interview	
10	OT10	54	F	27	Computer Science	21/4/22	3:53pm	At School	Individual Interview	Class Observation
	Name of Participants (Pseudonym)	Age	Sex	Year of Experience	Subject Taught	Date of Interview	Time of Interview	Place of Interview		

	Mulbery SCHOOL, Ojota									
1	MT1	38		12	Mathematics	23/4/22	5:05pm	At home	Individual Interview	Class Observation
2	MT2	44		16	Business Study	29/4/22	6:35pm	At home	Individual Interview	Class Observation
3	MT3	28	F	12	Yoruba	23/3/22	6:39pm	At home	Individual Interview	Class Observation
4	MT4	53	F	22	Basic Science	27/3/22	4:35pm	At home	Individual Interview	Class Observation
5	MT5	35	F	12	English	28/3/22	6:00 pm	At home	Individual Interview	

6	MT6	52	M	22	Phy. Health Education	26/4/22	2:54pm	At school	Individu al Intervie w	
7	MT7	43	M	16	Agric. Science	27/4/22	9:20pm	At home	Individu al Intervie w	
8	MT8	41	M	18	Social Science	30/3/22	5:28pm	At home	Individu al Intervie w	
9	MT9	55	M	23	Engl ish	28/4/22	4:10pm	At home	Individu al Intervie w	
10	MT10	47	F	20	Mat hematics	27/3/22	6:52pm	At home	Individu al Intervie w	Class Observation

**Table 5***Demography of Student Participants of Orange and Mulberry Schools*

	Name of Participants Students(Pseudonym ) ORANGE SCHOOL, OGUDU	Age	Sex	Class	
1	OS1	17	M	JSS2	Focused Group Interview
2	OS2	17	M	JSS2	Focused Group Interview
3	OS3	16	F	JSS3	Focused Group Interview
4	OS4	17	F	JSS3	Focused Group Interview
5	OS5	16	F	JSS3	Focused Group Interview
6	OS6	17	F	JSS2	Focused Group Interview

7	OS7	16	F	JSS1	Focused Group Interview
8	OS8	17	M	JSS1	Focused Group Interview
9	OS9	16	F	JSS1	Focused Group Interview
10	OS10	16	F	JSS3	Focused Group Interview
	Name of Participants Students(Pseudonym ) Mulberry SCHOOL, OJOTA	Age	Sex	Class	
1	MS1	16	F	JSS1	Focused Group Interview
2	MS2	16	M	JSS2	Focused Group Interview
3	MS3	17	M	JSS3	Focused Group Interview

4	MS4	17	M	JSS3	Focused Group Interview
5	MS5	16	M	JSS1	Focused Group Interview
6	MS6	16	F	JSS1	Focused Group Interview
7	MS7	16	M	JSS2	Focused Group Interview
8	MS8	17	F	JSS2	Focused Group Interview
9	MS9	17	M	JSS3	Focused Group Interview
10	MS10	17	F	JSS3	Focused Group Interview

### **3.5 Method of data collection:**

The gathering of data is very important to determine the successful outcome of the study. Gibbert and Ruigrok (2010) submitted that the case study approach uses many methods to gather data. This study used three data-gathering methods. They are individual semi-structured interviews, and semi-structured observations, both for teachers. Then focus groups for students.

#### **3.5.1 Semi-structured interview**

A semi-structured interview is one of the primary data collection tools in this study. A semi-structured interview if well responded to by the participant and well-handled will be very revealing. It will generate a lot of data. Especially using prompts, capitalizing on the issues raised by the participant's response. This found support in the work of Brinkmann and Kvale (2015) who regarded an interview as “an active process of social production of knowledge between the interviewer and the interviewee in a conversational relation. Thus, it is open-ended, contextual, linguistic, narrative, and pragmatic” (p. 21). Hence, in this study, the researcher used semi-structured interviews, with the teachers, to investigate the experiences and perceptions of teachers and students about teaching and learning in overcrowded classrooms. The interview allowed the co-construction of ideas between the interviewer and the interviewees. This was because of the use of probes which deepens the conversation. The interview helped to unearth the fact that teachers were not enjoying teaching in overcrowded classrooms. The effect on their well-being and lesson delivery is huge. The interview was audio recorded.

#### **3.5.2 Classroom Observation**

Observation involved being in the context to see how a phenomenon operates in its environment. This study used semi-structured observation to observe teachers during the teaching-



learning process. By observing the teachers in the classroom, the researcher saw the teachers and the students in the course of teaching-learning. The researcher also saw the technique the teachers use. Also, how teachers interacted with the student. This was unlike the interview where the teacher may be afraid to say exactly what the situation of things was. Merriam (2002) pointed out that observation was a direct meeting with the occurrence of concern. This is different from the hand-me-down narration got in an interview. He added that observation is the appropriate method when we have to observe an action, incident, or condition. Also, when there is a need for a new viewpoint it comes in handy. When contributors cannot or are not ready to deliberate on the occurrence that is been studied. This study used non-participatory observation. The researcher got into the social setting but did not take part in the teaching-learning process that was under observation. The observation was video recorded.

### **3.5.3 Focus group**

This study used a focus group to gather data from the students. It afforded the investigator to have exhaustive facts on the data gathering. Also to know the perception and experience of the students about learning in overcrowded classrooms. Some people can be so shy which might prevent them from giving out exhaustive data when the researcher speaks to them alone. They may cheer up to talk by the fact that others are present at the focus group session (McNamara, 1998). Knowing that they were not alone and seeing that other members of the focus group were providing the information helped them to take part. There were 10 participants in the focus group in each school. The work of Krueger (2014) suggested that the number of participants in a focus group “must be small enough for everyone to have the opportunity to share insights. Yet large enough to provide a diversity of perception” (p.17). With a group of 10 participants per school, it was possible to have

an array of opinions on the topic of discussion. With the use of probing during the focus group, the participants were able to respond to themselves. This made the focus group discussion a robust one. Hessa-Biber and Leavy, (2010) submit that “during the focus group, participants are not only responding to questions posted by a researcher. They are also responding to each other and the group dynamics as a whole” (p. 17). The focus group was video recorded.

A peep into the advantages of the instruments. A semi-structured interview is helpful because of its comparability, and data reliability. And the flexibility to ask follow-up questions. It gives room for two-way communication. The participants and the interviewer maintained their track while avoiding distraction. They also allow more profundity and fullness because of their open-ended nature. Participants have the opportunity to make clarification and elaborate. They can recast what they already said if there is a need to do so (George 2002). Participants are in a position to explain themselves rather than give yes or no answers. The participant sees it as a way to express their mind about the topic of research. This is not like the usual answering of surveys (Harrell & Bradley, 2009)

Observation provided context for the researcher to see the participants. She could also see how they related to the context. Also, researchers saw how the context influenced participants. First-hand information came raw as the researcher was in the setting with the participant. She got the data without interference.

The Focus group was a face-to-face interview. Hence, participants’ opinions and non-verbal expressions were visible. Focus groups gave the researcher understanding of the development and driving force of the group. One could replicate focus groups. It saved time because instead of spending different times for individual interviews, the group of people used the same time. It

provided rich responses to the research questions (Binns, 2021). The participants could review their thoughts as they exchange opinions on the research questions. This is because, the participants could oppose the opinion of the other one, and expatiated on it. They could give a different opinion to add to the point of discussion on the research question. Also, the researcher could follow up on the participant's responses for clarification.

Some of the limitations of Semi-structured interviews are. It involves spending money and more time than the other methods. Analyzing the data and comparing it across individuals may be challenging. Participants may be reluctant to express their true feelings to the interviewer. A thorough and skilled interviewer is best to handle individual interviews. He will be able to use prompts to nudge participants whenever anyone is reluctant to express his thought. Also to be able to avoid bias (McNamara, 1998).

Limitations of observation. It is very technical and one needs technical know-how to be able to have an accurate observation of some phenomena. Different people may observe the same phenomena in different ways. This may not come to play in the phenomena that this researcher observed. It needs no technicality. The only challenge is that if one goes for the observation of a class during the first period, all the students may not have arrived. That is, some students may come late. This may not give the accurate number of students in the class. One can ask the teacher for the exact number of students in the class. Also, it is expensive because it demands traveling to the context of the phenomena. Although, this is not restricted to observation alone. One has to travel to be in the context of the phenomena for interviews either of individual or focus group. Additionally, it may be too difficult to find out the validity of the observation. Defining some of the phenomena observed with enough precision is not easy. The phenomena observed by this researcher are the

things that one can see if practiced, present, or not. Following the observation protocol helps to collect accurate and valid data (Young, 1951).

The limitations of focus groups interview. Analysing the data and comparing it across subgroups may not be easy. Also, an outspoken participant may give an idea that may not represent the idea of others, yet it may pass as such. Participants may be reluctant to say how they feel to other members of the group about the discussion topic. Getting an adequate number of participants for the focus group may be a great challenge. The facilitator must be very good, and vigilant to be able to handle the session very well. The researcher was able to have a good session. Encouraged to feel free, all participants bore their minds on each question. Also, the researcher was careful not to allow the session to become rowdy.

#### **3.5.4 Trustworthiness**

Trustworthiness and rigor are achievable using many data collection method. Stahl and King (2020) cited Guba and Lincoln (2005) who proposed some criteria to ensure the trustworthiness of qualitative research. They are credibility, transferability, dependability, and confirmability. This study employs these criteria to test trustworthiness. Credibility is when the outcome of the research study is the true representation of the data the participant supplied. Guba and Lincoln (2005) claim that credibility is an assessment of the finding of the research. This exemplifies a sincere interpretation of the data received from the participants. For the credibility of this study, the researcher visited the context of the phenomena to sample participants. The sampled participants were also used for data gathering. The data collected was also recorded so that all data was accurate. The research achieved trustworthiness by presenting the true picture of the phenomena under study without bias. Transferability has to do with providing evidence that you can generalize the finding

of the research. Stahl and King (2020) see transferability as a way of increasing understanding by transferring research outcome from one setting to another setting. Transfer can be done when researcher has supplied dense description of the setting of the research. Transferability is when the result of a research can be applied to another setting. This can be done when the researcher give the details of the setting and how data was gathered. We can generalize the finding of this research work to others. There was the presentation of the details of the contexts of the study. We also presented how we collected data with the three data collection tools. The description of the phenomena was also in this study. Hence readers can make a judgment about the transferability of the study.

Dependability has to do with the consistency of the study and that the study is repeatable. The study would still have the same result if other people were to carry it out again. By looking at an extensive illustration of the methodology as well as the design of the study. Chowdhury and Shil (2021) confirmed this when they say, “reliability involves the accuracy of the research methods and the techniques...” (pg.202). Confirmability is about acknowledging that the research findings are from the data and not from the bias of the researcher. Another study will achieve almost the same result if, it uses three research tools used in this study. That is a semi-structured interview, observation, and focus group for various units of analysis. If it uses the same method of analysis. The current research can achieve trustworthiness through confirmability. Because the researcher made sure that the result of the findings was not influenced by the researcher’s bias. The result is from the data gathered.

**Generalizability:** When it comes to generalizability, Qualitative research, is not like quantitative research that is informed by statistical-probability generalizability. Hence, this qualitative research

is informed by naturalistic generalizability, which is also representational generalization (Lewis et al 2014). This is brought about by the acknowledgment of similarities and differences to the finding readers are acquainted with. When the research reverberates with the readers' experience, it is naturalistic generalizability. The researcher is to supply adequate information (e.g. interview quotations, observation field notes and/or visual material), that can help readers reflect and make decision about the generalizability. Smith, 2018. The visual material cannot be presented because of the anonymity claim but the demography of the participant has been presented plus other details of the context to help readers to make generalizability decision. Degtiar & Rose (2023) posited that generalizability focuses on the setting in which the study population is a subset of the target population of interest (e.g., generalizing from a limited geography nationwide). The emphases of generalizability is the location of the sampled population of the study.

### **3.6 Ethical Assurance**

Making ethical decisions depends on ethical structures. It is imperative for researcher to know how to infer, and relate different research rules and decision making and act ethically in every situation (Resnik, 2023). Researchers must have the knowledge of ethical assurance before embarking on research work. Mirza, Bellalem, & Mirza (2023) Posited that ethics deals with moral glitches concerning research practices. Also, that concerning research, ethics is about norms and values that guide decision concerning data collection and data analysis plus the distribution of the findings. Successful research requires ethical consideration. Researcher must be sure to be able to handle the research before embarking on it. This researcher made sure to follow ethical guidelines in carrying out this research.

To have an ethical responsibility, the researcher obtained ethical approval from UREC (Appendix A). Sanjari, Bahramnehzhad, Fomani, Shoghi, and Cheraghi (2014) think that the nature of qualitative research can have ethical challenges for the researcher. This is because researchers and participants are always interacting as a result of the involvement of the researcher during data gathering especially. Hence, the researcher submitted the gatekeeper's letter to the office of the Head of Service. He is the one who approves before one can conduct research in junior secondary schools in Lagos state Nigeria. The researcher collected approval from the head of service. She presented it to the principals of the schools. After this, they gave the researcher, approvals, (Appendix J&K) to access the schools. For the gatekeeper's letter and the approval from the Head of the service on behalf of the permanent secretary and also for the approval from Head of service as the highest body to give approval for study on schools. (Appendix B&C&I)

The researcher explained the study to the sampled teachers. She explained to them what the study was about and, also what they were going to do. There are ethical issues that researchers should bear in mind in the course of the research. They are anonymity, informed consent, and confidentiality. Mirza, Bellalem, & Mirza (2023) said, research has to obtain voluntary informed consent of every participant as this is the foundation of ethical research. Participants should sign Informed consent before taking part in the research. Otherwise, it will amount to trampling on the participant's rights. This may work against the ethical soundness of the research.

In light of the above, the researcher gave teachers informed consent forms to fill out. Also students ages 18 and above who agreed to be part of the research. The students below 18 got guardian informed consent. They took this to their parents to sign on their behalf. The students below 18 were also asked to give verbal assent which they did. The aim of the study as well as the

part the participants would play were in the forms. It was also stated that participants were at liberty to disengage at any stage of the study. Since they were voluntary participants there would be no consequence for disengaging. Also, they don't need to provide any explanation for their disengagement from the study. Their data would be also deleted in case they chose to opt out of the study midway.

**On minimizing risk,** it was also stated that there was no potential risk to participants by participating in the research study. It would contribute in ways that will be beneficial in improving the teaching and learning experience. Also, it will contribute to the research database. According to Shamoo and Resnik (2015), when your research respondents are human beings, you have to reduce the injuries and hazards. Raise benefits; honour human self-worth, privacy, and independence; purpose to defend vulnerable ones. Do all you can to share the gain of the research on equal basis. The researcher made it clear that there was no gain to share in this study. This was in the informed consent and the guardian consent form (appendix D&E). It was also stated that there was no harm in taking part in the study. As there was nothing asked during this investigation that would amount to damage to the participants. Nothing will affect their psychological safety. No conflicts of interest or power dynamics for any of the participants. Nothing would place the participants in danger of any legal or policy constraint. In this study, no harm will come to any person in the process.

**On confidentiality-** This is qualitative research. The researcher was in contact with the participant and knew their identities. Hence, the researcher needed to keep the identity of participant and their data confidential. It was also stated that their identity would be well protected. Because their information would be in codes. There was the use of pseudonyms for the participants for anonymity. Also, the information supplied by the respondents was only used in this study. Also,



after transcribing the audio and video recordings they were then destroyed. The transcripts were then kept away and secured from public access.

### **3.7 Data Collection**

#### **3.7.1 Teacher data collection- Semi-structured interview**

During the interviews, the researcher began by self-introduction to the respondents. Then she told them the research purpose and explained how the data they supplied would be also used. The participants' rights were also reviewed. The researcher invited them to sign an informed consent form establishing familiarity and rapport. The researcher used the opportunity to get participants' basic information. Also, their general demographic information, life experiences, educational background, and professional experiences. A very significant part of the opening meetings was, going over the ethical considerations of the research. Also includes voluntary participation and informed consent (see Appendix D). The interviewer kept an eye on the interview procedure. (See Appendix F for the semi-structured interview protocol). The interview protocol was a semi-structured layout. It concentrated on participants' perceptions and experiences of teaching and learning in overcrowded classrooms. The interview was with ten teachers. The interview took place at the time which was after school hours and learning was no longer on. This was because some of them fasted (self-denial from food or drink or both for religious resolves). They did not want to combine the interview with their normal teaching. Each interview lasted between 20 and 30 minutes. The interview was audio recorded.

#### **3.7.2 Classroom observation.**

Five teachers participated in the observation from each school. That was ten teachers from the two schools. The observation was video recorded, and it was for a lesson period of 35 minutes

each. It was easy to do a video recording of the observation since the participants were adults. Besides, the researcher obtained their consent. She made the information sheet available for them to read. This made it so easy for them to cooperate. Above all, the researcher made them know that the video would be destroyed after transcribing it. Also that only the transcripts would be for safe keep so that other people would not have access to it. (See appendix G for the semi-structured Observation protocol). The researcher did a video recording so that there can be a replay. This is to get more evidence of the teaching-learning process which the researcher may not have captured during the observation.

### **3.7.3 Focused Group with students**

The focused group was at the end of the term when learning was no longer on and they were getting ready for the exam. This was the best time to get all the students without the fear of encroaching into their lesson period. The introductory part came up at the onset of the focus group discussion. It followed the focus group protocol. The students submitted the guardian inform consent form filled and signed by their parents and guardians. They also gave verbal consent. The researcher made an important decision to encourage the participants to speak up. They were to wait their turn during the discussion which made the session go well. The participants of the focus group discussion were orderly and cooperative. This made the session lively yet orderly. The students were not shy but they spoke up about their experiences and perceptions of teaching and learning in an overcrowded classroom. The focused group comprised ten students each per school and it was video recorded. Data collection started in March 2022 and ended in May. (See appendix H for the focus group protocol)

### 3.8. Data Analysis

The data gathered were well transcribed, interpreted, analysed, and discussed bearing in mind the aim, literature, and theoretical framework. According to Dawit, (2020). Posited that data analysis means changing the raw data collected to facts and ideas that is meaningful either qualitatively or quantitatively. The raw data gathered cannot give meaning to the study. It has to be well organized, interpreted, and analysed. The data was then transcribed, coded, and analysed.

Stage One: Transcription and familiarization. Following the data collection, the researcher first got immersed in the data. The researcher transcribed the interview data which were audio recorded for each participant and each case. The same happened with classroom observation and the focused group interview which were also video recorded. The said materials passed through manual transcription, interpreted, and reproduced words verbatim. Manual transcription was to be able to get all the details of the data. Some of the participants were fast talkers, some stammered, had accents, and some had mannerisms. A transcription machine may not be able to get all they said, hence the use of manual transcription. The researcher was able to listen to the audio and videos repeatedly to get what the participants said. Manual transcription helps to get clean and accurate data

After the manual transcription, the raw data (the videos for the students' focus group interview, teachers' classroom observation, and audio for teachers' interview) were well kept ensuring the promise made to the respondents. The promise was that the raw data would not be available to the public. The result of this analytic absorption was to make the researcher intimate with the respondents of each case. Also to collect important codes that emerged for all the respondents, the teachers separate, and the students separate for each case.

**Stage 2 Importing data into the software;** the next phase was the coding of the data transcripts. The raw data gathered cannot be well analysed unless sorted and coded. The researcher did manual coding of the individual interview transcript. Additionally, there was manual coding of the teachers' classroom observation transcripts and the students' focused group transcripts for each case. Saldana (2013) "Keep in mind that CAQDAS itself does not actually code the data for you; that task is still the responsibility of the researcher." (pg. 28). Hence, I decided to do the manual coding. Saldana also said, handling qualitative data on paper and code writing in pencil helps to control and own the work.

**Stage 3: Analytical strategy used:** Within case and Across case. The researcher did inductive coding, where initial coding was before line-by-line coding. The researcher attended to each respondent's explanation to find important codes. These were those codes that linked straight to the experience and perception of teachers and students on teaching and learning in overcrowded classrooms by every individual respondent under each case.

The researcher compared the important codes of each teacher respondent account with student respondents' accounts. She was mindful of the commonalities across respondents. The student respondents' codes were also done the same way. The purpose of this within-case strategy was to compare the understanding and perception of all respondents. She was then able to recognize codes that they shared in common and the ones they did not have in common. The idea of going to and fro the data of respondents within a case allowed the researcher the opportunity for intuition. The researcher was able to identify common themes. The identification of the themes led to the combined clarification of the result of the study. The main themes identified were also grouped into subthemes for teachers and students of the two cases. These helped in forming the stories of each

case. Then come up with connections that are meaningful and exciting to read. Hence, the researcher came up with an engaging story for each case with the help of the themes and categories that emerged. In these stories, the researcher also identified similarities and contradictions across the two cases. This was to achieve replication across the two cases. The replication achieved, serves as the foundation for the final cross-case summation. It helps to find out whether the experiences and views of teachers and students in the two schools which are our case study are the same. Also, to know if the finding is generalizable and transferable to other schools. This is generalizability and transferability (Kamper, 2020)

**Triangulation:** After the within and across case analysis of the transcribed data, the researcher chose to triangulate the data. Donkoh, and Mensah, (2023) submitted that “with respect to completeness, triangulation is used to increase the depth of the investigation by combining multiple investigators, methods, and theories.” To show how profound a study is, researcher can choose to triangulate by using multiple researchers, or multiple method or multiple theories. The use of data from different sources to substantiate, illuminate extend a research problem, will reduce methodological and personal bias. This will also increase the generalizability of the research work. Methodological triangulation is the one that helps the use of many methods of data collection. Since this research study used Semi-structured interviews, Observation, and focus groups, methodological triangulation will help to give greater confidence in the study’s findings.

The themes developed from the codes of the transcripts showed that the interview participants' experience of teaching and learning in an overcrowded classroom was not pleasant. It is harmful to their health. It did not allow them to do a thorough job because they could not use appropriate teaching techniques. Their perception of teaching in an overcrowded classroom

according to the majority of the teacher is that a class of 50 and above students is an overcrowded class. Whereas, a few believed that a class larger than 25 is an overcrowded class. They also perceived it as not conducive to teaching and learning. Only one teacher in one of the two schools said she has no issue teaching in an overcrowded classroom. That is, she did not perceive an overcrowded classroom as negative. Though, she agreed that a class with 50 students and above is an overcrowded class. Most of the teachers said that it was not possible to interact with the students one-on-one during the teaching-learning process. This was because they are many. The classes were also arranged in such a way that it was not possible to move around to see the children at work.

The classroom observation showed the classrooms were so overcrowded. None of the classrooms observed was less than 50 students. It showed that teachers did not find it easy to teach in the classroom. Because they came to the classroom with canes in their hands. They were busy shouting keep quiet because of the noise. Immediately the teacher faced the chalkboard, the students would intensify their noise. They did not mind the observer in their midst. Some students were disturbing others. Some were even walking in the front behind the teacher. In some of the classes observed, some students came in to collect things from students. This they did without permission from the teacher. Some students also left the class without permission from the teacher. Some students also came late to the class.

There was no one-on-one interaction between the teachers and the students. Also, there was no one-on-one interaction between the students. The teachers were standing in the front of the classroom. But two of them attempted to step into the class between the first two desks from the front. There was no how they could move into the midst of the class. Students were not given tasks to do. The students have no means of interacting one-on-one.

The focus group with the students. Their perception of an overcrowded classroom is a class larger than 50 students. They thought that they have an overcrowded classroom. To them, an overcrowded classroom is not conducive to learning. Talking on their experience, they thought that its effect on their well-being is huge. They said they could contract a communicable disease. Also, asthmatic students would always have attacks. Also, it makes the work of their teacher cumbersome. Class control was usually not easy for them unless when they use a cane or punishment at times. The researcher noticed that the teachers punished some students during the observation. The students said there was no interaction. Also, when they ask students questions, they don't respond, hence they prefer to ask teachers. No students asked questions during the observation

The triangulation made it obvious that the three methods used to collect data have a similar outcome. Although there were some responses given by the teachers to some questions that they did not practice during the observation. For instance, some teachers said they used some teaching strategy. Also, some kind of questioning. These did not reflect during the teaching-learning process. All the teachers used a teacher-centred method. This made the teachers talk all through the lesson while the students sat listening. Only a few of the teachers used ongoing assessments. In the next chapter, the researcher will expatiate the finding.

## **Summary**

This chapter was about the description of the methodological stance of the study. It is in full detail, presented here. The research approach, research philosophical assumption, research paradigm, and research design. Also, the research data collection tools, population, and sample of the research study. Besides, there was a discussion of ethical assurance, data collection, and

analysis. The chapter started with a brief introduction which gave insight into the chapter. It also stated that the study used a qualitative approach. Interpretivism philosophical assumption and ontological paradigm. While it adopted multiple case study designs.

The research approach is qualitative. The research philosophical assumption is interpretivism. It understands meaning through the perspective of the participants. The research paradigm is relativist ontology. This believes that everything is relative and created by social beings.

The design is a case study, but the case study is a multiple-case design. This multiple-case design is beneficial in the sense that we can get the many experiences and perspectives of the participants. The cases were two junior secondary schools in the Kosofe education district of Lagos state.

The method of data collection. There are data collection tools peculiar to qualitative research. They are interviews, focus groups, fieldwork, observation, and life history. Three instruments: semi-structured interview, classroom semi-structured observation, and focus group were for gathering the data for this study. 10 semi-structured interview questions constructed, plus background questions and information. The interview was audio-recorded and the respondents, 20 in number, were, in advance, informed.

Focus groups were to gather data from the students. The focus group was with 10 students per school, it was video recorded. Observation: The aim was for the researcher to have a greater and deeper understanding of the actual natural context of the people or situation he is studying. 5 teachers participated in the observation from each of the two schools. It came up during their normal lessons, as had been earlier agreed upon.



The population for this research study was the entire student and teachers at Orange junior high school and Mulberry junior high school. They are 1112 students and 31 teachers and 650 students and 25 teachers. Out of these, 20 students and 20 teachers were the respondents. The sampling method used was purposive sampling which is under non-probability sampling. It was to sample both student and teacher participants. The research follows the ethical guidelines by getting UREC approval. Also, the approval of the permanent secretary of education through the office of HOS Lagos state, including approval from the HOS, as the highest authority to give approval for the research. This, the researcher took to the principals, to get authorization for the data gathering. The researcher also got in touch with the participants. And made sure they read and signed the informed consent forms. Guardians of underage students filled out informed consent forms. While the students themselves gave verbal consent. They have the assurance of anonymity and confidentiality.

The data gathering procedure started after securing approval from UREC. And also the Lagos state head of service. The researcher contacted the participants with the date and time fixed for the interviews, classroom observation, and focus group. The classroom observations took place during the normal teaching periods of the teachers. They were video recorded as informed during the briefing. Data collection started in March 2022 and ended in May 2022.

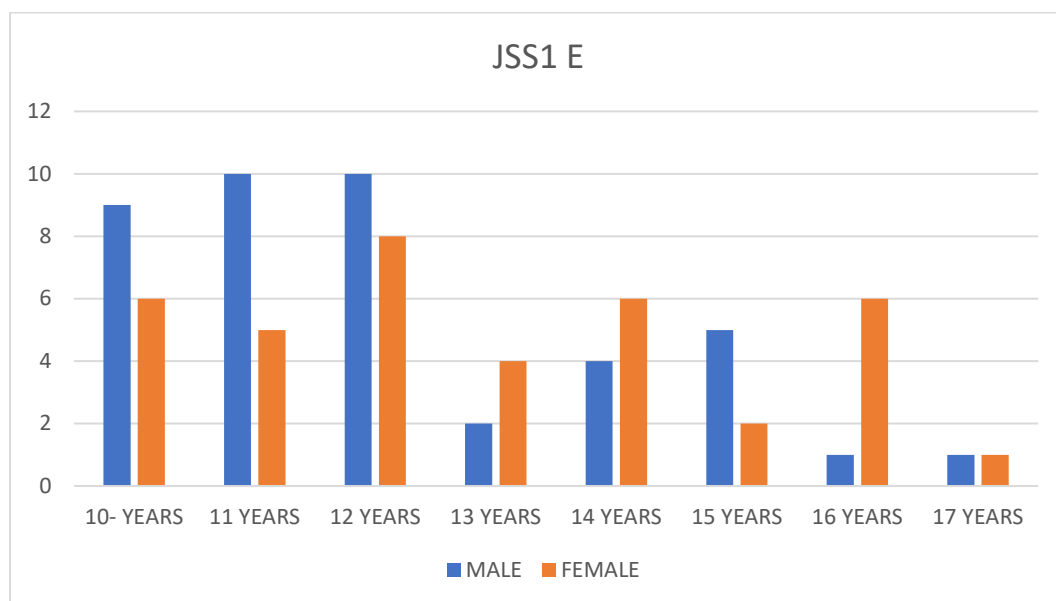
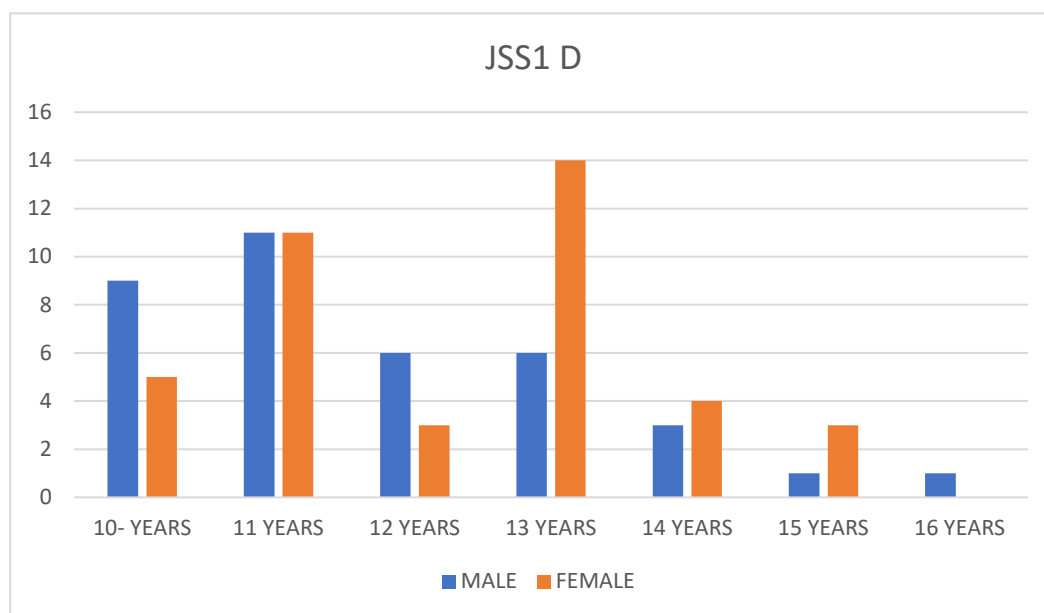
Data analysis. The manual transcription of data was verbatim. After the transcription, manual coding of the data was also done. This stage of the analysis aimed to label codes of the occurrence of experience and perception by teachers and students about teaching and learning in overcrowded classrooms by every individual respondent. The main themes were then demarcated into subthemes. The subthemes for teachers and students for the two cases. Stories were then formed

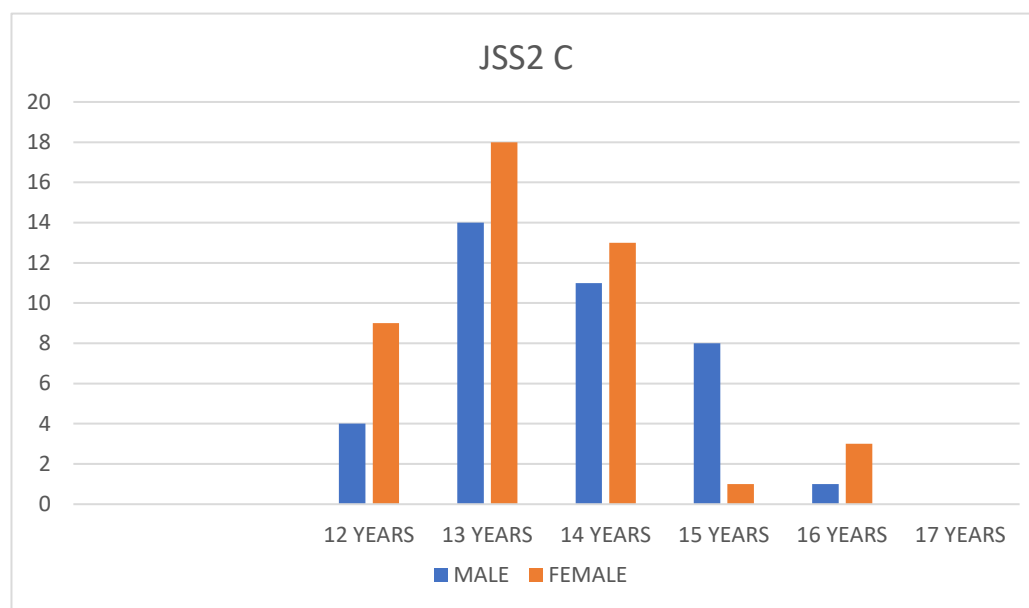
for each of the two cases. Similar and different themes emerged across cases to achieve replication. Triangulation was also done to see similarities and dissimilarities. Also to confirm the reliability of the finding.

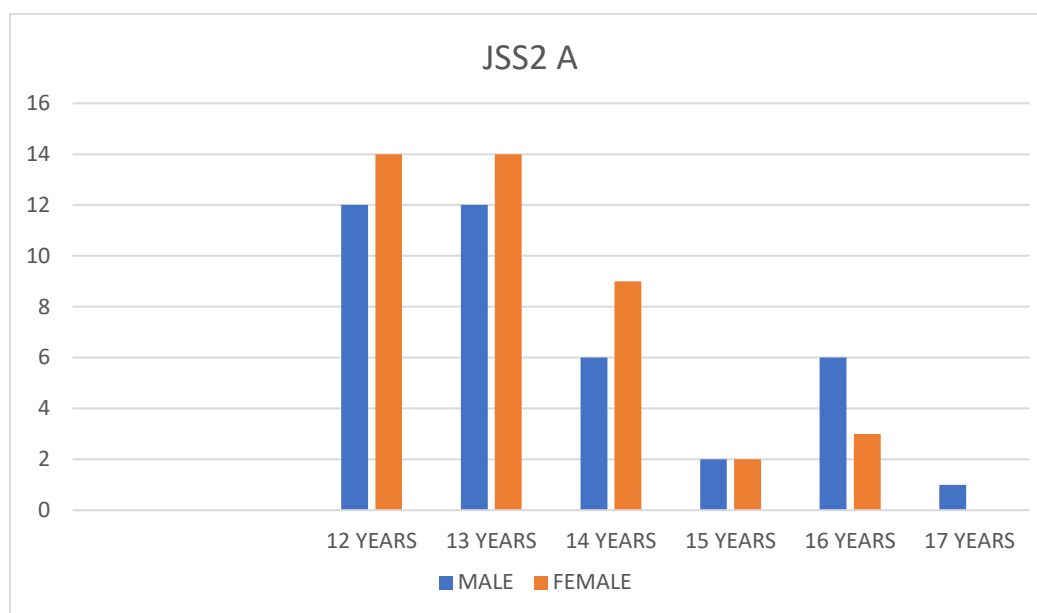
## CHAPTER 4: FINDINGS

**Figure 1**

*BAR CHARTS FOR ORANGE JUNIOR SCHOOL. Number in class by age and Gender*

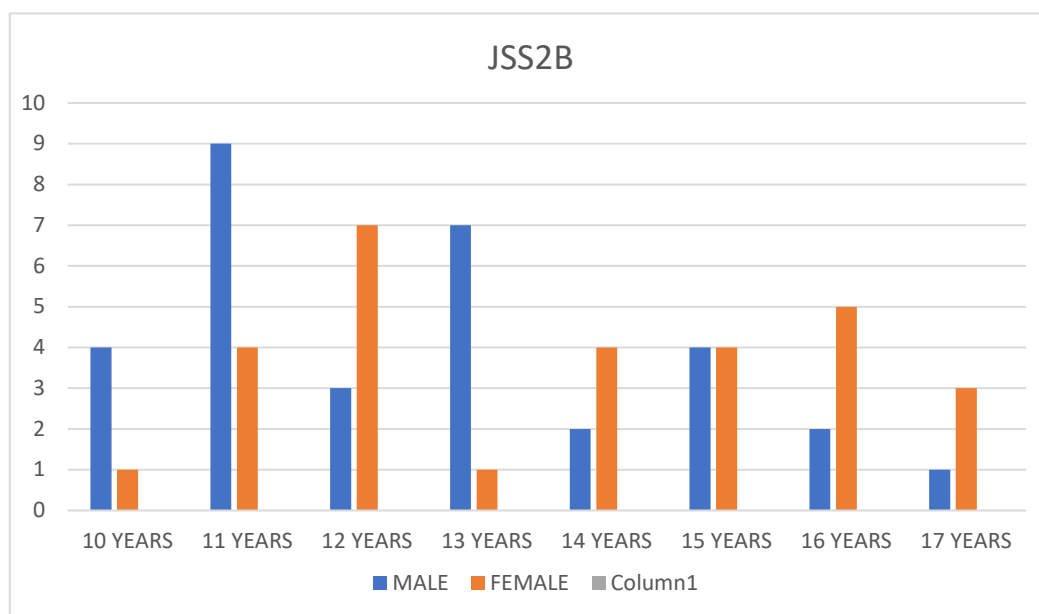
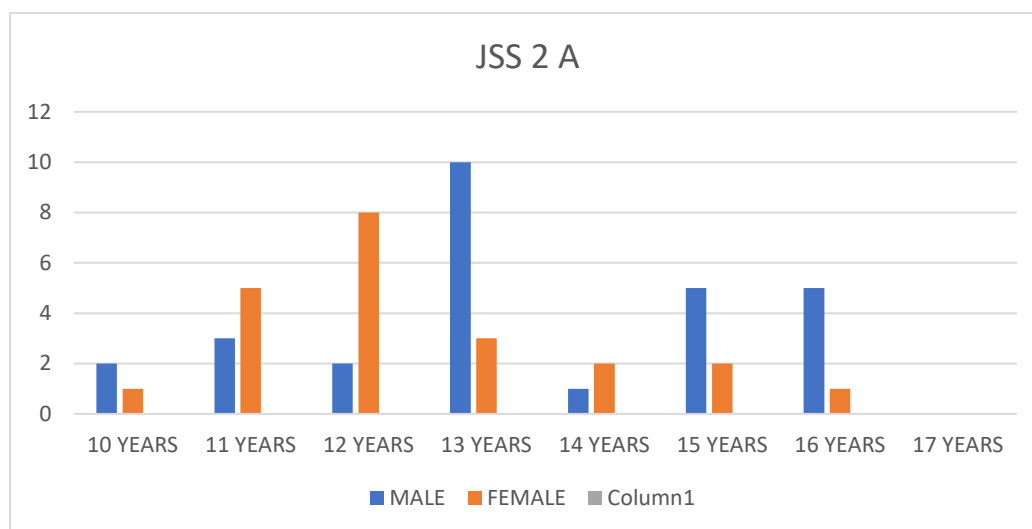


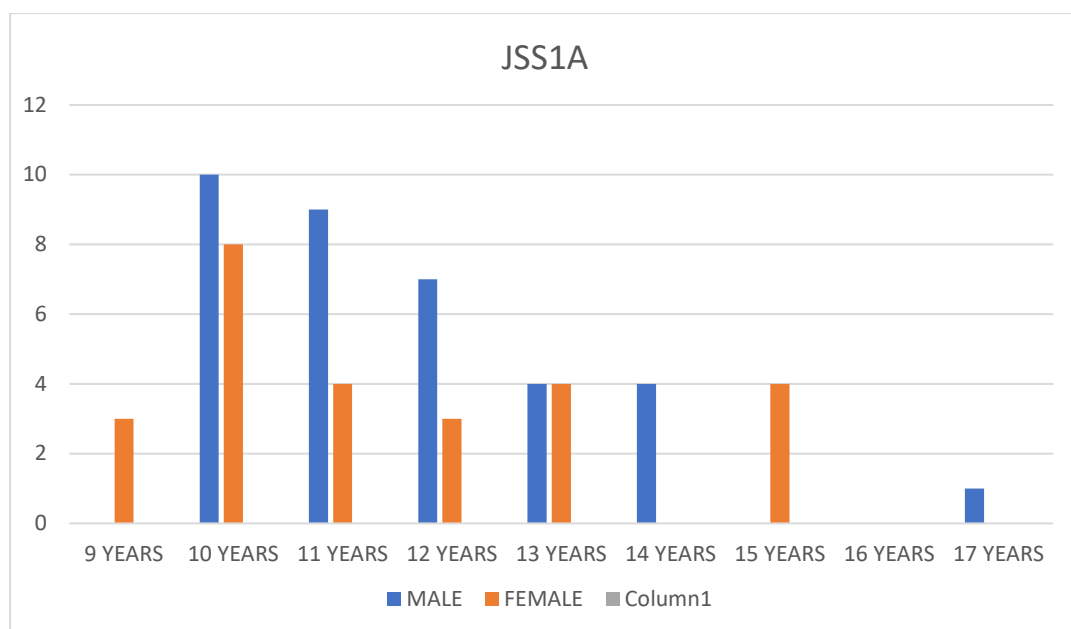
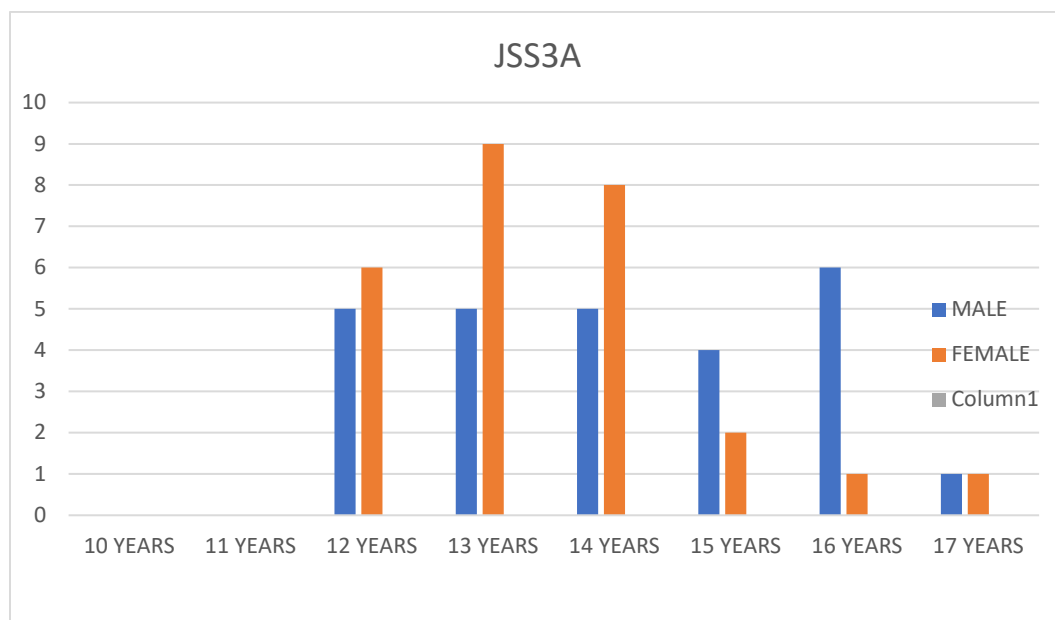


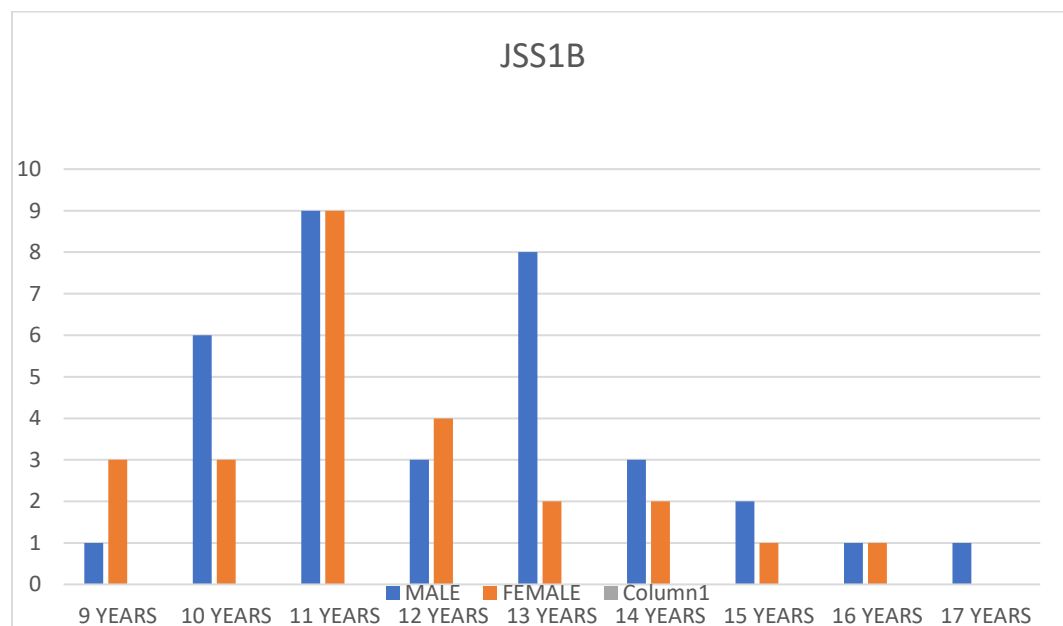


**Figure 2**

*BAR CHARTS FOR MULBERRY JUNIOR SCHOOL. Number in class by age and Gender*







## **Discussion of Result Finding of Orange School and Mulberry School A. Within Case**

### **4. Introduction:**

The previous chapter discussed the specific methodology employed. Then later, the analysis of the collected data. In this chapter, the researcher will elaborate on the outcomes derived from the data analysis.

To get a comprehensive understanding, the researcher utilized three research instruments. They are focus groups, semi-structured interviews with individual teachers, and semi-structured classroom observations. The researcher employed the instruments within each case to examine the



results. Additionally, this chapter highlighted the key themes and sub-themes discovered during the analysis. The opinions of the participant in this work were very important since it was their view and thought the research was exploring. The opinions were the result finding that were discusses here.

#### **4.1: Result and findings for Orange School, A**

##### **4.1.1: Theme 1 Population is larger than the original population and causes hindrances to learning.**

All the participants in the focus group (they are all students) agreed that their idea of an overcrowded class was a large class.

OS6 said, “An overcrowded class as a class that is stuffy, where there is no space to move”.

OS7 said, “Overcrowded classroom as an overpopulated class.”

OS5 said, “overcrowded classroom as an overpopulated class.”

OS10 said, “A classroom where students are more much.”

OS1 said, “An over populated classroom,”

OS3 said “A classroom with a large number of students.”

OS2 said, “A classroom with a lot of students”

OS9 said, “A crowdy classroom”

The teachers, in the individual semi-structured interview, saw overcrowded classrooms as;

OT4 said, “A class of 50.”

OT5 said, “A class of 50 students.”

OT7 said, “When a class is having 50 students it is overcrowded.”

OT6 said, “A class of 50 students is overcrowded.”

OT8 said, “50 students in a class are too many.”

OT3 said, “A class of 50.”

OT2 said, “When the number of students enrolled in school was larger than the number designed for the school.”

OT10 said, “when the number of students was more than the number that intended to be in the classroom.”

OT9 said, “When the available space cannot accommodate the existing students. Or when students cannot be comfortable in their seats.”

Indeed, an overcrowded classroom will be stuffy. Especially when students or teachers could not move around. Mahlo (2015) posited that an overcrowded classroom has more students assigned to a classroom structure than the original number of students. Over crowdedness occurred when a class have students more than the capacity. The observation confirms that the schools have overcrowded classes. The least populated class in orange school was 50 students. 3 students sat on benches meant for 2 students because the number of students was more than the available furniture. This found support in Olaleye (2012) Majority of government-owned schools are so overcrowded. Resulting in challenges in both the environmental and classroom aspects. Overcrowded classroom always results to not only classroom issues but also environmental issues. Such issues are noise, health challenges, fighting and truancy. Also, Siddiqui (2018) corroborated this by saying that overcrowded impedes the progress of teaching and learning. This is because at times classrooms have more than 50 students as against 35. Teaching and learning cannot occur effortless in an overcrowded classroom. Moreover, teachers could not give one-on-one attention to students since they could not move around the class. Hence teachers could not discover gap in students work. But

OT5 said, to her, 50 students in class does not translate to overcrowdedness. “I don’t see my class as overcrowded if they are more than 50 students.” Hearing from both teachers and students about their idea of overcrowded classroom was helpful. It lent credence to the fact that these two major stakeholders in the classroom were facing overcrowded classroom on daily basis. It also showed that people cared about what they experience in overcrowded classroom. The fact that OT5 did not see a class of 50 as overcrowded confirmed the fact that people perceive things differently. This is confirmed by the assertion of Gencogul, Helms-Lorenz, Maulana & Jansen (2021) that, since everyone experiences and how they react to experiences differs, the perception will be different also.

#### **4.1.2: Theme 2. It is challenging to learn in an overcrowded classroom.**

All the participants, the students, and the teachers agreed that it is challenging to learn in an overcrowded classroom.

##### **Sub Theme A. Distractions that hinder concentration**

Classrooms observation was in 5 classrooms. The class with the highest number of students was 80 while the class with the least number of students was 56. The students in focus group interview, agreed that in their classes there was a lot of distraction caused by inattentive students.

OS6 said, “I lacked concentration hence I could not understand the teachers' instructions.”

OS5 said, “It was difficult for them to comprehend what the teachers were teaching because they were not able to concentrate.”

OS4 said, “I find it hard to concentrate”

OS1 said, “You are not able to listen to teacher.”

Distraction could be, someone calling your attention while class was going on, it could be someone talking to you. It could also be noise. All this can make it difficult for students to concentrate.

This is distraction. In fact, someone eating beside you while class is in progress can be distracting. When students are distracted, there can be no thorough learning. The teachers acknowledged that thorough learning cannot occur in overcrowded classrooms. This was due to the various distractions. May (2017) stated that overcrowded classes hinder students' ability to pay attention to lectures. Students who shared the same seat found it challenging to pay attention during lectures. This had adverse effect on learning outcomes and test/exam scores. As a result of large number of students in the class, students have difficulty to concentrate. This is having negative effect on students' performance.

OT6, said, "Well, I don't think proper learning can take place in an overcrowded classroom. There will be diversion of attention among the students. An overcrowded classroom is not conducive for learning at all." OT6 perceived that in overcrowded classroom, the students' attentions get distracted in such a way that proper learning may not take place. They were not concentrating, so getting the best of the lesson was not that easy.

OT3, said, "Learning in overcrowded class becomes challenging for less focused students". Some less focused students would get distracted. It has an effect on the learning of the students and their teachers." OT3 perceived that overcrowded classroom was not beneficial to less focused students. It was easy for them to lose focus in the crowd.

Overcrowded classroom made people restless, noisy, talkative, playful all these will cause distraction. They will cause students not to be able to learn well. Hence poor learning outcome.

With few students in the classroom and a single student per seat, there would be an end to distractions. Also when there are learning materials for students to interact with, or when they collaborate meaningfully, they will be able to concentrate and avoid distractions

### **Sub Theme B: Noise**

The researcher gathered the data for the study using qualitative approach. Participants' selection was by using purposive sampling. Semi- structured individual interview was to gather teachers' information and focus group for information from students. Also, classroom observation was used to gather data on classroom management.

The participants mentioned the effect of noise. The overcrowded classroom was always filled with noise. Students displayed off task attitude and laughed as they play. Some fought while class was ongoing. This made it hard for students to hear the teacher while teaching. Worse still, noise from other classes would filter to the next one. The participants' experience,

#### **Students**

OS8 said, I found it difficult to understand what the teacher was teaching.

OS4 said, Noise makes it difficult for me to hear and understand the lesson.

OS2 said, I was always sick and lost during lesson because of the noise.

OS3 said, the class is not conducive because it is noisy.

OS5 said, Because of noise making students cannot concentrate.

#### **Teachers**

OT3 said "I do scream at the top of my voice. It is overwhelming for me."

OT7 said, "Students are noisy."

OT5 said, "When I say to keep quiet they still continue to make noise.

OT6 said, “It is always noisy.”

OT8 said, “Noisy class.”

The participants experienced noisy classroom. Warning them to keep quiet did not make the students stop making noise. It was such an overwhelming experience. Sumera and Mushtaq (2017), submitted that there is much noise in overcrowded class. Students gossip a lot, and they pay less attention to teachers as they chi-chat and play. Teachers are always in confusion and mental disturbance because he was not heard. His voice got drowned in the class noise. It made the teaching and learning process to slow down. The teaching learning process may stop before the end of the teaching time. Some students got sick because of the noise. The noise from one class affected other classes. Too much noise would make students get sick, especially when they were always amid the noisy class. When teachers also must shout every teaching time, their voices would crack. Obiakor and Oguejioffor (2020) in their work, on the impact of class size on academic performance, found that overcrowded class was always noisy. Their respondent confirmed their assertion. Above we stated that an overcrowded classroom was difficult to manage. This was because the overcrowded classroom was noisy. Proper or adequate learning could not take place because of the noise. Hence, there could be no good learning outcome. Although research showed that social constructive classroom is always noisy as result of collaboration, that type of noise is different from the one in overcrowded classroom. The noise from overcrowded classroom is a meaningless playful chit-chat that has negative effect on teaching learning process. This is agreement with Franklin & Harrington (2019) who said that the level of noise in overcrowded classroom can disrupt the class making it difficult for teacher to teach and for students to learn.

### **Sub Theme C: Students’ questions were not attended to.**

Answering students' question was a way of scaffolding a lesson. Also. It would encourage dialogue. Teachers were to always answer students' questions whenever they asked. The students shared their experience about teachers' attitude towards their questions.

OS7 said, I sometimes asked questions to both teachers and students

OS8 said, "When you asked the teachers a question, they provide answer."

OS2 said, "At times when you ask teachers questions, they don't have time to provide answer."

OS1 said, I asked questions to both teachers and students, but they don't respond.

OS4 said, "When you asked some students they will not respond." Students asked questions from their fellow students, but they would not respond.

OS10 said, "Teachers were not able to answer students' questions."

OS5 said, both teachers and student don't answer when I asked question. Students always made jest of me.

From the results, some students wanted to ask questions or made efforts to ask questions. The problem was that teachers were not able to answer their questions. This could be due to lack of adequate time. Most times the teacher for the next period may already be by the door waiting for the teacher leave the class. They may encroach to another period if they chose to respond to questions from the students. It could also be because of tiredness on the part of the teacher. Teachers may have shouted too much or have taken other classes that they have become tired to answer question at the end of the lesson. The participants of focus group said the questions they asked were not always attended to. Attending to students' question, will encourage them to be more confident to ask question. It would bring about teacher student interaction. This would have strengthened the

use of social constructivism in the teaching and learning process. The fact that some students would rather make jest of the ones asking questions than to respond to their questions is sad. This could lead the student to withdraw to the shells and not have confidence to ask question again. When students cannot clarify their doubts or confusion during teaching learning process, they are not gaining full benefits of the lesson. During the Observation, the students did not ask any question from the teachers in any of the classes observed. The teachers did not give the students opportunity to ask questions. If the students had opportunity to ask question, it would have been an opportunity to dialogue. Dialogue is one of the ways students could be active participant of his learning process. Dialogue encourages interaction. This found support in the work of Jiang (2020) who noted that questioning is an approach that teacher can use to increase interaction. Also, Armstrong and Hyslop-Margison (2006) who posited that, though some people may learn alone using various means of discourse, it is best to learn in collaboration and democratic using dialogue. It is more beneficial to learn through interaction than to learn alone.

#### **Sub Theme D: It is Not Easy to Teach in an Overcrowded Classroom.**

Ten teachers participated in the semi structured interview. All the 10 teachers were in agreement that teaching in an overcrowded class was not an easy task. Out of the five classes observed in Orange school, one had 82 students, one had 80 students two had 81 students each. Then one had 77 but 56 were present during observation, this was because it was a home economics class. Home economics is an elective course. Hence not all students in the class offered it. Even OT5 who did not consider a class of fifty and above as overcrowded, said, “When I say to them, keep quiet, they still continued to make noise.” This was a way of expressing her frustration about teaching in overcrowded classrooms. According to



OT8 said “Teaching in overcrowded classroom was not easy. Teachers cannot move around in the class”

OT1 also said, “Teaching in overcrowded classroom was not easy.” There could not be 100% teaching and learning.

OT4 said, “Putting all your effort in the teaching and nothing to show for it from the student’s performance.” The teacher felt frustrated for not having adequate learning output despite all that he did. The other teachers perceived that teaching as well as learning in overcrowded classroom cannot be thorough.

Kanayochukwu et al. (2020) posited that the overpopulation of learners in educational facilities spurred a poor standard of education in many respects across states, and the country at large. With overpopulation, the quality of education would reduce. Because the teachers may not be able to carry all students along. Also, Oni and Oluwo (2017), posited that, class size is a crucial factor when it comes to students’ academic performance. Researchers and academic scholars have the same opinion on the fact that when there is an increase in the size of classrooms, the academic performance of students will decrease.

OT9 said “Teachers could not see everything going on in the class among the students. Because teachers cannot move around in the class.”

Also, OT6 said, “Teachers could not see everything going on in the class among the students. Because teachers cannot move around in the class.” As a result of this, it was easy for them to be off task, and to disturb the class. There was no way teachers could see what was happening among the students especially those sitting at the rear. During the classroom observation, all the teachers observed were standing in front of the class. They only tried to move up and down in front of the

class, also between the chalkboard and the front row. Only OT2 tried to move past the front row. OT5 was the only one who said, “I have no problem with overcrowded classrooms. I do not consider a class of fifty as overcrowded.” During classroom observation, she stood in front of the class close to the entrance door. Rahman, et al. (2019) discovered from their classroom observation that in many situations, because the class size is large teachers cannot teach the students. They could not impart knowledge that was adequate for the students, hence, no proper learning for the Students. Due to the overcrowdedness of the class, teachers found it difficult to teach well and students could not learn well. This is a feature of overcrowded classroom, it clearly against the social constructivist theory of learning.

#### **4.1.3: Theme 3. Managing the classroom.**

##### **Sub Theme A. Managing the classroom.**

Managing an overcrowded classroom is not easy. The teachers and the students confirmed this. UNESCO Institute for Statistics, 2018, also affirmed that teachers around the world, like Ghana, have trouble managing overcrowded classrooms. Although OT5 said “As a teacher who knows what you are doing, you could control your class.” This looked like a contradiction of what happened in her classroom observation. The class was noisy, she was shouting keep quiet for the better part of the teaching time. This found support in, Meador (2023) who posited that even the best teachers found it difficult to manage an overcrowded classroom. They can find themselves spending more time managing their classroom than they do teaching. Maintaining a calm and peaceful classroom might be a nightmare for a good teacher in an overcrowded classroom.

OT7 said, “Class control was not easy in overcrowded classrooms, it was a problem.”

Also, OT6, said, “Class control was not easy in overcrowded classrooms, it was a problem.”

When the class was larger than the one the teacher can handle it will be difficult for her to control the class.

Also, OT8 said, “you cannot control them.”

OT4, said, “No proper class control.”

OT2 said, you cannot control them.

OT9 said, you cannot control them. No proper class control.

OT10 said, it was not easy to control the class because of the different personalities in the class.

This found support in Bello et al. (2022) an overcrowded class was also not conducive to ensuring effective classroom management. An overcrowded classroom is a mixture of different personality of students. To manage them cannot be easy, especially in the junior school. They were still young and behave like they were still in primary school. Students in the focus group said their teachers tried to manage the class well.

OS8 said, “Teachers were not finding class control easy because students were putting up inappropriate behaviour

OS6 said, “Teachers were not finding class control easy because students were putting up inappropriate behaviour. Some teachers were firm though, whenever they entered the class, the students would maintain silence.

OS9 said, Students do not like the sight of cane, so they usually would be quiet seeing a cane. West and Meier (2020) posited that teachers must deal with controlling and implementing discipline methods because of the large number of students in the class. Teachers found class control difficult

because of different personalities in overcrowded classroom. Teachers were not able to achieve their lesson goals because of lack of control.

One of the students OS10 said, “Some teacher controlled their class in the Play Away method.”

Play away method in an overcrowded classroom? One can only imagined how more noisy it will be in a play away method class. UNESCO institute of statistics, 2018, Meadow, 2023, Bello et al, 2022, and West & Meire, have been able to make it clear that maintaining perfect class control in overcrowded classrooms was a herculean task that was not easy to achieve because of indiscipline. It could make a mess of the lesson delivery of a very good teacher. This is confirming that, overcrowded classroom is challenging for both teachers and students. Above all it is challenging for social constructivist teaching. If the class was sizeable, grouping the students would have been done and it would have been easy to control the class through the students who are group leaders.

### **Sub Theme B: Resources.**

The place of resources in teaching-learning process is very important. Without the use of resources in the classroom, learning will be abstract. The classroom observation showed that there were no resources used. This was a great challenge in Government owned schools. There was always the dirt of teaching and learning resources. The students had no resources even in an English class where they were learning poem. Only a few copies was on a few desks shared by 3 people on each desk. The poem was also not written on the board. If the poem was on the board or on a cardboard, the teacher could have displayed it on the wall. It would have got the students focused. The teacher has a copy of the book containing the poem. This finding was like that of Ayoub (2019) which showed that inadequate textbooks made the students not be able to complete assignments given by the teachers. This brought about poor learning outcome. When resources are inadequate,

it would cause setback. Also, OT3, an integrated science teacher, had a chart for signs and symbols which she displayed on the board to teach the students. OT2 the computer teacher, also came to class with a copy of the anti-virus, to teach the students about anti-virus in computer. He held it at the front for the students to see. OT2 stated that, “we had to manage materials as we often faced resources scarcity, leading to competition among students.” Teachers managed materials because they were not adequate. Also, the ones for students were not adequate which was why they fought for it. If the instructional materials and teaching resources were available, the students would have been able to interact with them. Managing the class would have been easy for the teachers. This finding is in line with Nsinalo, (2015) who reported that another Tutor said we don’t have the teaching and learning resources. The classes are large. We can’t apply different methods...for instance, jigsaw. Also, the classroom environment was not helpful in promoting learning. Availability of teaching and learning resources would make teachers job easy and students learning concrete. When there are no resources, learning would be abstract, and teachers’ job may be ineffective. For students to be able to interact, there must be resources to interact with during teaching learning process.

### **Sub Theme C: Corporal Punishment.**

Teachers were not to give students corporal punishments. The students revealed the contrary during the focus group interview. Corporal punishment according to UNICEf, (2015), is an action intended to cause physical pain or discomfort, but no injuries. The students said their teachers were trying to manage the classroom despite that it was not easy to cope with large classes. They also said that teachers used corporal punishment on students when the students were uncontrollable.

OS2 said, “They did manage the class well but when the students disobeyed, they punish them.” OS7 said, “They managed the class very well but if the students made noise they punished them.” Teachers punished students because they were not paying attention as teachers were trying to maintain peace in the class. During the classroom observation, teacher asked some students to kneel. Some teachers were also seen holding a cane. Teachers are not expected to use corporal punishment on students. It may be that they use it because of frustration but was not acceptable. According to Unicef, (2015) Corporal punishment not only violates fundamental rights to dignity and body integrity but by impacting upon children’s engagement with schooling and capacity to learn can have long-lasting implications for their life chances. Corporal punishment can make students to hate coming to school. They may also be coming to school but hate the teachers who were giving them corporal punishment. Hence, they would hate the subjects the teachers teach. Using corporal punishment is a way of teacher expressing their frustration.

#### **4.1.4. Theme 4. The Negative Side of Overcrowded Classrooms.**

The teachers and students shared their experiences and challenges they faced teaching and learning in overcrowded classrooms. This showed that there are many negative sides to overcrowded classrooms. All the negative sides made teaching and learning tedious. It is as good as trampling on the rights of both teachers and students. Children deserved to learn under a better condition than overcrowded classroom.

##### **Sub Theme A: Difficulty in assessing students**

When teachers assessed students, it will be easy for teachers to know how well they are learning. The teachers would also be able to know the gaps in the students' learning. It will also help teacher to know if their teaching is effective. Without assessment of any sort, teachers cannot discover gaps in students' learning. Some of the teachers said they find it difficult to assess the students.

OT7 said, "There is a problem marking students' work."

OT6 said, "When it comes to marking, that one is not easy in an overcrowded classroom." In an overcrowded classroom, it cannot be easy to assess students work. This means that, teachers may not be able to know the gap in students' learning. According to Sarah, (2020) reported that overcrowded classroom does not allow teachers to recognize the gaps in students learning. Overcrowded classroom is a great impediment to students' learning. The teacher would not be able to help a student when he had not discovered the gap in the students learning.

OT6 added that "It was easy to practice exam malpractices during the exam. Invigilating was not always easy in an overcrowded class."

According to Adimonyemma et al. (2018), in their study on the impact of class size on students' performance in Biology, 61% of the students surveyed acknowledged a high possibility of cheating in examinations due to large classroom sizes. Hence, one cannot say which student is brilliant because the poor ones could cheat and still pass very well.

Overcrowded classroom is a breeding ground for exam malpractices. Students may copy each other and make perfect assessment difficult. This is because, the teacher will not know which of the students owns the work and which one copied.

OT8 too, said, “Imagine, I am the only CRS teacher in my school, definitely, assessing or marking the students work has not been easy.”

Being an only subject teacher in a school with overcrowded classroom was a big challenge. It would be a difficult issue to mark the scripts of the students and be thorough with it. Teachers have challenge with assessing many test scripts, homework assignments, and examination scripts (Abbas et al., 2022, p.260). In the end, the teachers would not be able to do a thorough marking.

In the focus group, OS7 said, “Teachers were not able to answer students’ questions.”

OS10 said, “Teachers were not able to answer students’ questions.”

Rahman, et al. (2019) discovered from their classroom observation that in many situations, because the class size was large teachers could not teach the students. They cannot impart knowledge that was adequate for the students. There was no proper learning also for the students. This was particularly evident during EFL listening and speaking practice. Also, during writing exercises, teachers found it challenging to go through all students’ scripts. Assessment is an important aspect of teaching learning process. It is a means for teachers to know how well they are doing in lesson delivery and how well the students were learning. With one-on-one teacher –student interaction during teaching leaning, teacher would have been able to know the gaps in the students’ learning. This is a way of assessing students. Teachers would then be able to know how well they are meeting students’ learning needs and to help them where necessary.

### **Sub Theme B: Frustrating and stressful.**

Stress and frustration are two giants that should not confront one in discharging ones duty. Unfortunately, the reverse is the case while working in a populated classroom. This was evident



from the result of this study. The participants expressed that they felt frustrated and stressed in overcrowded classrooms.

OT7 said, “When you have to shout, it is energy-sapping and stressful.”

OT5 too, expressed her frustration.

OT6 said, “Teaching in an overcrowded class saps more energy compared to teaching in a normal class, which makes it stressful.”

OT8 said, “It is frustrating and stressful.”

OT3 said, “It is draining.”

OT10 said, “Too stressful.”

The frustration and stress the teachers experienced is understandable. When you always faced a large crowd of noisy students, you would get stressed. When a teacher has to shout on top of her voice and still have to settle quarrel between or among students, frustrations would set in. According to Meador (2023), the increased number of students in a classroom leads to higher levels of teacher stress. As a result of stress and frustration many teachers were leaving the profession.

The observation revealed that both teachers and students experience heightened levels of stress and frustration. This, leading to difficulties in effective teaching and learning. According to Olaseni and Lawal (2020), teaching and learning in an overcrowded classroom was infuriating, devastating, and nerve-racking due to the many challenges it presented. An overcrowded classroom causes obstacles that may almost be difficult to subdue. Even the best smart teachers are not left out. The obstacles hindered the teachers' smartness. It caused teachers not to be so fruitful in giving the instructions they already prepared for the learners.

One of the students OS8 said, “There is lots of noise.”

Also OS7 said, “I’m not able to understand what the teacher s teaching.”

OS1 said, “Class doesn’t understand what the teacher is teaching.”

OS4 said, “It was frustrating to seat in a class and not hear what the teacher was saying or not to understand her.”

OS3 said, “I always have headache.”

It can be frustrating and stressful to teach and learn in overcrowded classroom with the noise, heat, discomfort and non-availability of resources. This will make the students not to have much interest in their learning and the teachers too will not be happy to put in their best. With social constructivism theory of learning in place, students would be so occupied that the only noise in the class would be the one emanating because of collaboration among students. Also, teachers would not have had much to stress about as their job would have been to serve as guides to scaffold lesson.

### **Sub Theme C. Teachers’ and students’ wellbeing.**

The well-being of both teachers and students should be of utmost importance in the teaching-learning process. Teachers must be sound all round to be able to have a good lesson delivery. Students also must be well all around to be able to learn. Learning and well-being are well connected. Students learn best when their well-being is at its best. They develop a strong sense of well-being when they experience success in learning.” The classroom observation showed that the well-being of these two important stakeholders in the classroom, was not considered. Three students sitting on a seat meant for 2. No air-conditioning, no fan. Some of the students’ bags sat on the window. Students sweat and used paper to fan themselves.

OT7 said, “Students sweat a lot. It is not good and hygienic for the health of teachers and students. Students can contract communicable diseases from the carrier.”

OT5 said, “Shouting makes you have a headache and a cracked voice.”

OT6 said, “It has a negative effect. You must talk at the top of your voice. It has a negative effect on our health. You have a headache because you must shout for students to hear you. It saps energy.”

OT4 said, “It is stressful. When it is hot, the students will be sweating a lot. Hence, if anyone is with communicable disease other people can contract it. Health wise, it is not hygienic, it is not good for teachers’ health and the health of the students.”

OT8 said, “The effect on our well-being is huge. I always have a headache and feel dizzy.”

OT3 said, “Headaches, draining, and mental health affected. As a teacher with a disability my legs ache.”

OT1 said, “It is much. It affects me emotional and psychological health.”

OT9 said, “I enjoy teaching in an overcrowded classroom.”

OT2 said, “It has not been easy. It is affecting my health as we speak. The effect is much. Chest pain, headache.”

OT10 said, “Stressful. I always feel pain in my body after class.”

Whatever made students to be restless, dizzy and having headache, was having negative impact on their wellbeing. More so, their teachers confirmed that because of the way they sweat they could contract communicable disease. This also was against the students’ well-being. The teachers shared their experience too.

OT7 said, “Negative effect, talking on top of my voices, shout, energy sapping, stressful.”

OT6 said, “It has negative effect. It puts pressure on the teacher. The student will swell excessively. If anyone is infected, it can easily be transmitted to other people. Health wise, it is not hygienic, it is not good for teachers’ health and students’ health.”

OT8 said, “The effect on well-being is huge. I always have headache, feeling dizzy.”

OT3 said “Headache, draining, mental health is affected, as a teacher with disability, my legs ache.”

OT1 said, “It is much. It affects me emotionally and psychologically.”

OT9 said, “Tiredness, having to shout to be heard. Stress.”

OT4 said, “The effect is much. Chest pain, headache.”

Teaching and learning in overcrowded classroom are an abuse to both teachers and students. Teachers work in the overcrowded classroom and their workload is voluminous. They are so stressed because of the load of work they must cope with (Muthusamy, 2015, Shah & Inamullah, 2012, Osai et al, 2021, Mutisya, 2020). In an environment that the well-being of teachers and students are negatively impacted, the teaching and learning cannot be thorough or effective. Teachers and students in overcrowded classroom are having bad experience. With grouping of students for collaboration and teachers scaffolding the lesson adequately, the stress of both teachers and students will be minimal and their well-being will not be negatively affected.

### **Sub Theme D: Inappropriate Behaviour.**

An overcrowded classroom is a place where bad behaviour thrives. Teachers could not see students at a glance from the front of the class. This was where the teachers stay during the teaching-learning process. Hence students knew they would not get caught for bad behaviours. The participants confirmed that students exhibited inappropriate behaviours in overcrowded classrooms.

OT4 said, “Some of the Students will not allow the serious ones to learn.”

OT10 said, “It has a negative effect on learners’ learning and behaviour. I talk to the stubborn ones by inviting them to my table in the staffroom to admonish them.”

OT7 said, “It has negative effects on the student’s attitude by bad students.”

OT6 said, “It has negative effects, it is easy for them to practice exam malpractices. Those who were serious from home can get influenced in the class by their mates.”

OT8 said, “Students would not write notes but would be making noise.”

OT3 said, “It has an effect on the learning of the students and their character.”

OT1 said, “Students would not submit assignments. Some would fight, some would be sleeping. While some would be writing notes for other subjects.”

OT9 said, “Students bow to pressure. Some would come late to class”

It is bad to teach in overcrowded classroom, it is worse to put up with inappropriate behaviour from student. It can be discouraging as it will not only affect the smooth running of the lesson, but it will also discourage the teachers and other students who are law abiding in the class.

May, (2018) submitted that effective School and classroom management relies on discipline. Wherein students are too many, disciplining them would be problematic. Because the classroom was not favourable for them to learn due to over crowdedness and there were no resources. This made them engage in off task and inappropriate behaviour knowing that they may not get caught. The whole class might then receive the punishment for the disturbance. The students also confirmed the presence of bad behaviour in their classes.

OS2 said, “Noise making.”

OS1 said, “Dirty classroom.”

OS5 said, “fighting.” and

OS4 said, “Not all students want to learn yet they disturb those who want to learn.”

OS6 said, students are naughty which makes it difficult for teacher to control class.

During the classroom observation, it was also confirmed that some students displayed inappropriate attitudes. About two students were looking at another book in their bags which they placed on their laps. Some students were talking with the other ones. Some were eating. Two students left the class without taking permission from the teacher who was teaching. One came into a class to collect something from a student. This she did without taking permission from the teacher. There were distractions. West & Meier (2020) posited that teachers must manage discipline due to the large class. Student participants confirm that students have inappropriate behaviours. Oguejiofor & Obiakor (2020), contend that an overcrowded classroom decreases class control. It allows room for distraction. Also, it gives room for students to display a disruptive attitude.

### **Sub Theme E: Individual differences.**

The teachers often felt overwhelmed by the large class size. It was challenging to meet the needs of every student. In most cases, slow learners get overlooked or neglected in the crowded classroom.

OS10 said, “Teachers were not able to attend to individual differences in the classroom.”

OS5 said, “Not all students were able to learn.”

OT3 said, “Learning in overcrowded classrooms was survival of the fittest.”

OT9 said, “It was difficult to identify students that have learning difficulties.”

OT4 said, “It was not easy to carry all students along at the same time.”

This found support in Hussein (2019), when classrooms are overcrowded, teachers find it difficult to give an equal amount of time to each student. They may not realize that students are struggling because of the overcrowdedness of the class. Even if they realize it, there may be no time to attend to the struggling student. Students don't learn at the same pace; consideration of their differences should come first. The teachers are not able to consider this because of the largeness of the classrooms. If the class was sizeable, the teacher would have been able to group the students, and every group member would have been able to contribute. By this no one would be left behind as the more knowledgeable other in each group would have been able to help those lagging. Then the teacher would have been able to scaffold the lesson where necessary.

#### **Sub Theme F: Disability not considered**

Disabled people, students, and teachers were not taken into consideration in overcrowded classrooms. One of the participants a teacher was a disabled woman. She expressed dissatisfaction about her condition and the fact that Government should consider the disabled people. Not only in the classroom arrangement, but also in the whole school structures. OT3 said, "As a teacher with a disability, the classroom was not accessible for me. Miss Joan found it challenging to Move around the class due to the disruptive behaviour of the students." Allodi, (2010) argues that we should avoid overcrowded classrooms to ensure better outcomes for special needs students in inclusive schools. This ensures that both able-bodied students and students with special needs can flourish in a conducive school and classroom environment. Also, Olaleye (2012) said, favourable learning setting was necessary for positive education activities. They likewise said learning setting was not favourable for people with disabilities. An all-inclusive and friendly learning environment is essential.

### **Sub Theme G: Lesson Objectives Difficult to Achieve.**

At the beginning of each lesson, teachers ought to write their lesson goal on the board. The lesson goals are what the students would take away from the lesson. It is through the ongoing assessment and classwork given that a teacher would know if he achieved the lesson goal. From the classroom observation done, the teaching-learning process seems to be a tough one in the overcrowded class. To achieve the goal of the lesson would be difficult considering the noise, and the disruptive behaviours of the students. This finding is like that of Sarah (2020) who said, 50.5% of her participants responded that to achieve the syllabus in overcrowded classroom was difficult. Also, the amount of time teachers spent calming students down. Besides, since the teachers could not give class task there was no way they could be sure they achieved their objectives. Mr. Andrea said, “You have to put much effort to get your lesson objectives achieved because of the rowdy nature of the class.” OT10 said, “It has negative effects our lesson delivery because calming the class down for the lesson takes time.” Teachers would find it challenging to control their teaching-learning process such that is effective for achieving the main goal of the teaching. This is due to many students in an overcrowded classrooms which might not allowed for classroom assessment. In a social constructivism class, achieving the lesson object is not difficult because students are in control of their lesson, class control will be easy. Also, as teacher goes around to interact with the students, she would be scaffolding the lesson.

### **Theme 5. Conduciveness of the Classroom.**

Classroom must be favourable to make education activities effective and the outcome positive. A conducive classroom would make both teacher and student active and alert to teach and learn. All the teachers interviewed said their classes were not conducive to teaching and learning.



OT7 said, “Not conducive.”

OT5 said, “It is not conducive.”

OT6 said, “Class not conducive.”

OT8 said, “It is not conducive for teaching and learning at all.”

OT3 said, “It is not conducive.”

OT1 said, “The classroom is not conducive at all.”

OT9 said, “It is not conducive to learning.”

OT4 said, “It is not conducive.”

OT2 said, “It is not conducive for both teachers and students.”

OT10 said, “Not easy and not conducive at all.”

The students also said the classrooms are not conducive.

OS9 said, “Noisy class”

OS1 said, “The dirty classroom always.”

OS6 said, “Students can’t be comfortable on their seat.”

OS4 said, “Students and teachers could not move round the class.”

OS3 said, “There is always distraction.”

OS7 said, “Students fight always”

OS8 said, “The class is not conducive, always losing concentration”

OS2 said, “Stiffness”

They said it was manageable in the morning. From the observation, they have broken floors. Suleiman (2017) asserted that an unwelcoming classroom may incapacitate students and make them not have an interest in learning. An unwelcoming classroom would not be conducive

for learning. It might put students off and not want to learn. It would also make teachers lose interest in discharging their duty well. The classroom observation also showed that the classrooms are not conducive for learning in a social constructivism way. There was no way to re-arrange the seats as they were cramped together. This made it difficult not only for teacher to interact with students to discover gap in their learning, it makes interaction among students impossible. The classroom floors were broken, some of the whiteboards were broken also and some of the students' lockers and benches. This agrees with Ihekoronye (2020)' submission that the physical environment has a significant impact on students' comfort and, to a lesser extent, their capacity to learn. It is doubtful that uncomfortable students will learn as well as comfortable ones. Additionally, pupils' morale may be impacted by their surroundings. They may get disheartened, angry, and less eager to study if they believe, for example, that their classroom is physically worse than that of students from wealthier families. A conducive environment has great effect on how students learn, to get their moral boosted for learning, the atmosphere of the learning environment must be made conducive in every sense. A conducive environment is central to social constructivism because students learn also from environment. A conducive environment will trigger students' imagination to learn, think critically and be to support others.

### **Sub Theme A: Heat.**

Heat in an overcrowded classroom is not strange. Making student learn in a class where they feel heat is not good. It is a form of child abuse, especially if there is no provision for air conditioning

or fan. Teaching and learning cannot be effective or have good learning outcome in a class where students and teachers had to deal with heat. The researcher observed five classrooms per school.

The participants express their experience of having to deal with heat in overcrowded classroom.

OS6 in the focus group said that “Overcrowded classrooms are stuffy.”

OS4 said, “Overcrowded classroom makes me dizzy”

OS2 said, “Noise making”

OS1 said, “I will not be able to breathe”

OT7 said, “The students sweat a lot.”

OT5 said, “Because there is heat the students are restless.”

OT6 said, “It puts pressure on both the teacher and students, especially during hot afternoons when excessive sweating occurs.”

OT3 said, “Students are less willing to listen after the break due to the increased discomfort caused by the heat and odour.”

OT2 said, “Students have difficulty focusing after the break due to the heat.”

Classroom observation showed that only one class had one ceiling fan working and it could not circulate round the classroom. The other classrooms had no fans. Students were using papers to fan themselves. Bidassey, Wright, Engelbrecht, Albers, Garland, Matooane (2016) argued that class size is always large. This brings about over crowdedness hence classroom body heat would increase. These factors would make the classroom heat to be high. The high classroom heat would have negative effect on the students and teachers. It will make them have poor health, poor learning and

academic performance. Also, teachers would have low performance in the discharge of their duties. Imagine students learning in a classroom, where there were no fans working? Not only that, they had to also contend with heat. Their health would not only suffer, but their performance would also be poor. This was because most of them were most likely to lose interest in coming to class. Teachers also would not be happy in the discharge of their duties.

### **Sub Theme B: Discomfort.**

When students felt discomfort in the classroom, proper learning cannot take place. Students ought to learn under a comfortable atmosphere. They are also expected to be comfortable on their seats. Ihekoronye (2020), submitted that, the physical surrounding greatly affects students' comfort levels and, a lesser degree, their ability to learn. It seems unlikely that students who are uncomfortable will learn as much as those who are comfortable. Furthermore, students' environment can affect their morale. The learning environment must be comfortable for students to be able to learn. For this study, there were five classrooms observed from each of the two schools used.

The classroom observation showed that students were very uncomfortable in the classes. Three students sat on a sit meant for two students. Those sitting by the windows put their school bags on the window where Breeze ought to be coming into the class. Yet there were no fans nor air-conditioning in the classes. One class has fan all through the observation. Some students put their legs on the small available space outside their desks. There were some broken desks and seats in the classrooms. The teachers shared their experience about the discomfort they and students faced in the classroom.

OT7 said, "The classrooms are not conducive."

OT5 said, “It is not conducive.”

OT6 said, “An overcrowded classroom is not conducive at all.”

OT3 said, “The students sit in three or four on a seat meant for two students.”

OT1 said, “The classroom is not conducive at all.”

OT9 said, “The teacher with a tin or low voice had to shout before students could hear him.”

OT4 said, “It is not conducive, no air-conditioning, disturbance around.”

OT2 said, “Environment not conducive.” He repeated it again that “It is not conducive for both teachers and students.”

The students also expressed their experiences.

OS2 said, “Some of us sat on broken benches.”

OS1 said, “One of the challenges of the overcrowded classroom is the dirty classroom.”

OS6 said, “Students can’t be comfortable on their seat.”

OS4 said, students and teachers could not move round the class.

OS3 said, “Some of us had to either put our bags on the window or on our laps and this bring discomfort.”

OS7 in the focus group said that “Overcrowded classrooms are stuffy.”

Inability to move round would hinder collaboration between teachers and students. Barrett et al. (2019) submitted that “Often, when spaces permit, the flexible arrangement of furniture and equipment within spaces can also help students to get collaboration, teamwork, and other interpersonal skills (p.8).” Shortage of space made the classroom not comfortable for students and teachers to interact. The earlier, government rise to tackle the challenges of space in classroom the better. According to Siperto, (2017) overpopulated classrooms is growing difficulties that hinder

positive teaching and learning operations. Siperto found it difficult to access the classroom he used for his study because the students were not just many, but the classroom was small. The smallness in the classroom space coupled with large number of students will make the class not conducive for the students. They will not be comfortable as they are not well seated and their movement and that of the teachers were impeded. Teacher will not be able to move round to interact with students one-on-one. Also, students will not be able to collaborate.

### **Sub Theme C: Seat Arrangements.**

Seat arrangements have a role to play in how conducive a classroom is. A traditional seat arrangement would make one-on-one interaction between teacher and student difficult. It did not allow for ease of movement for both teachers and students. There were situations that students would have to climb on the desk to be able to get out of their seats. This happened when the seat mates got tired of having to stand up for others to be able to come out of their space. The seat arrangement was in a traditional way. This did not allow for varying sitting arrangements. The classroom observation confirmed these. The participants shared their experience too.

OS6 said, “Can’t sit comfortably”

OT7 said, “not conducive no free movement.”

OT2 said, “The seating arrangement is not good for learning.”

This found support in Rahman, et al. (2019) that, physical classroom arrangement takes an essential part of the instructional process. It affected performance of the teachers as well as the students. A well-set classroom would create an effect that would impact the psyche the teacher and students alike. This would make teachers feel at home to impart knowledge and students ready to also learn. A well-arranged classroom was a sign of the greatest learning activities. This found

support in Kariippanon et al. (2019) who used the observation method through momentary time sampling for 30 minutes to observe students from 9 secondary schools. They found that teachers in traditional classrooms used a teacher-centred approach. The students did their work on an individual basis while the teacher was in front watching them. There was little chance for them to move around or interact with another person. Whereas in flexible learning spaces, the approach used was student centred. They were involved actively in their learning as they have the autonomy of determining where they want to work. They could vary the sitting arrangement making a grouping of students to be possible. They could interact with both teachers and students. The way and manner we arranged seats have a much influence on the students' learning. Also, it affects the discharge of teachers' duties. Makielski, (2018) suggested that teachers should have a good seating arrangement. Makielski instruction was good, but teachers cannot have good seating arrangement on their own. Especially if the government supplied benches and the classroom space is tight. Good seating arrangement that allowed for ease of movement would be good for interaction among which is the core of social constructivism theory of learning. Good seating arrangement with flexible seats will allow for grouping and easy interaction in the classroom.

#### **Sub Theme D: No Free Movement.**

When a classroom is spacious there would be ease of movement. Both teachers and students would be able to move around the classroom. This is necessary because it helps teacher to have one-on-one interaction with the students. But when the class lacks space, teachers would have to stay rooted in front of the class to teach. Hence student would find it easy to stay off task and display inappropriate behaviour. The teachers interviewed, were 10 from each school. The students were 10 interviewed in the focus group. The classroom observation which lasted for 40 minutes. They all

confirmed that there was no free movement in the classes. The lack of space and broken furniture made it difficult to move around the classroom. The teachers were all standing in front of the classroom while teaching. They were unable to move around within the classroom.

OT5 said, “When I go around, I see them in a glance.”

OT8 said, “I go round to give them notes”

The two teachers above who said during the interview, that they go around the classroom while teaching, were standing in the front of the classroom during the observation. This is just to show that the space in the classroom makes easy of movement difficult. Teachers also shared their experience during semi-structured interview.

OT7 said, “No free movement in the midst of the class.”

OT6 said, “A teacher could not move among the students because the space was small for such a large class.”

OT3 said, “As a woman with a disability, it was difficult for me to move around because of the rowdiness of the class.”

OT4 said, “No means of moving around the class because the class was not spacious.”

OT10 said, “Teacher unable to move around and interact with students.” These are the teachers’ experiences about not having ease of movement round the classroom. Kariippanon, et al., (2019) found that teachers in traditional classrooms used a teacher-centred approach. The students did their work on an individual basis while the teacher was in front watching them. There was little chance for them to move around or interact with another person. Whereas in flexible learning spaces, the approach used was student centred. They were in control of their learning as they have the autonomy to choose where they want to work. They could vary the siting arrangement making



a grouping of students to be possible. They could interact with both teachers and students. They could also move around the classroom. Classrooms should always be arranged in such a way that there is ease of movement such that students can move around without disturbing their classmate or distracting them either during lessons or otherwise. Also, teacher must be able to move around the class to interact one-on-one with the students and scaffold their works as necessary

#### **4.1.6: Theme 6. Collaboration.**

Social constructivists believed that support from others more knowledgeable, aids learning. This support can only come through collaboration or interaction.

##### **Sub Theme A: Teacher/Student Collaboration.**

Teacher/student collaboration could occur one-on-one between a teacher and a student. This is what social constructivism teaches. It could also be between a teacher and a whole class. Kumiawan (2015) posited that teacher-learner interaction is when the teacher speaks to the whole class at the same time. The teacher was the leader and determines the type and process of the activity. The classroom observation showed minimal teacher/whole student collaboration. The teachers did the talking all through but found time to ask the whole class if they were clear about the lesson. There was no evidence of one-on-one collaboration between teachers and students during the observation. Teachers were standing between the whiteboard and the front desk. Teachers did not ask the students questions to assess the lesson. Classwork was not given to the students. Akinsolu & Fadokun, (2015) revealed that most of the teachers opined that involving students in practical task in unfavourable classroom environment, was challenging. Hence, teaching was not student-centred, but teacher centred. That is, teachers dominated the teaching-learning process

without any input from the students. There was no means of discovering the gaps in the students learning.

Ayu (2018) posited that gaps always occurred in the work of students while learning in unfavourable environment. Teachers could not discover the gaps because of a lack of interaction. The teachers said the contrary during the interview.

OT7 said, “I find time to interact but not effective.” She also said her class was “student centred.” Yet, students were not playing any role in her class during the teaching-learning process.

OT5 said she interacts with students “every day.” When asked how she does it, she said, “I asked them to see me in the staffroom. I attended to a student at a time.” In essence, no interaction took place in her classes. As a Mathematics teacher, she ought to give the students sums to solve on the topic taught. With this, she would be able to assess the lesson, but she did not do that.

OT6 said, “due to the large student population, it was challenging to interact with each student as intended.”

OT8 said, “I tried to interact with them while in class. I asked questions on the passage read.” “As often as I was able to ask questions to assess the class to get feedback but I was not able to do that with every student.”

OT1 said, “I interact with them often during lessons by asking them questions.”

OT9 said, “It was not possible to interact with each student one-on-one during a lesson. Only those in the front have that opportunity once in a while.”

OT4 said, “I always asked the students to come to meet me when they have problems. It was not easy to attend to each student one-on-one because the class was large and the time was short.”

OT2 said, “Poor interaction. The seating arrangement was not good, no one-on-one attention.” Yet he went ahead to say, “I interacted with them from time to time.”

OT5 said, “On a daily basis.”

From the teachers’ responses, it was clear that teachers were engaging in teacher whole class collaboration. They could not do one-on-one teacher students’ collaboration. The reason is not far-fetched. The students were too many to interact with one-on-one. Also, the teaching time is not enough for interaction since they would have spent part of the time controlling the class. Overcrowded classroom is not a conducive classroom for teacher- student one-on-one interaction. It does not give teacher room for honest self-assessment of lesson delivery and no room to track students’ progress to know where to give personalized support,

### **Sub Theme B: Student/Student Interaction.**

One-on-one interaction between students is very important to students learning. Although teachers always made the students passive learners in the class as if they have nothing to offer. Yet, students ought to be actively involved in instructional process. Students who participated in focus group shared their opinion.

OS1 said, “It helps you to learn more as you get more information about the topic under discussion.”

OS8 said, “We get more information.”

OS7 said, “Oral communication.”

OS6 said, “It is fun and educative to learn from one another.”

OS5 said, “It gives more opinion about what you don’t know before.”

OS3 said, “As you interact you learn more.”

OS2 said, “We get engaged and share more.”

From the students’ response, it would seem like they, the students, were interacting during the instructional activities. It would be very nice if that is the case, but it would contradict what they said about asking and answering questions. For example, OS4 reported, “When you ask some students they will not respond.”

Meanwhile, while observing the classroom, it was not evident that there was direct interaction between students. Students were not given any class works, which hindered how they participated in classroom activities and assignments. Students were not organized into groups to perform tasks. This limited opportunities for collaboration and peer-to-peer learning. Classwork would have brought about interaction between teacher and student. While grouping would have helped student-student interaction. But the over crowdedness and traditional seating arrangement of the class prevented it. Since there was no class activity, whether individual or group, there was no reason for interaction. Mutisya complained that the classrooms, designed for 45 students, are now accommodating between 80 and 90 students. This exceeds the Ministry of Education's recommended limit. It is hindering both tutor-learner and learner-learner collaboration. This has harmful impact on their educational achievement (Mutisya, 2020). Due to time constraints, teachers often find it challenging to address students' questions. Furthermore, students often refrain from answering their classmates' questions. Mutisya (2020) noted teacher perceived that the repercussion of an overcrowded classroom is that teacher-student interaction and student-student collaboration is not possible. Mutisya is right because everything about overcrowded classroom does not allow for interaction, and this is having negative effect on students’ learning.

### **Sub Theme C: Teaching and Learning Strategies.**

Teachers should engage instructional strategies to ensure comprehension among students. Also to achieve their objectives. The classroom observation depicted that the teachers used the teacher-centred method. Jimenez (2020) posited that when the class is large teacher may resolve to use strategies that make the student more passive during classroom instructional activities. The students are passive listeners because the teacher dominated the instructional process. The students said their teachers employed various instructional strategies. Strategies as,

OS7 said, “Facial expression method.”

OS6 Said, “Roleplaying.”

OS10- “Individual installation.”

OS4 said, “Teachers sometimes brought out students to display.”

OS5 Said, “Demonstration strategy.”

The teachers during the interview said they used a series of strategies.

OT7 said “Discussion method, participatory method, and questioning method.”

OT5 said, “Discussion method and Think pair share method.”

OT6 said, “Discussion method. Participatory method. More of student-centred. Questioning.”

OT8 said, “At times demonstration, they acted drama on the passage, I demonstrated to them for better understanding.”

OT3 said, “Communicate in the language they would understand. Student-centred.”

OT1 said, “Discussion method and demonstration method.”

OT9 said, “It depends on the topic. Demonstration method, explanatory method, and grouping method.”

OT4 said, “Play away method, student-centred method, and demonstration method.”

OT2 said, “Bit by bit method, management of material, and interactive classroom.”

OT10 said, “Student-centred and grouping.”

This found support in Adimonyemma, et al., (2018), who found that 58% of their respondent, said that they achieved student-student interaction. Proper grouping and student-centred approach will make teaching learning interesting. It will also encourage positive teaching learning outcome. Despite the different types of teaching and learning strategies mentioned by both teacher and student, none was used during the classroom observation. Only teacher- centred teaching strategy was visible. The teachers would have been just scaffolding the lessons and be at ease if they were using those mentioned strategies. The students would have been active participants in instructional activities, which fits social constructivist theory of learning. Use of teaching strategies makes learning practical and real to students and learning will be easy for them. Also, they will be active participant in their leaning process.

#### **Sub Theme D: Quizzing the Students.**

Questioning is a teaching-learning strategy that encourages individual collaboration of students and teachers. How well do teachers use questioning? Teachers’ classroom questioning is an approach adopted to gather information on pupils’ progress in learning in the classroom (Graham et al., 2021. p.969). Through questioning and appropriate answers, teachers would be able to know how well students were learning. The asking and responding encourages not only dialogue but also interaction. How often do they allow students to ask questions to encourage interaction? During the

classroom observation, there was no use of questioning. Except when they asked, “Do you understand?” all students chorused “Yes.” Students did not ask questions, neither from the teacher nor from other students. Yet in the interview,

OT5 said, “I asked them to solve sums.”

OT7 said, “Questions that helped them to express themselves, show, and explain.”

OT8 said, “Questions that made students reason and think before they answer.”

OT3 said, “I work around my learning goals, which could have yes or no answers, or that they should define. I answer the student’s questions.”

OT1 said, “I used both yes or no and the question that makes students think and explain.”

OT9 said, “I give them take home. Questions that will help them to express themselves.”

OT4 said, “I gave them questions that made students think deep.”

OT1 said, “It depends on the topic, some questions could have yes or no, or true or false answers.”

OT10 said, “I do mix it. Sometimes I used the ones that made them think, sometimes I used yes or no.”

The students said,

OS7 said, “Teachers were not able to answer students’ questions.”

OS5 said, “I asked questions once in a while.”

OS10 said, “I rarely asked question.”

OS1 said. “Rarely”

OS8 said, “When, you asked the teacher a times they answered.”

OS4 said, “When you asked some students, they would not answer you.”

OS2 said, ““when you asked teachers questions, they often don't have time to answer.”

The teachers shared the type of questions used during teaching learning. The students shared how often they ask questions from teachers and students. The classroom observation did not show that they asked questions. It would have been great if they asked questions. It would have encouraged interaction between teacher and students. Students would have been able to use their critical thinking and communication skill and build on it. This found support in Shanmugavelu et al., (2020) Questioning was one of the methods of motivating the mental activity of the students. Questioning is significant as it inspires learning, improves the latent ideas of students to reason. It also built pure concepts, brought up thought, and motivation to behave. The role of questioning in the teaching learning process cannot be over emphasized. It encourages collaboration which is central to social constructivism theory of learning.

## **4.2: Result and findings for Mulberry School, B. Within Case**

### **4.2.1: Theme 1 Population is larger than the original population and causes hindrances to learning.**

People's perception of situation and circumstances differ. The researcher needed to know how the participants perceived overcrowded classroom. Hence this section looked into the result of their perception of overcrowded classroom.

All the participants in the focused group shared their own experiences. They agreed that an overcrowded class was a large class.

MS9 said, “When the number of students in class was more than the normal population.”



MS4 said, “When the number of students was more than the initial number meant to be in the class.”

MS6 said, “When the number of students is more that the teacher can effectively teach.”

MS2 said, “It as a class with many students.”

MS8 said, “A class that is larger than the original population,”

MS1 said, “A class where the number of students is causing hindrance to the learning process.”

MS10 said, “A class with many students.”

MS3 said, “A class that has students more than the normal population should be.”

MS7 said, “When a large number of students are in a class.”

MS5 said, “A class filled with a lot of students.”

This agreed with Mahlo (2015) He posited that; an overcrowded classroom had more students assigned to it than the original number of students. Classroom becomes overcrowded when they exceeded intended size. This made it difficult for teachers to teach and students to learn. Most of the teachers interviewed said an overcrowded class.

MT9 said, “A class where there are many students more than the space was for.

MT8 said, “It is beyond what the teacher can handle well. Hence causing hindrances to learning.”

MT1, “Overcrowded class occurs when students are more than 40.”

MT7 said, “Overcrowded class occurs when students are more than 40.”

MT5 said, “Normal class should be 45.”

MT6 said, “A crowded class is more than 50.”

MT4 said, “A class population of 50,”

MT3 said, “Overcrowded is when it is more than 50.”

MT2 said, “Overcrowded class, is a class of more than 25.”

The responses of focused group and semi-structured interview showed over crowdedness of the classes. The classroom observation also confirmed the over crowdedness of the classes. There were many students in each class observed and the classes were not spacious. The least populated class in school B was 52 students. There were classes of 60 and even more students. 3 students sat on benches meant for 2 students because the number of students was more than the available furniture. This found support in Olaleye (2017) Majority of government-owned schools are so overcrowded. Hence, they encountered ecological and classroom challenges such as noise, health challenges, fighting and truancy. All these challenges would make teaching and learning challenging. Also, Siddiqui (2018) corroborated this by saying that overcrowding impedes the progress of teaching and learning because at times classrooms have more than 50 students as against 35. Working with many people in a class is not a child’s play. The effects on teaching and learning are huge.

#### **4.2.2: Theme 2. It is challenging to learn in an overcrowded classroom.**

All the participants, the students, and the teachers agreed that it is challenging to learn in an overcrowded classroom.

##### **Sub Theme A: Distractions that Hinder Concentration.**

Classroom observation took place in 5 classrooms. The students said they were not able to pay attention to the teachers during teaching-learning.

MS1 said, “Learning in an overcrowded classroom had been challenging and difficult for me. We were more than 90 in the class, when the teacher was teaching we were not able to hear the teacher well due to noise.”

MS3 said, “Students were not paying attention to the teacher while teaching.”

MS6 said, “I lost concentration at times.”

MS4 said, “Some students were paying attention while others were not.”

MS2 said, “The unserious students who are not ready to learn are always distracting others.”

May, (2017) said that overcrowded classes hinder students from paying attention to lectures. Students who were sharing the same sit found it challenging to pay attention to lectures. This brought about low learning and low test/exam marks. Overcrowded classroom engendered distraction. Some of the students would always behave inappropriate and also made other students to be off task. Jss 1 and 2 students are still very young. Hence playing pranks, eating and chitchatting. Teachers shared their own experience too.

MT8 said, “Students would not concentrate.”

MT3 said, “You had to motivate them to concentrate.”

MT4 said, “Some students would be playing while teaching was going on.”

MT5 said, “Slow learners were always distracted.”

MT10 said, “Unserious students distracted the serious ones.”

MT1 said, “Students did what they liked, making teaching and learning unsuccessful.”

MT9 said, “This affects their concentration.”

MT7 said, “Matured ones will pay attention while immature ones would not.”

The classroom observation showed that the students got distracted. Some students were disturbing others and not allowing them to concentrate on what the teacher was teaching. Both students and teachers experienced the fact that students are distracted and lose concentration during teaching learning process. Meaningful collaboration among students would have reduced the rate at which they are distracted.

### **Sub Theme B: Noise**

In an overcrowded classroom, noise cannot be absent, and especially in junior schools. The students were still behaving like primary school pupils. They would play pranks, and fight. They would gossip and talked on top of their voices. The classroom observation showed that the overcrowded classroom was noisy. Students were playful and distracted and they shared their experience.

MS2 said, "I was not able to understand because other students were making noise."

MS7 said, "I got sick because of noise."

MS5 said, "Being an assistant class captain, shouting keep quiet all the time was very stressful."

MS6 said, "Students made noise."

MS8 said, "There was lots of noise."

MS9 said, "Noisemaking was too much."

MS10 said, "Class was noisy." Some teachers also confirmed that students were noisy.

Teachers also shared their experience;

MT8's class was noisy.

MT1's class was also noisy.

MT5 said, “When you faced the board, they will become noisy.”

MT6 said, “Students made noise.”

MT9 said, “Noise.”

Confirming this, Sumera & Mushtaq (2017), submitted that there is much noise in overcrowded class. Students do gossip and they pay less attention to teachers. Teachers are always in confusion and mental disturbance because they were not heard. His voice got drowned in the class noise. It made the teaching and learning process to slow down. The teaching learning process may stop before the end of the teaching time. Also, Obiakor & Oguejioffor (2017) in their work, on the impact of class size on academic performance, find that overcrowded class is always noisy. Their respondent confirmed their assertion. Above we stated that an overcrowded classroom was difficult to manage. This was because the overcrowded classroom is noisy. This is agreement with Franklin & Harrington (2019) who said that the level of noise in overcrowded classroom can disrupt the class making it difficult for teacher to teach and for students to learn. An overcrowded class would always be noisy, and this would affected both the teaching and learning process. This experience was not a palatable one for both teachers and students as it would be detrimental to the health of both students and teachers.

### **Sub Theme C: Students’ Questions Were not attended to.**

During the teaching learning process, students were to ask question on the topic thought. Both teachers and Students are ought to respond to the question. This would encourage interaction. But in the overcrowded classroom this may not be possible. During the Observation, there was no class where students had the opportunity to ask questions. Teachers always taught and left the classrooms. In the focus group,

MS2 said, “Whenever I asked a question from teachers, they answered. They also cited examples to make me understand. Also whenever I asked questions from students, they were always there for me when I need them most.”

MS5 said, “When I asked questions.”

MS4 said, “I only asked questions from students when I did not understand what the teacher says. And they always answered me. When I asked the teacher too, they answered me.”

MS7 said, “I always asked questions from students because it was always interactive and fun. I also asked teachers, and it was educative.”

Though the teachers did not mention whether students asked questions or if they had time to answer them, the students’ experience was that they had opportunity to ask question and got answer. This found support in Armstrong and Hyslop-Margison (2006) who posited that, though some people may learn alone using various means of discourse, it is best to learn in collaboration and democratic using dialogue. It is more beneficial to learn through interaction than to learn alone. When teachers answer students’ questions it is a way of scaffolding and at the same time interacting. This found support in the work of Jiang (2020) who noted that questioning is an approach that teacher can use to increase interaction.

#### **Sub Theme D: It is Not Easy to Teach in an Overcrowded Classroom.**

Almost all the ten teachers who participated in the semi-structured interview, agreed that teaching in an overcrowded class was not an easy task. Out of the five classes observed in Mulberry school, two had 61 students each, one had 59 students, one had 53 students, and then one had 50.

MT1 said, “Not easy. Students would not concentrate, they would be writing a note for another subject, while some would be sleeping. Some may be borrowing pens. 40 minutes would have almost gone while telling them to settle down.”

MT6 said, “It was not easy to teach in an overcrowded classroom. It was not easy to know the names of all the students or be able to recognize the weaknesses of most of them because they were many.”

MT5 said, “I am sad. Students would be quiet when you faced them but when you faced the board, they would become noisy.”

MT2 said, “There would not be an adequate learning process. The percentage of students that learn in such class would be low to those who did not learn. Teaching would not be convenient for teachers hence learning was difficult for students.” Rahman, et al. (2019) discovered from their classroom observation that in many situations, because the class size is large teachers cannot teach the students. They cannot impart knowledge that was adequate for the students. There was no proper learning also for the Students.

MT3 said, “Not all the students would listen to you, it was not easy to carry all students along at the same time.”

MT4 said, “Learning was not taking place. No means of moving round the class because the class was not spacious.”

MT9 said, “You had to shout for students to hear you. The inability of the teacher to move round to interact with the students.”

The students also confirmed that it was not easy to teach and learn in overcrowded classrooms.

MS2 said, “It had been very tough. Teachers were not able to teach well because of noise making. Those who were ready to learn were not able to listen to what the teacher was saying because of the noise”

MS9 said, “There was lots of noise making. Students were not able to concentrate while the teacher was teaching.”

MS6 said, “A lot of students may not understand what the teacher was teaching but there was little time to explain.” Meadow, (2023) posited that, managing overcrowded classroom is even a tough task for effective teachers. They expend greater time controlling the classroom is greater than they spent delivering their lessons. No matter how good a teacher is, managing overcrowded classroom would proof challenging to him. It would make lesson delivery difficult for him. It would also have adverse consequence on the learning of the students. Kanayochukwu et al. (2020), posited that the overpopulation of learners in educational facilities spurred a poor standard of education in many respects across states, and the country at large. The standard of education got decreased because of over crowdedness of the classroom. Also, Oni & Oluwo, (2017) submitted that the size of the class is a crucial factor when it comes to students’ academic performance. Researchers and academic scholars have the same opinion on the fact that when there is a surge in size of the classrooms, the academic performance of students will decrease.

#### **4.2.3: Theme 3. Managing the classroom.**

##### **Sub Theme A: Managing the classroom.**

Managing effectively a classroom that is overcrowded, would not be an easy task. Yet, class control is imperative.



MT10 said, “It was challenging because in the morning you could control but, in the afternoon, could not. Students were not comfortable on their seat hence they were restless.”

MT6 said, “Students disturbed the class making it difficult to control the class.”

MT8 said, “It was challenging to manage the class because of inability to get the attention of students.”

MT3 said, “Not all students would pay attention.”

MT4 said, “No class control, some students would be playing when teaching was going on.”

MT9 said, “Class control was difficulty.”

Managing an overcrowded classroom was not easy according to the teachers and the students. UNESCO Institute for Statistics, (2018) had submitted that, across the globe, teachers were said to have challenge controlling classes that were overcrowded.

One of the teachers, MT3 said, “I enjoyed teaching in overcrowded classrooms.” She had earlier said, “It was always interesting” that is, teaching in unfavourable environment. Yet, she said, “Teaching and learning in overcrowded classrooms was not conducive. It has many challenges.” This found support in Bello, et al., (2022) who posited that ensuring effective classroom management in an overcrowded class is not conducive. Students said their teachers tried to manage the class well. In the focus group,

MS9 said, “Teachers are endeavouring to manage their classrooms but not easy for them to manage it well.”

MS6 said, “Teachers are up and doing in managing the classroom.”

MS4 said, “Teachers are up and doing but they still punished the students.”

West & Meier (2020) posited that teachers must deal with controlling and implementing discipline methods because the classrooms were large. Classroom observation showed that managing classrooms was not an easy thing. Teachers were busy shouting keep quiet, yet the noise persisted in most of the classes. Some students were disturbing the class. Students were going in and out of the classroom to collect things without taking permission from the teachers. Some students were kneeling, and some teachers were holding the cane. It was challenging to have a good class control. The class control was a great experience for the teachers.

### **Sub Theme B: Government to build more Schools.**

The government ought to make their schools conducive for learning. They should be providing schools and classrooms that would be adequate for children of school age. The students believed when there are more schools, there would be fewer students in the class. This would make, controlling the class easy for their teachers.

MS2 said, “government should build more schools and hire more teachers so that there will be more conducive classrooms.”

MS5 said again, “Government should build more classrooms. Those who are ready to learn, can learn and assimilate what teachers are saying in class. They will be able to achieve their goals in life.”

MS7 said, “Teachers are trying, the government should hire more teachers and build more schools.”

MS4 said “Teachers are trying to reduce the distraction by using corporal punishment. This was to no avail. Government should hire more teachers so that they would have fewer students to deal with. Hence, they will not use corporal punishment.”

Students expressed their opinion on the fact that Government should build more schools. They believed that this would make fewer students to be in classrooms. It will make learning effective and enjoyable for the students. This found support in Community and Environmental Defence Services (2019). They submitted that, to guard against overcrowded classroom, there should be expansion of school. There should also be construction of new school, this should go hand in hand with enrolment increase. Government should make it a point of duty to keep constructing more schools as enrolment increases.

### **Sub Theme C: Resources.**

The schools under study, OJGS and MJHS are both sex schools situated in very populated areas. The students depend on the free education provided by the government. They could not afford the recommended text. Hence, the need for schools to have both teaching and learning resources. Resources play significant role for educational activities to have good outcome. Without resources, teaching and learning would be abstract. It was evident from the classroom Observation done by the researcher that resources were scarce. Both teachers and the students had no resources even in the language and science classes. Teachers taught the student in the abstract. If the instructional materials and teaching resources were available, the students would have been able to interact with them. Managing the class would have been easy for the teachers. Unfortunately, none of the teachers and students saw the unavailability of resources as an issue because they did not mention it. Only MT6 said, “Teacher is to make class lively by using additional materials like audio devices, laptop, instructional materials that will attract the attention of students.” This is quite right but how will teacher be able to use all that he mentioned when they are not made available for instructional

activities? Accessibility of these would make classroom instructional activities enjoyable and interactive.

In some classes, broken whiteboard was available. Nsinalo, (2015) reported that another Tutor said “We don’t have the teaching and learning resources. The classes are large. We can’t apply different methods...for instance, jigsaw. Also, the classroom environment is not helpful.” There was lack of resources that made teaching learning challenging. Also. The largeness of the class prevented the use of different teaching techniques, yet there are no resources to use. For students to be able to interact, there must be resources to interact with during teaching learning process.

#### **Sub Theme D: Corporal Punishment.**

The students confirmed that teachers resorted to corporal punishment to counter indiscipline in the class.

MS6 said, “When students were not cooperating, they used other means by punishing the students.”

MS4 said,” Teachers in endeavouring to reduce classroom distraction, used corporal punishment. This was to no avail.”

In MT7 class, three students were kneeling because of disturbing the class. Some teachers were holding a cane in the class. Teachers were not expected to use corporal punishment on students, but they used it because of frustration. Yet use of corporal punishment was not acceptable. According to Unicef, (2015) Corporal punishment not only violates fundamental rights to dignity and body integrity. It also impacts children’s engagement with schooling and capacity to learn. Hence it has long-lasting implications for their life chances. Corporal punishment would make

students become afraid of coming to school. It would also affect the students' dignity. Teachers should avoid the use of corporal punishment at all costs. Students' human right and dignity should be protected.

#### **4.2.4: Theme 4. The Negative Side of Overcrowded Classrooms.**

The experiences and challenges of the teachers and students reveal that there were many aspects to overcrowded classrooms. This was as seen by the difficulty in assessing students, the frustration and stress experienced. Also, the impact on teachers' and students' well-being, the prevalence of inappropriate behaviour. With the challenges in accommodating individual differences, and the difficulty of achieving lesson objectives. All these effect on teaching and learning in overcrowded classrooms showed that there were many negative sides to overcrowded classrooms.

##### **Sub Theme A: Difficulty in Assessing Students.**

Students' assessments are very important in teaching learning process. It would help teachers to know if they achieved their lesson goal among other things. Peter (2014) submitted that assessment is an important gauge for checking how students are making progress in their learning. The implication for achieving education aim is tough. During the classroom observation, there was no class work given to the students. Hence no means of accessing the students. Not even the mathematics or English teacher gave classwork. It can be then assumed that the fear of added workload of marking scripts discouraged teachers from assigning homework. "Teachers are having too many test scripts, homework and examination scripts to mark" (Abbas et al., 2022, p. 260). There were no oral questions given to the students except one or two teachers that asked the students is that clear?

MT7 said, “No ongoing assessment.”

Rahman, et al. (2019) discovered from their classroom observation that during writing exercises, teachers find it challenging to go through all students’ scripts. Teachers found it difficult to assess the students because they were too many. An only teacher for a subject in a school would not find marking of scripts easy. Non assessment of students is detrimental for the progress of teachers and students. ARG, (2002) encourages teachers to employ evaluation for learning. They see evaluation as a way of looking for and elucidating proof that teachers and students can use to know the progress of students in their learning, what next to do and how to do it. When students are not assessed, it will be difficult to know how effective and progressive teaching-learning process and outcome are. With one-on-one teacher –student interaction during teaching leaning, teacher would have been able to know the gaps in the students’ learning. This is a way of assessing students. Teachers would then be able to know how well they are meeting students’ learning needs and to help them where necessary.

### **Sub Theme B: Frustrating and Stressful.**

Teachers and students in overcrowded classrooms experienced heightened stress and frustration due to excessive noise, and heat. Also, by other challenges that they had to cope with. Olaseni and Lawal, (2020) declared that it can be infuriating, devastating, and nerve-racking to teach and learn in an overcrowded classroom. An overcrowded classroom causes trials that may almost be difficult to subdue. Even the best smart teachers are not left out. The trials hindered the teachers' smartness and cause teachers not to be so fruitful in giving the instructions they already prepared for the students. Challenges teachers face in classrooms that are overcrowded can be

overwhelming that they may not be able to deliver their best. The report of semi-structured interview confirmed this.

MT1 said, “Teacher would not be comfortable, as students did what they liked. This made teaching and learning unsuccessful. It was not easy.”

MT7 said, “It was stressful and did not make teachers efficient.”

MT8 said “Students would not concentrate. Teachers with very tiny voices would not be able to address the class because you would not get their attention.”

MT6 said, “It was not easy to teach in an overcrowded classroom.”

MT2 said, “It brought about frustration because the class would not be conducive for both teacher and students.”

The work of Meador, (2023), corroborated this, “Teacher stress is often leading to teacher burnout. More students translate to more stress. Many excellent teachers are opting to leave the profession. Because it is not worth the stresses they deal with daily.” Stress would lead to burn out and this would make teachers to exit teaching. In the end it may result into dearth of qualified teachers. This will in turn bring about more stress for the few remaining teachers in the school system. With social constructivism theory of learning in place, students would be so occupied that the only noise in the class would be the one emanating as a result of collaboration among students. Also, teachers would not have had much to stress about as their job would have been to serve as guides to scaffold lesson.

#### **4.2.4: Sub Theme C. Teachers' and Students' Wellbeing.**

The welfare of both teachers and students should be of upper-most concern in the teaching-learning process. Teachers must be sound all round to be able to have a good lesson delivery. Students also must be well all around to be able to learn. The classroom observation showed the well-being of these two important stakeholders in the classroom, were not considered. Three students sat on seat meant for two. No air-conditioning, no fan. Some of the students' bags sat on the window. Students sweated and used paper to fan themselves. This found support in the work of Ossai et al. "The school atmosphere may have a beneficial effect on the well-being of the learning community or can be a huge obstacle to learning." (Ossai et al., 2022, P. 78). Teachers during the interview talked about the detrimental impact of teaching in overcrowded classrooms on their well-being.

MT1 said, "The effect was much. Chest pain and headache."

MT10 said, "There were times I had about four periods at a stretch this made me tired and stressed."

MT8 said, "It aggravated health challenges."

MT5 said "A lot of effects, tiredness, and pain."

MT2 said "Health challenges, depression, death."

MT3 said, "I enjoyed teaching in an overcrowded classroom."

MT4 said, "Stressed always."

MT9 said, "Stressful. So much pain." Stressed teachers would not be able to perform at their best.

The focused group participants spoke about the detrimental impact of learning in an overcrowded classroom on their well-being.



MS2 said, “It was a bad experience because it could make me contract diseases through the sweat of my classmates and some other things. Also due to lack of ventilation, asthma patients may pass out and that would be bad. They would be on admission in the hospital. Hence, he would miss classes and would not be able to cope with examinations because of long absence from school.”

MS6 said, “I always have a headache.”

MS7 said, “The noise made me have a headache and get sick. It may also lead to suffocation.”

MS5 said, “As the assistant class captain, shouting keep quiet all the time was very stressful. It always made me have headache.”

The response of both teachers and students depicted that their well-being had been so affected. Teaching and learning in overcrowded classroom are such a huge task. The effect on the well-being of teachers and students are unquantifiable. Because of this, many teachers left teaching job.

#### **Sub Theme D: Inappropriate Behaviour.**

In overcrowded classrooms, inappropriate behaviour thrives. Teachers could not see students at a glance from the front of the class. This was where the teachers stay during the teaching-learning process. Hence students knew they could go away with whatever they do that were not good. This was during the classroom observation. From the semi-structured interview,

MT10 said, “The unserious students distracted the serious ones.”

MT8 said, “Students would not listen. Some were writing notes for other subjects, some were chatting with the other students, and some were eating.”

MT6 said, “Students disturbed the class making it difficult to control the class.”

MT5 Aristotle said, “Some students got influenced by inappropriate attitude.”

May, (2018) submitted that effective School and classroom management relies on discipline. Wherein students are too many, disciplining them would be problematic. Because the classroom is not favourable for them to learn. West & Meier (2020) posited that teachers must deal with controlling and implementing discipline methods because students were many in the class. Student participants confirm that some of them had bad behaviours. Oguejiofor & Obiakor, (2020), contend that an overcrowded classroom decreases class control. It allows room for distraction and gives room for students to display a disruptive attitude. Students in overcrowded classroom were of different characters. This made class control challenging as it increases act of disruptive behaviour.

### **Sub Theme E: Individual Differences.**

The over crowdedness of the classroom overwhelmed the teachers. It was not easy to carry every student along. In most cases, slow learners get lost amid the classroom.

MT5 said, “You cannot identify the slow learner from the fast learner.”

MT6 said, “Those not brilliant were also left out.”

MT2 said, “It has a negative effect on the students, especially the not-too-smart ones.”

MT3 said, “Not all students would listen to you. It was not easy to carry all students along.”

The teachers' experience was that it was challenging to discover and help those slow learner in an overcrowded classroom. The students also supported this.

MS1 said, “Those who were not ready to learn will be deteriorating.”

MS5 said, “Those who were not ready to learn would not concentrate and it would lead to failure.” This found support in Hussein, (2019), in classrooms that are overcrowded, teachers are unable to give an equal amount of time to each student. They may not realize that students are

struggling due to the overcrowded nature of the class. Even if they realize it, there may be no time to attend to the struggling student. Overcrowded classroom is not fair to all students. If the class was sizeable, the teacher would have been able to group the students, and every group member would have been able to contribute. By this no one would be left behind as the more knowledgeable other in each group would have been able to help those lagging. Then teacher would have been able to scaffold the lesson where necessary.

### **Sub Theme F: Lesson Objectives Difficult to Achieve.**

The lesson goal is what the teacher intended the students to take away from the lesson. A lesson is successful when the teacher achieved the lesson objectives.

MT9 said, “It has negative effects on our lesson delivery because calming the class down for the lesson takes time.” The teachers had to struggle with class management, leaving them with limited time for instruction. This made it difficult for teachers to be able to achieve their lesson objectives. This finding found support in the work of Sudrajat (2020) he said it was a challenge for teachers to handle educational instruction such that they can achieve lesson aims. This is because of the classroom over crowdedness. Also, the amount of time teachers spent calming students down. Besides, since the teachers could not give class task there was no way they could confirm they achieved their objectives. Class task was to test the students’ knowledge of the lesson taught in line with the lesson objectives. In a social constructivism class, achieving the lesson object is not difficult because students are in control of their lesson, class control will be easy. Also, as teacher goes around to interact with the students, she would be scaffolding the lesson.

#### **4.2.5: Theme 5. Conduciveness of the Classroom.**

A conducive classroom would make teaching and learning interesting and enjoyable. The teachers and students shared their experiences.

MT1 said, "It was not conducive. The school environment was ok, but the classroom was not due to over crowdedness."

MT10 said, "Classroom was not conducive."

MT7 said, "It was not conducive at all."

MT8 said, "It was not conducive. Teaching may occur but learning may not be due to readiness. In overcrowded classes, students were not ready."

MT5 said, "The class was not conducive for teaching and learning."

MT6 said, the classrooms were not conducive.

MT2 said, the classrooms were not conducive.

MT3 said, the classrooms were not conducive.

MT4 said, the classrooms were not conducive.

MT9 said, "It was conducive for learning because I know how to handle the class." Though he earlier said, "overcrowded classroom affected our lesson delivery. Class control was not easy, you had to shout for students to hear you."

If the classroom was conducive for him, it was not conducive for the students. With the floor broken, no fan working, and students were not comfortable on their seat. The focused group of students agreed that their classrooms were noisy, crowded and uncomfortable.

MS4 described them as "very rough, tight, and dirty." while

MS2 complained about the "very rough" environment and the disruptive noise in class hindering their enjoyment of the lesson.

MS9 echoed these concerns, stating, "The classroom is rough, tight, and so noisy."

MS10 added that the class was noisy, leading to students' lack of readiness for learning.

MS1 said, "No flow of air, no ventilation."

MS8 said: "My experience in overcrowded classroom is not pleasant because there is no ventilation."

MS7 said, "My experience is that I can get infected by disease from other students' sweat."

Suleiman (2017) asserted that an unwelcoming classroom may incapacitate students and make them not have an interest in learning. Students would find it uncondusive to learn in an overcrowded classroom. The classroom observation also showed that the classrooms are not conducive for learning in a social constructivism way. There was no way to re-arrange the seats as they were cramped together. This made it difficult not only for teacher to interact with students to discover gap in their learning, but it also makes interaction among students difficult. The classroom floors were broken, some of the whiteboards are broken also and some of the students' lockers and benches.

### **Sub Theme A: Heat.**

During the classroom observation, it showed that heat was a problem. Students were using books as fan to cool themselves down. One student even brought a hand fan from home to ease the heat. The ceiling fans in the classroom were not working either due to a lack of electricity or malfunctioning. In the interview,

MT10 said, "No ventilation. The class was also hot in the afternoon making students restless."

MT2 said, "It could bring about suffocation."

MT3 said, “No air-conditioning.”

MS7 said, “It would lead to suffocation.”

MS2 said, “Lack of ventilation.”

MS5 said, “There is no ventilation.”

Contact to undue heat has varied effect such as physiological effects on the people, it could intensify current health issues. It can also cause sudden death and incapacity. Also, it can bring about loss of capability to work and work efficiency (WHO, 2018). Learning and working in a hot classroom could worsen the health condition of the teachers and students. It can also make teacher lose interest in their work or become less efficient.

### **Sub Theme B: Discomfort.**

The classroom observation showed that students were very uncomfortable in the classes. Three students were on a sit meant for two students. Those sitting by the windows put their school bags on the window where breeze ought to be coming into the class. Yet there were no fans nor air-conditioning in the classes. One class had fan in all the five classes observed during the observation. Some students were putting their legs on the small available space outside their desks. There were some broken desks and seats.

The focused group revealed that students face discomfort in learning in overcrowded classrooms.

MS9 said, “It has been very tough and challenging because of noise making.”

MS5 said “Very tough because of lack of ventilation.”

MS4 said, “Shortage of furniture.”

Barrett et al. (2019) submitted that “Often, when spaces permit, the flexible arrangement of furniture and equipment within spaces can also help students to learn collaboration, teamwork, and other interpersonal skills (p.8).” Shortage of space made the classroom not comfortable for students and teachers and are unable to interact. The earlier, government rise to tackle the challenges of space in classroom the better. Also, according to Siperto, (2017) considered overpopulated classrooms as growing difficulties that hinder positive teaching and learning operations. Siperto found it difficult to access the classroom he used for his study because the students were not just many, but the classroom was small. The smallness in the classroom space coupled with large number of students will make the class not conducive for the students. They will not be comfortable as they are not well seated and their movement and that of the teachers will be impeded. Teacher will not be able to move round to interact with students one-on-one. Also, students will not be able to collaborate.

### **Sub Theme C: Seat Arrangements**

Seat arrangements play a significant part in generating favourable classroom setting. A traditional seat arrangement would make one-on-one interaction between teacher and student difficult. It did not allow for ease of movement for both teachers and students. There were situations that students would have to climb on the desk to be able to get out of her sit. This happened when the seat mates could not afford to stand up for others to be able to come out of their space. The classroom observation showed that the classrooms were all arranged in a traditional way. This did not allow for movement into the middle or rear of the class. Seat arrangement was in a traditional way. As a result, there was no flexibility in seating arrangements. The participants shared their experiences of the seat arrangement.

MT10 said, “The seating arrangement was not good for learning. The seats were bad, yet three students were sitting on a seat for two students.”

MT1 said “Teachers could not go to the midst of the class because of the seat arrangement.” This found support in Rahman, et al. (2019) physical classroom arrangement takes an essential part in instructional activities. It affected performance of the students and teachers. A well-set classroom would create an effect that would impact the psyche the teacher and students alike. This would make them feel at home to impart knowledge and to also learn. A well-arranged classroom is a sign of the greatest learning activities. Also, Makielski, (2018) suggested that teachers should have a good seating arrangement. Good seating arrangement that allowed for ease of movement would be good for interaction. This would be in line with socio constructivism theory.

#### **Sub Theme D: No Free Movement.**

Both the teacher interviewed and students in the focus group confirmed that there was little freedom of movement in the classrooms. The classroom observation revealed that the lack of space and broken furniture made it difficult to move around in the classroom. The teachers were all standing in front of the classroom while teaching. They had no means of moving into the midst of the classroom.

MT1 said,” Teachers could not see all students. Teachers could not go to the midst of the class because of the seat arrangement.”

MT7 said, “Teachers could not move around the class to see students’ work and to know those who were playing. The teacher was always standing in front of the class.”

MT8 said, “No room to move around the class.”

MT4 said, “No means of moving around the class because the class was not spacious.”



MT9 said, “Inability of the teacher to move around to interact with the students.” Kariippanon, et al., (2019) found that teachers in traditional classrooms used a teacher-centred approach. The students did their work on an individual basis while the teacher was in front watching them. There was little chance for them to move around or interact with another person. Whereas in flexible learning spaces, the approach used was student centred. They were in control of their learning as they have the autonomy to choose where they want to work. They could vary the siting arrangement making a grouping of students to be possible. They could interact with both teachers and students. They could also move around the classroom.

#### **4.2.6: Theme 6. Collaboration.**

Social constructivists believe that support from others more knowledgeable aids learning.

##### **Sub Theme A: Teacher/Student Collaboration.**

Teacher/student collaboration can occur one-on-one between a teacher and a student. Also, between a teacher and a whole class. Kumiawan (2015) posited that teacher-learner interaction is when the teacher speaks to the whole class at the same time. The teacher is the leader and purposes about the type and the process of the activity. The classroom observation revealed that to a small extent teacher/whole students’ collaboration existed. The teachers did the talking all through but found time to ask the whole class if they were clear about the lesson. Teacher/student one-on-one collaboration was not evident at all during the observation. Teachers were standing between the whiteboard and the front-desk. Even at that, the teacher did not interact with the students on the front row granted that their movement past the front row was impeded. Teachers did not ask the students questions to assess the lesson. Classwork was not given to the students. Asking and answering questions as well as giving class work, would have brought about teacher student one-

on-one interaction. Akinsolu and Fadokun, (2015) revealed that involving students in practical tasks in largely populated classroom was challenging. Hence, teaching was not student-centred, but teacher centred. That is, teachers dominated the teaching-learning process without any input from the students. Also, there was no means of discovering the gaps in the students' learning. Ayu (2018) posited that gaps always occurred in the work of students in classrooms that are overcrowded. It was difficult for teachers to discover the gaps because of a lack of interaction. Some of the teachers said the contrary during the interview, while most of them confirmed this.

MT1 said, "I did it often. I asked those not concentrating to repeat what I said. I asked some to see me in the staffroom and talked to them."

MT5 said, "I interacted with them every day. I told them to come to see me whenever they had a problem with their work. It was not easy to move from one student to the other one-on-one or else time would not be enough. I only attended to them by the group."

MT4 said, "I interacted with them by moving around."

MT10 said, "No time to interact with them because of the largeness of the class and time limit of 40 minutes."

MT7 said, "It was not possible because you could not move around the class. More so you could not interact with each student in a large number of students one on one in every lesson."

MT8 said, "One-on-one interaction was not possible. No room to move around the class. Some students may come to you after class."

MT6 said, "I asked questions, when they answered they were interacting with me." MT2 said, "One-on-one interaction was not possible but we tried to let them see the teacher after class. This did not go for everybody because some students would not come."

MT3 said, “I always asked the students to meet me when they had problems. It was not easy to attend to each student one-on-one because the class was large and the time was short.”

MT9 said, “I talked to the stubborn ones after inviting them to my table in the staffroom.”

In the focused group, students did not say whether they were having one-on-one interaction with teachers and students. They talked about benefits and why it was not happening.

MS8 said. “My interaction with the teachers was awesome. They were great, loving, and disciplined.”

MS7 said, “With teachers, it was interactive and captivating.

MS6 said, “It was good and fun.”

MS2 said, “Very interesting and fun. The teachers were trying to give the adequate education that we needed to become a better people in life.”

Teacher and student did not engage in interaction one-on-one as seen in their responses. What the students were referring to was a teacher and whole class interaction like Kumiawan (2015) posited. It was an experience which was not too good for both teachers and students. It is also, against socio constructivism theory of learning.

### **Sub Theme B: student/student interaction.**

Students’ one-on-one interaction was not evident during classroom observation. No teacher gave Students classwork nor grouped them. There was no opportunity for the students to interact except for those who were making noise while the teacher was teaching. The teachers and students could not confirm that there was one-on-one interaction between students. Mutisya complained that classes built for 45 students, are now occupied by between 80 and 90 students. This was more than the prescription of the Ministry of Education. The result is that, during teaching-learning, it hinders

teacher-student and student-student collaboration. This have harmful consequence on their educational achievement (Mutisya, 2020). Teachers did not have time to answer students' questions. Also students would not answer their mate's questions. The focus group revealed that;

MS8 said, "Students hated one another hence, it made it difficult to interact."

MS5 said, "When you asked some students they would not answer you."

MS9 said, "Interaction with students it was somehow tough and challenging."

Mutisya (2020) noted that teacher perceived that the repercussion of an overcrowded classroom was that teacher-student interaction and student-student collaboration were not possible. Overcrowded classroom is a great hindrance to one-on-one students' interaction.

### **Sub Theme C: Teaching and Learning Strategies.**

Teachers should use teaching and learning strategies to drive home their point. Also to achieve their objectives. The classroom observation depicted that the teachers use the teacher-centred method. Jimenez, (2020) posited that when the class is large teacher may resort to using strategies that make the students more passive in the teaching-learning process. The only thing the students do in the class is to listen to the teacher. A teacher-dominated class is not the best for students learning. The students said their teachers used different teaching and learning strategies.

MS1 said, "They used simple and complex language for us to understand."

MS9 said, "They used assignment, project, and other methods."

MS5 said, "Assignment."

MS2 said, "We did inter-quiz competitions for us to be alert."

MS3 said, "They used the picture of what they were teaching us to make us understand."

MS6 said, "They broke the words down for us to know it well."

MS7 said, “They made it fun and simple for us to understand.”

The teachers talked of the strategies they used though they were not the same as what the students mentioned.

MT1 said, “Discussion, Demonstration, peer group.”

MT10 said, “Interaction, discussion, demonstration, and collaboration.”

MT7 said, “Chunk and chew, discussion method, and think pair and share.”

MT8 said, “Group method and discovery.”

MT5 said, “Group method and Chunk and chew.”

MT6 said, “Discussion method. I made sure students participated in teaching and learning.”

MT3 said, “It depends on the topic. Demonstration, explanatory, and grouping.”

MT4 said, “I used play away, student-teacher interaction, and demonstration.”

MT9 said, “Student-centred and grouping.”

This found support in Adimonyemma, et al, (2018), who found that 58% of their respondent, said that they achieved student-student interaction. When teacher is able to achieve student-student interaction it showed the student centred are active participant in learning. Despite the different types of teaching and learning strategies mentioned by both teacher and student, none was used during the classroom observation. Only teacher- centred teaching strategy was visible. The teachers would have been just scaffolding the lessons and be at ease if they were using those mentioned strategies. The students would have been active participants in their learning, which is in line with social constructivist theory of learning.

### **Sub Theme D: Quizzing the Students.**

Questioning is a teaching-learning strategy that encourages one-on-one interaction between teachers and students. Also, it encourages interaction between student and student. How well do teachers use questioning and allow students to ask questions to encourage interaction? Teachers' classroom questioning is an approach adopted to gather information on pupil's progress in learning or understanding in the classroom (Graham, et al. 2021. p.969). Questioning will help teachers to know how well students are learning and to discover gaps in students' learning and be able to help accordingly. During the classroom observation, there was no use of questioning, except, "Do you understand?" To which students chorus "Yes." Students did not ask questions, neither from the teacher nor from other students.

From the semi-structured individual interview teachers revealed;

MT1 said, "I asked yes or no, fill in the gap, show."

MT10 said, "Question that helped them express themselves. This allowed me to know if they were following my teaching."

MT7 said, "The question I asked depends on my objectives. At times convergent at times, yes or no."

MT8 said, "I asked recalling questions."

MT5 said, "I used questions that they would not give chorus answer."

MT6 said, "Questions that would allow them to think deep."

MT2 said, "Teaching method determined what question I used."

MT3 said, "I gave them take home. I asked questions that would help them to express themselves."

MT4 said, “I used questions that made students think deep.”

MT9 said, “I mixed the questions. I used yes or no and I also used the ones that made them think.”

The focused group students also revealed;

MS2 said, “Whenever I asked questions from teachers, they answered. They also cited examples to make me understand. Also whenever I asked questions from students, they were always there for me when I needed them most.”

MS5 said, “Teacher always responded when I asked questions.”

MS4 said, “I only asked questions from students when I did not understand what the teacher said and they always answered me. When I asked teachers too they answered.”

MS7 said, “I always asked questions from students because it was always interactive and fun. Also I asked from teachers and it was educative.”

MS6 said, “I do not always ask students because I have my teachers to explain better for me.”

Students have been able to say how often teachers and students responded to their questions.

Teachers were able to express the type of questions they used during teaching learning.

The classroom observation did not show that they asked questions. It would have been great if they asked questions. It would have encouraged interaction between teacher and students. Students would have been able to use their critical thinking and communication skill and also build on it. This found support in Shanmugavelu et al., (2020) Questioning is one of the methods of motivating the mental activity. Questioning is significant as it inspires learning. Helps students to reason, create concepts, and express themselves. Questioning is an important and helpful method

for both teachers and student in the teaching learning process. It encourages collaboration which is central to social constructivism theory of learning.

The voices of the teachers have been heard through the individual semi-structured interview and that of the students through the focus group on their perception and experience as they teach and learn in overcrowded classroom. The classroom observation had also to a large extent lend credence to what the teachers and students said. This is based the data gathered from both Orange Junior High School and Mulberry Junior High school.

The perspectives and experiences of the parents and the community on what happens in the classroom can only be imaginative. They can only imagine what teachers and students go through as they teach and learn in overcrowded classroom. Only the teachers and students who are directly involved in the classroom know what they see and how they feel about teaching and learning in overcrowded classroom.

All parents and the community have been concerned with, was to have positive teaching learning outcome, that is, the students having good results. What the teachers and students go through in the course of teaching and learning might not so much be a problem to the parents and the community.

### **Comparison between Orange School A & Mulberry School B**

**4.3.1 Theme 1 Population is larger than the original population and causes hindrances to learning.**

Focus group:



All the participants in the focus group agreed that their idea of an overcrowded class was a large class. OS6 considered an overcrowded class to be a class that is stuffy, where there is no space to move. OS7 and OS5 said “An overpopulated class.” OS2 said, “Where students are too many.” OS3 said, “A class with a large number of students.” OS9 said, “A crowdy class.”

The teachers, in the individual semi-structured interview, saw overcrowded classrooms as a class of 50 and above (OT4, OT5, OT7, OT6, OT8, and OT3). OT1 is of the opinion that overcrowding occurred when class have 70 students and above. OT9 said, “When the available space cannot accommodate the existing students. Or when students cannot be comfortable in their seats.” OT2 said, “When the number of students enrolled in school is larger than the number it's designed for the school.” OT10 said, “When the number of students is more than the number that intended to be in the classroom.”

The observation confirmed the overcrowdedness of the classrooms. There were many students in each class observed. The least populated class in school A was 50 students. Students sat in 3 on benches meant for 2 students. This is because the number of students was more than the available furniture. OT5 said, 50 students in class does not translate to overcrowdedness. “I did not see my class as overcrowded if they are more than 50 students.”

### **School B**

The focus group students responds

MS9 said, “When the number of students in class was more than the normal population.”, MS4 said, “When the number of students was more than the initial number meant to be in the class.”, MS6 said, “When the number of students is more that the teacher can effectively teach.”, MS2 said, “It as a class with many students.”, MS8 said, “A class that is larger than the original

population.”,MS1 said, “A class where the number of students is causing hindrance to the learning process.”

MS10 said, “A class with many students.”, MS3 said, “A class that has students more than the normal population should be.”MS7 said, “When a large number of students are in a class.”, MS5 said, “A class filled with a lot of students.”

In the semi-structured interview, teachers also agree that an overcrowded is large. MT9 said, “A class where there are many students more than the space was for.

MT8 said, “It is beyond what the teacher can handle well. Hence causing hindrances to learning.”. MT1, “Overcrowded class occurs when students are more than 40.”

MT7 said, “Overcrowded class occurs when students are more than 40.”, MT5 said, “Normal class should be 45.” , MT6 said, “A crowded class is more than 50.”

MT4 said, “A class population of 50,”, MT3 said, “Overcrowded is when it is more than 50.”, MT2 said, “Overcrowded class, is a class of more than 25.”

The classroom observation confirms that overcrowded classes was prevalent. There were many students in each class observed. The least populated class in school B had 52 students. 3 students sat on benches meant for 2 students. This is because the number of students was more than the available furniture.

### **Comparison.**

#### **Similarities**

In school, A and B students believe that an overcrowded classroom is a large class. It is stuffy, without space, and more than a teacher can handle. Also more than the classroom capacity intended.

The classroom observation of both schools A & B confirm that the overcrowded classes occurred. There were many students in each class observed. The least populated class in school B was 52 students. 3 Students sat on benches meant for 2 students. This is because the number of students was more than the available furniture.

### **Differences**

Orange school says any class of 50 students is overpopulated

Mulberry school said a class more than 25 is overpopulated.

OT5 in School A said a class of 50 is not overcrowded for her. Perception of teachers and students of overcrowded classrooms in number varied.

**4.3.2: Theme 2. It is challenging learning in an overcrowded classroom.** Both the students, and the teachers agreed on how demanding it is to learn in an overcrowded classroom.

**Sub Theme A: Distractions that hinder concentration.** The students said they found it difficult to listen attentively when teachers are teaching.

### **School A**

Focus Group:

The students agreed that in their classes there was a lot of distraction from unserious students.

OS6 said, “I lacked concentration hence I could not understand the teachers' instructions.”

OS5 said, “It was difficult for them to comprehend what the teachers were teaching because they were not able to concentrate.”

OS4 said, “I find it hard to concentrate”

OS1 said, “You are not able to listen to teacher.”

### Individual Semi-structured Interview

The teachers confirmed that no thorough learning can take place in overcrowded classrooms. This is because of lots of distractions. OT6 said, “Well, I don’t think proper learning can take place in an overcrowded classroom. Because there will be diversion of perception among the students. An overcrowded classroom is not conducive for learning at all.” OT3 said, “Learning in overcrowded class is survival of the fittest. Some unserious students will get distracted. It has an effect on the learning of the students and their teachers.”

The classroom observation showed that the students get distracted. Some students were disturbing others. Not allowing them to concentrate on what the teacher was teaching.

### **School B**

Focus group interview: MS1, “Learning in an overcrowded classroom has been challenging and difficult for me. We are more than 90 in the class. When the teacher is teaching we are not able to hear the teacher well due to noise.” MS2 said, “The unserious students who are not ready to learn are always distracting others.” MS3 said, “Students are not paying attention to the teacher while teaching.” MS6 said, “I lost concentration at times.” MS4 said, “Some students are paying attention while others are not paying attention. They disturbing those paying attention.”

Individual interview: MT8 said, “Students would not concentrate.” MT3 said, “You had to motivate them to concentrate.” MT4 said, “Some students will be playing while teaching is going on.” MT5 said, “Slow learners were always distracted.” MT7 said, “Matured ones will pay attention while immature ones would not.” MT10 said, “Unserious students distracted the serious ones.” MT1 said, “Students do what they like making teaching and learning unsuccessful.” MT9 said, “This affects their concentration.”

The classroom observation: showed that the students got distracted. Some students were disturbing others. They were not allowing them to concentrate on what the teacher was teaching.

## **Comparison**

### **Similarities**

The two schools supported the fact that there was a distraction that led to a lack of concentration.

The observation in the two schools confirmed that there was distraction and lack of concentration.

### **Differences**

Four students and two teachers in Orange School A said there was distraction and lack of concentration. But in Mulberry school B, 5 students and 8 teachers mentioned it.

## **Sub Theme B: Noise:**

### **School A**

Noise can be disruptive. It can make someone to get stressed and be sick. One can also lose interest in learning.

Participants of focused group mentioned the effect of noise. The overcrowded classroom has challenge of noise. This makes it hard for students to hear the teacher while teaching. OS8 said, I found it difficult to understand what the teacher was teaching.

OS4 said, Noise makes it difficult for me to hear and understand the lesson.

OS2 said, I was always sick and lost during lesson because of the noise.

OS3 said, the class is not conducive because it is noisy.

OS5 said, Because of noise making students cannot concentrate.

In the semi-structured interview, OT3 said “I do scream at the top of my voice. It is overwhelming for me.” OT7 said, “Students are noisy.” OT5 said, “When I say to keep quiet, they still continue to make noise.” OT6 said, “It is always noisy.” OT8 said, “Noisy class.”

During the Classroom observation, the classrooms were noisy. Teachers were telling the students to keep quiet over and over.

### **School B**

In the focused group, the students talked of the effect of noise. MS2 said, “I am not able to understand because other students are making noise.” MS7 said, “I get sick because of noise.” MS5 said, “Being an assistant class captain, shouting keep quiet all the time is very stressful.” MS6 said, “Students made noise.” MS8 said, “There was lots of noise.” MS9 said, “Noisemaking was too much.” MS10 said, “Class was noisy.”

Some teachers during the semi-structured interview, also confirmed that students were noisy. MT5 said, “When you face the board, they will become noisy.” MT6 said, “Students make noise.” MT9 said, “Noise.”

The classroom observation showed that the overcrowded classroom was noisy with students being playful and distracted. Both MT8 and MT1’s class were noisy.

### **Comparison.**

#### **Similarities**

The two schools confirmed that there was noise in overcrowded classrooms.

The students’ said noise has adverse effect on both their learning and health.

The teachers also said noise has negative effect on their lesson delivery and health.

The classroom observations, semi- structured interview and focused group, of both schools confirmed that overcrowded classroom is noisy. That is, it affects teaching and learning.

### **Differences**

In Orange school, 5 students and 5 teachers said the classes were noisy while others did not say anything while in Mulberry school, 8 students and 5 teachers said the classes were noisy others were did not say anything.

### **Sub Theme C: Students' questions were not attended to.**

#### **School A**

Students of the focused group, said, teachers were not able to answer the questions asked by the students. OS7 said, I sometimes asked questions to both teachers and students

OS8 said, "When you asked the teachers a question, they provide answer."

OS2 said, "At times when you ask teachers questions, they don't have time to provide answer."

OS1 said, I asked questions to both teachers and students, but they don't respond.

OS4 said, "When you asked some students they will not respond." Students asked questions from their fellow students, but they would not respond.

OS10 said, "Teachers were not able to answer students' questions."

OS5 said, both teachers and student don't answer when I asked question. Students always made jest of me.

In the semi-structured interview, teachers did not say anything about attending to students' questions at all.

During the Observation, there was no class where students had the opportunity to ask questions.

### **School B**

In the focus group, MS2 said, “Whenever I ask a question from teachers, they answer. They also cite examples to make me understand. Also, whenever I ask questions from students. They are always there for me when I need them most.” MS5 said, “When I asked questions.” MS4 said, “I only ask questions from students when I don’t understand what the teacher says, and they always answer me. When I ask the teacher too, they answer me.” MS7 said, “I always ask questions from students because it is always interactive and fun. I also ask teachers and it is educative.”

Semi-structured interview teachers were silent on this too.

During the Observation, no student was able to ask questions in any of the classroom. The researcher could not confirm whether teachers were attending to students' questions.

### **Comparison**

#### **Similarities**

Teachers of the two schools, did not say if they ask or answer students' questions.

The classroom observation of the two schools, did not show that students asked questions or that teachers answered them.

#### **Differences**

Orange School A' students said teachers don't have time to answer questions while Mulberry school B' students said when they asked questions teachers answer.

### **Sub Theme D: It is not easy to teach in an overcrowded classroom.**

#### **School A**



Almost every teacher agreed that teaching in an overcrowded class is not an easy task. Even OT5 who said she doesn't see a class of fifty and above as overcrowded, said "When I say to them, keep quiet, they still continue to make noise." Her statement showed expression of her frustration about teaching in overcrowded classrooms. OT1 says it is not easy to teach in an overcrowded classroom. We cannot have 100% teaching and learning. OT4 also said, "Putting all your effort in the teaching and nothing to show for it from the student's performance." OT9 said, "Teacher could see everything going on in the class among the students." Also, OT8 said "Teaching in overcrowded classroom was not easy. Teachers cannot move around in the class." When teachers could not move around in the class, they could not see what was happening among the students. Especially those sitting at the rear.

During the observation, all the teachers observed were standing in front of the class. They only tried to move up and down in front of the class, also between the whiteboard and the front row. Only OT2 tried to move past the front row. Even OT5 that said she has no problem with overcrowded classrooms was all through rooted in front of the class. She was standing close to the entrance door.

### **School B:**

Almost all the teachers were in agreement that teaching in an overcrowded class is not an easy task. MT1 said, "Not easy. Students would concentrate, they would be writing a note for another subject, and some may be sleeping. Some may be borrowing pens. 40 minutes would have almost gone while telling them to settle down." MT6 said, "It is not easy to teach in an overcrowded classroom. It is not easy to know the names of all the students or be able to recognize the weaknesses of most of them because they are many." MT5 said, "I am sad. Students would be quiet when you

face them but when you face the board, they would become noisy.” MT2 said, “There would not be an adequate learning process, the percentage of students that learn in such class will be low to those who don’t learn. Teaching won’t be convenient for teachers hence learning is difficult for students.” MT3 said, “Not all the students would listen to you, it was not easy to carry all students along at the same time.” MT4 said, “Learning was not taking place. No means of moving round the class because the class is not spacious.” MT9 said, “You had to shout for students to hear you. The inability of the teacher to move round to interact with the students.”

The students also confirmed that it was not easy to teach and learn in overcrowded classrooms. MS2 said, “It has been very tough. Teachers are not able to teach well because of noise making”. “Those who are ready to learn are not able to listen to what the teacher is saying because of the noise.” MS9 said, “There is lots of noise making and students are not able to concentrate while the teacher is teaching.” MS6 said, “A lot of students may not understand what the teacher is teaching but there is not enough time to explain.”

During the observation, all the teachers observed were standing in front of the class. They only tried to move up and down in front of the class, also between the chalkboard and the front row.

## **Comparison**

### **Similarities**

The teachers of School A and teachers and students of School B confirmed that it is not easy to teach in an overcrowded classroom.

The classroom observation also confirmed the difficulty in teaching in overcrowded classroom in the two schools.

## **Difference**

7 teachers of Mulberry School said it was difficult for teachers to teach in the classes as they were overcrowded and 3 students it was easy to teach and learn in overcrowded classroom.

But

The students of Orange School did not say anything about difficulty of teaching in overcrowded classes but 7 teachers and said it was not easy to teach.

### **4.3.3. Theme 3. Managing the classroom.**

#### **School A**

In the semi-structured interview, although OT5 said “As a teacher who knows what you are doing, you can control your class.” This looks like a contradiction of what happened in her classroom observation. The class was noisy, she was shouting keep quiet for the better part of the teaching time. OT9 said, you cannot control them. No proper class control. OT6, also said, “Class control is not easy in overcrowded classrooms, she added that class control is a problem.” OT8 said, “You cannot control them.” OT4, said, “No proper class control.” OT2 said, you cannot control them. OT7 said, “Class control was not easy in overcrowded classrooms, it was a problem.” OT10 said, “It is not easy to control the class because of the different personalities in the class.”

In focus group, Students said their teachers try to manage the class well. OS8 said, “Teachers were not finding class control because students were putting up inappropriate behaviour.” OS10 said, “Some teacher control their class in Play Away method.” OS6 said, “Teachers were not finding class control easy because students were putting up inappropriate behaviour. Some teachers are firm though whenever they entered the class, the students keep quiet.” OS9 said, “Students do not like the sight of cane, so they usually would be quiet seeing a cane.” Classroom observation showed that managing the classroom is not easy.

## **School B**

In the individual semi-structured interview, MT10 said, “It was challenging because in the morning you could control the class. But in the afternoon, it was not easy because the students are not well seated hence they are restless.” MT6 said, “Students disturbed the class making it difficult to control the class.” MT5 said, “Not all students would pay attention.” MT4 said, “No class control, some students would be playing when teaching was going on.” MT8 said, “It was challenging to manage the class because of inability to get the attention of students.” MT9 said, “Class control is not easy.” One of the teachers, MT3, said, “I enjoy teaching in overcrowded classrooms.” She had earlier said, “It is always interesting” that is, teaching largely populated classroom. Yet, she said, “Teaching and learning in overcrowded classrooms is not conducive. It has many challenges.”

In the focus group, three students responded MS9 said, “Teachers are endeavouring to manage their classrooms but not easy for them to manage it well.”

MS6 said, “Teachers are up and doing in managing the classroom.”

MS4 said, “Teachers are up and doing but they still punished the students.”

The classroom observation showed that effective control of the classrooms is such a difficult task. Teachers were busy shouting keep quiet, yet the noise persisted in most of the classes. Some students were disturbing the class. Students were going in and out the classroom to collect things without taking permission from the teachers. Some students were kneeling down, and some teachers were holding the cane.

## **Comparison**

### **Similarities**

The teachers of the two schools agreed that it was not easy to manage overcrowded classrooms for so many reasons.

The students of the two schools confirmed that teachers are not finding it easy to manage the classroom.

The classroom observation of the two schools especially school B, showed that effective control of the classrooms is such a difficult task. Teachers were busy shouting keep quiet, yet the noise persisted in most of the classes. Some students were disturbing the class. Some Students were going out. Students were coming into the classroom to collect things without taking permission from the teachers. Some students were kneeling, and some teachers were holding the cane.

### **Differences**

8 teachers and 3 students at Orange school said it was not easy managing over crowded classroom. While 6 teachers and 3 students in Mulberry school said it was not easy to manage overc4rowded classroom. 1 teacher said she enjoyed working in overcrowded classroom

## **Sub Theme B: students spoke about Government building more schools.**

### **School A**

Participants did not say anything about this.

### **School B**

The students believed that with more schools built, there will be fewer students in the class. This will make, controlling the class easy for their teachers. MS2 said, "government should build more schools and hire more teachers so that there will be a more conducive classroom." MS4 said, "Teachers are trying to reduce the distraction by using corporal punishment. This was to no avail.

Government should hire more teachers so that they would have fewer students to deal with. Hence, they will not use corporal punishment.” MS5 again, “Government should build more classrooms. Those who are ready to learn, can learn and assimilate what teachers are saying in class. They will be able to achieve their goals in life.” MS7 said, “Teachers are trying, the government should hire more teachers and build more schools.”

Teachers in this school did not talk about government building more school.

### **Comparison**

#### **Differences**

Only the students at Mulberry School B spoke about the need for Government to build more schools. This is to down size students’ number in classrooms to make managing classrooms manageable for teachers. School A didn’t say anything about it.

### **Sub Theme C: Resources.**

#### **School A**

In the focus group, the students didn’t say anything about resources.

Semi-structured interview: only OT2 said they “manage materials.” Also, that “they fight for resources among students.”

In the classroom Observation, the students have no learning resources. Even in an English class where they were learning poem, only a few copies were on a few desks shared by 3 people on each desk. The poem was also not written on the board. The teacher has a copy of the poem book. OT3 has a chart for signs and symbols which she hung on the board. OT2 also came to class with a copy of the anti-virus. She held it at the front for the students to see.

### **School B.**

Unfortunately, only one of the teachers MT6 said, “Teacher is to make class lively by using additional materials like audio devices, laptop, instructional materials that will attract the attention of students.” and no students saw the unavailability of resources as an issue. They did not mention it. There was available broken whiteboard in some classes. It was evident from the Observation that resources were scarce. Both teachers and the students have no instructional resources. Also, language and science subject classes. Teachers taught the student in the abstract. Students would have been interacting with the instructional materials if they were available. Managing the class would have been easy for the teachers.

### **Comparison**

#### **Similarities**

In the two schools, no students spoke about resources. Availability and non-availability of resources in the classroom did not matter to them.

#### **Differences**

In Orange school A, during observation, two teachers came to the classroom with teaching material. Only one of them has a few copies for students. In Mulberry school B only one teacher came with teaching material.

In the semi-structured interview, only a teacher from Orange school A mentioned the unavailability of resources while one teacher mentioned the need to use teaching resources in Mulberry school B.

## **Sub Theme D: Corporal Punishment**

### **School A**

The students in the focus group said that teachers used corporal punishment on students when the students are uncontrollable. OS2 said, “They did manage the class well but when students disobey, they punished them.” OS7 said, “They managed the class very well but if the students made noise they punished them.”

In the semi-structured interview, teachers did not talk about given corporal punishment to students.

During the classroom observation, teachers asked some students to kneel down. Some teachers were also seen holding a cane.

### **School B.**

Focus group students said that teachers resorted to corporal punishment to deal with indiscipline problems in classes. MS6 said, “When students were not cooperating, they used other means by punishing the students.” MS4 said, “Teachers tried to reduce the distraction in overcrowded classrooms by using corporal punishment, and this is to no avail.”

Teachers in semi-structured interview, did not say whether they give students corporal punishment.

During classroom observation: In MT7 class, the teacher asked three students to kneel down as a result of disturbing the class. Some teachers were holding a cane in the class.

### **Comparison.**

#### **Similarities**

In the two schools, the students confirmed that teachers resorted to corporal punishment when they found it difficult to control the class.



The classroom observation of the two schools, also confirmed that difficulty in managing the class made teachers use corporal punishment.

### **Differences**

The teachers of the two schools did not say anything about giving students corporal punishment.

#### **4.3.4: Theme 4. The negative side of overcrowded classrooms**

##### **Sub Theme. A: Difficulty in assessing students**

##### **School A**

The Focus group participants recounted their experiences. OS7 and OS10 said, “Teachers were not able to answer students’ questions.”

The semi-structured interview teachers said they found it difficult to assess the students. OT7 said, “There is a problem with marking students’ work.” She also said that “there is the problem of students involved in exam malpractices.” OT6 said, “When it comes to marking, that one is not easy in an overcrowded classroom.” She added that “It is easy to practice exam malpractices, during the exam it is not always easy in an overcrowded class.” OT8 said, “Imagine, I am the only CRS teacher in my school, definitely, assessing or making the students work is not easy.”

During the classroom observation, there was no classwork given to the students. Hence no means of accessing the students. Not even the mathematics or English teacher gave classwork. One can assume that the fear of the stress of marking the scripts made them not give assignments. There were no oral questions given to the students except one or two teachers that asked the students is that clear?

## **School B**

In the semi-structured interview, MT7 said, “No ongoing assessment.”

In the focus group students did not talk about assessment of their work.

During the classroom observation, there was no classwork given to the students. Hence no means of accessing the students. Not even the mathematics or English teacher gave classwork. One can assume that the fear of the stress of marking the scripts made them not to give assignments. There were no oral questions given to the students. One or two teachers asked the students, is that clear? They chorused yesss ma or yess sir as the case may be,

### **Comparison**

#### **Similarities**

In the two schools, the classroom observation showed that there was no classwork given to the students. Also, no oral questions to assess the students in the two schools.

#### **Differences.**

In school A, 3 teachers and 2 students said teachers were not able to assess the students. Whereas, in school B, only one teacher said there was no assessment.

### **Sub Theme B: Frustrating and stressful.**

#### **School A**

##### **Frustrating and stressful.**

In the semi-structured interview, OT7 said, “You shout, it is energy-sapping and stressful.” OT5 too, expressed her frustration. OT6 said, “It saps energy than when you teach in a normal class. It is stressful.” OT8 said, “It is frustrating and stressful.” OT3 said, “It is draining.” OT10 said, “Too stressful.”

In the focus group: OS8 said, “There is lots of noise.” OS7 said, “Not able to understand what the teacher is teaching.” OS1 said, “Class doesn’t understand what the teacher is teaching.” OS3 said, “I always have headache.” OS4 said, “It was frustrating to seat in a class and not hear what the teacher was saying or not to understand her.”

The observations showed that both teachers and students got stressed and frustrated as they could not get the best out of the teaching and learning.

### **School B**

In the semi-structured interview, MT1 said, “Teacher will not be comfortable, students did what they liked. This made teaching and learning unsuccessful. It was not easy.” MT7 said, “It was stressful and did not make teachers efficient.” MT8 said “Students would not concentrate. Teachers with very tiny voices would not be able to address the class because you won’t get their attention.” MT6 said, “It was not easy to teach in an overcrowded classroom.” MT2 said, “It brought about frustration because the class was not conducive for both teacher and students.”

In the focus group, students did not mention anything about stress and frustration,

The observation showed that both teachers and students experienced stress and frustration. Because they could not get the best learning outcome.

### **Comparison.**

#### **Similarities**

In the two schools, teachers confirmed that it was frustrating and stressful to teach in overcrowded classrooms.

The classroom observation also showed that teachers were so stressed and frustrated teaching in overcrowded classrooms.

## **Differences**

The focus group students at Orange School A confirmed that it was stressful to learn in overcrowded classrooms. But the Mulberry School B students did not say anything about it.

Also, in Orange school, 6 teachers spoke about the stress and frustration of the classroom but 5 teachers spoke about it in Mulberry School.

## **Sub Theme C: Teachers' and students' well-being.**

### **School A**

The well-being of teachers and students is very important if they must teach and learn well. Participants of the focus group shared their experiences.

OS7 said, "Some students are not familiar with overcrowded classrooms it becomes strange to them and has an effect on them." Junior school students were not used to overcrowded class. Their classroom in the nursery and primary school had fewer students. So, coming to be in overcrowded classrooms in Secondary school will be strange to them. OS5 said, "Students have a headache." OS4 said, "I found it difficult to learn in an overcrowded classroom, it made me dizzy." OS1 said, "I was not able to breathe well." OS3 said, "I was always restless and not able to concentrate." OS2 said, "Learning in overcrowded classrooms makes some students have headaches."

In the semi-structured interview, OT7 said, "Students sweat a lot. It is not good and hygienic for the health of teachers and students. Students can contract communicable diseases from the carrier." OT5 said, "Shouting makes you have a headache and a cracked voice." OT6 said, "It has a negative effect. You must talk at the top of your voice. It has a negative effect on our health. You have a headache because you must shout for students to hear you. It saps energy." OT4 said, "It is

stressful. When it is hot, the students will be sweating a lot. Hence, if anyone is with communicable disease other people can contract it. Health wise, it is not hygienic, it is not good for teachers' health and the health of the students." OT8 said, "The effect on our well-being is huge. I always have a headache and feel dizzy." OT3 said, "Headaches, draining, and mental health affected. As a teacher with a disability my legs ache." OT1 said, "It is much. It affects me emotional and psychological health." OT9 said, "I enjoy teaching in an overcrowded classroom." OT2 said, "It has not been easy. It is affecting my health as we speak. The effect is much. Chest pain, headache." OT10 said, "Stressful. I always feel pain in my body after class."

The classroom observation shows the well-being of these two important stakeholders in the classroom, is not considered. Three students on sit meant for two. No air-condition, no fan. Some of the student's bags sit on the window. Students sweat and use paper to fan themselves.

### **School B**

The students during the focus group spoke about the negative effect of learning in an overcrowded classroom on their well-being. MS2 said, "It is a bad experience because it can make me contract diseases through the sweat of my classmates and some other things. Also due to lack of ventilation, asthma patients may pass out and that is bad. He would go on hospital admission. Hence, he would miss classes and will not be able to cope with examinations because of long absence from school." MS6 said, "I always have a headache." MS7 said, "The noise makes me have a headache and get sick. It may also lead to suffocation." MS5 said, "As the assistant class captain, shouting keep quiet all the time is very stressful, and it gives me a headache."

Teachers during the semi-structured interview talked about the negative effect of teaching in overcrowded classrooms on their well-being. MT1 said, "The effect is much. Chest pain and

headaches.” MT10 said, “There were times I have about four periods at a stretch this makes me tired and stressed.” MT8 said, “It aggravate health challenges.” MT5 said “A lot of effects, tiredness, and pain.” MT2 said “Health challenges, depression, death.” MT3 said, “I enjoy teaching in an overcrowded classroom.” MT4 said, “Always stressed.” MT9 said, “Stressful. So many pains.”

The classroom observation showed the well-being of these two important stakeholders in the classroom, was not considered. Three students on sit meant for two. No air-condition, no fan. Some of the student’s bags sit on the window. Students sweat and use paper to fan themselves.

## **Comparison**

### **Similarities**

In the semi-structured interview, the teachers at both schools agreed that teaching in classrooms that are overcrowded has adverse implication on their well-being.

Focus group of both schools said learning in overcrowded classroom is not good for them as it affects their health. Worse still, they said, it can make them to contract communicable diseases.

In the classroom observation of the two schools, it was clear that the well-being of these two important stakeholders in the classroom, is not considered. Three students sat on sit meant for two. No air-conditioning, no fan. Some of the student’s bags sit on the window. Students sweat and use paper to fan themselves.

Differences In Orange school7 Teachers and 6students spoke on the effect of overcrowded classroom on their wellbeing but in Mulberry schhol8 teachers and 4 students spoke on it.

MT3 said she enjoyed teaching in overcrowded classroom.

## **Sub Theme D: Inappropriate behaviour.**

### **School A**

In the focus group, Student participants confirm that students have inappropriate behaviours. OS2 said, “Noise making.” OS1 said, “Dirty classroom.” OS5 said, “Fighting.” and OS4 said, “Not all students want to learn yet they disturb those who want to learn.” OS6 said, students are naughty which makes it difficult for teacher to control class.

Individual Semi-structured interview participants shared their experiences. OT4 said, “Some of the Students will not allow the serious ones to learn.” OT10 said, “It has a negative effect on learners’ learning and behaviour. I talk to the stubborn ones by inviting them to my table in the staffroom to counsel them.” OT7 said, “It affects the student’s attitude in a negative way by bad students.” OT6 said, “It has negative effects, it is easy for them to practice exam malpractices. Those who are serious from home can get influenced in the class by their mates.” OT8 said, “Students would not write notes but would be making noise.” OT3 said, “It has an effect on the learning of the students and their character.” OT1 said, “Students would not submit assignments. Some will fight, some will be sleeping, while some will be writing notes for other subjects.” OT9 said, “Students bow to pressure. Some would come late to class.”

This was noticeable during the classroom observation. Some students were looking at another book in their bags which they placed on their laps. Some students were talking with the other one. Some were eating. Two students left the class without taking permission from the teacher who was teaching. One came into a class to collect something from a student. This she did without taking permission from the teacher.

## **School B**

The focus group participants confirmed that students display inappropriate behaviour in the classroom. This then made other students get distracted.

In the semi-structured interview, MT10 said, “The unserious students distracted the serious ones.” MT8 said, “Students would not listen. Some were writing notes for other subjects. Some chatting with the other students, while some were eating.” MT5 said, “Some students got influenced by inappropriate attitude.” MT6 said, “Students disturb the class making it difficult to control the class.”

In the classroom observation, teachers could not see Students at a glance from the front of the class. This is where the teachers stay during the teaching-learning process. Hence students knew they could go away with whatever they do that are not good.

### **Comparison.**

#### **Similarities**

The teachers and students of the two schools also confirmed that the students have inappropriate behaviours.

The classroom observation of the two schools confirmed that students have inappropriate behaviours

### **Sub Theme E: individual differences.**

#### **School A**

Children do not learn at the same pace, they learn in different ways. Focus group participants talked about how it was difficult for teachers to carry every student along. OS10 said, “Teachers were not able to attend to individual differences in the classroom.” OS5 said, “Not all students were able to learn.”



Teachers in the semi-structured interview also bore their mind on how they handled individual differences. OT3 said, “Learning in overcrowded classrooms is survival of the fittest.” OT9 said, “It was difficult to identify students that have learning difficulties.” OT4 It was difficult carrying every student along.”

In the classroom observation, the teachers felt overwhelmed by the crowdedness of the classroom. It was not easy to carry every student along. In most cases, slow learners get lost amid the classroom.

### **School B**

Teachers ought to consider individual uniqueness in students during instructional process. When this is not done, the slow learners will be lagging in their learning. The focus group students said that unserious students can get deteriorated for lack of personal attention from the teachers. This is because teachers could not give personalized attention to each student due to largeness of the classrooms. MS1 said, “Those who are not ready to learn will be deteriorating.” MS5 said, “Those who are not ready to learn will not concentrate and it will lead to failure.”

Semi-structured interview participants shared how it was difficult to attend to individual differences. MT5 said, “You cannot identify the slow learner from the fast learner.” MT6 said, “Those not brilliant are also left out.” MT2 said, “It has a negative effect on the students, especially the not-too-smart ones.” MT3 said, “Not all students would listen to you. It is not easy to carry all students along.”

In the classroom observation, the teachers got overwhelmed by the crowdedness of the classroom. It was not easy to carry every student along. In most cases, slow learners get lost amid the classroom.

## **Comparison.**

### **Similarities**

The classroom observation of the two schools, showed that slow learner students were on their own. Individual differences were not taken into consideration during teaching and learning. Hence, the slow learners were almost not learning.

The semi-structured interview of the two schools, confirmed that teachers did not have time to consider the individual difference in the way students learn. Hence students with learning difficulties do not get attention. They face setbacks in their academics.

The focus group students confirmed that teachers were not able to meet all students' learning needs during lessons.

In Orange school, three teachers and two students spoke about individual differences

While in Mulberry school two students and three teachers spoke about it.

### **Sub Theme F: Disability not considered**

Disable people; students, and teachers are not put into consideration in overcrowded classrooms.

### **School A**

In semi-structured interview, one of the participants who is a teacher is a disabled woman. She complained about her condition. She said that disabled people were not considered in the classroom arrangement. Also in the school structures generally. "As a teacher with a disability, the classroom is not accessible for me. Moving around the class is difficult because of the rowdiness of the class." She said. The classrooms should be accessible for everyone able bodied and disabled.

## **Comparison**

### **Similarities**

In the focus group the students did not say anything about disability in the two schools.

### **Differences**

During the semi-structured interview, issue of disability was not raised in school B whereas school A teacher mentioned it. One of the teachers in group A was a disabled woman. So, she bore her mind about the fact that the classroom was not made disabled friendly. She felt Government should consider the disabled in the construction of school structures. Also, in classroom arrangements.

During Observation, she stood in front of the classroom all through.

### **Sub Theme G: Lesson objectives difficult to achieve.**

#### **School A**

In the semi-structured interview, OT1 said, “You have to put a lot of effort to get your lesson goal achieved because of the rowdy nature of the class.” OT10 said, “It has negative effects our lesson delivery because calming the class down for the lesson takes time.”

Classroom Observation, the teaching-learning process was a tough one from the classroom observation done. It would be difficult to achieve the goal of the lesson considering the noise, and the rowdiness of the class. Also, the time teacher spends to calm students down. Besides, since the teachers could not give classwork it would be difficult to find out if they achieved their objectives.

#### **School B**

Whether or not they met the lesson goals was not mentioned either by the semi structured interview or the focused group.

## **Comparison**

### **Differences**

Only Orange school A has a mention of the fact that it is difficult to achieve the lesson goal for a particular lesson while Mulberry School B made no mention of the challenge of meeting the lesson target for a given lesson. This pertains to semi-structured interview and the focus group.

### **Similarities**

Result from classroom observation conducted at Orange School A and Mulberry school B, demonstrated that the teaching-learning process was challenging. Given the commotion and noisy nature of the class, as well as the amount of time teacher takes to help the students relax, it would be challenging to accomplish the lesson's objective. Also, the absence of homework would make it challenging for the teachers to assess whether they met their goals.

#### **4.3.5. A: Theme 5. Conduciveness of the classroom**

##### **School A**

The students complained as well that the classrooms were not conducive. OS9 said, "Noisy class" OS1 said, "The dirty classroom always." OS6 said, "Students can't be comfortable on their seat." OS4 said, "Students and teachers could not move round the class." OS3 said, "There is always distraction." OS7 said, "Students fight always" OS8 said, "The class is not conducive, always losing concentration" and OS2 said, "Stuffiness"

During individual semi-structured interviews, all the teachers conveyed displeasure with the conduciveness of their classrooms. For example, OT1 stated, "The classroom is not conducive." while OT9 emphasized, "Our classrooms are not conducive for learning." OT4 concurred, saying, "The class is not conducive at all." and OT8 claimed that "It is not conducive for teaching and learning at all." OT6 said, "Class not conducive." OT10 said, "Not easy and not conducive at all."

OT3 said, "It is not conducive." OT5 said, "It is not conducive." OT7 said, "Not conducive." OT2 said, "It is not conducive for both teachers and students." Yet, they mentioned that the situation was more manageable in the morning.

From classroom observations, it was evident that the floors were not smooth but broken and the students were uncomfortable on their seats. Additionally, there was excessive heat and noise within the classroom, as well as noise from neighbouring classrooms.

### **School B**

During focus group discussions, students at Mulberry School B expressed their discontent with the conduciveness of their classrooms. MS4 described them as "very rough, tight, and dirty." while MS2 complained about the "very rough" environment and the disruptive noise in class hindering their enjoyment of the lesson. MS9 echoed these concerns, stating, "The classroom is rough, tight, and so noisy." MS10 added that the class was noisy, leading to students' lack of readiness for learning. MS7 said, "My experience is that I can get infected by disease from other students' sweat." MS8 said: "My experience in overcrowded classroom is not pleasant because there is no ventilation." MS1 said, "No flow of air, no ventilation."

In individual semi-structured interviews, MT1 explained that the classroom conditions were not conducive due to overcrowding. "The school environment is generally satisfactory, but the classrooms lack conduciveness due to overcrowdedness." MT8 said, "It was not conducive. Teaching may occur but learning may not due to readiness. In overcrowded classes, students were not ready." MT5 said, "The class was not conducive for teaching and learning." Also, MT10, MT7, MT6, MT2, MT3, and MT4, conveyed their dissatisfaction with the classroom conditions. They emphasized their lack of conduciveness for effective teaching and learning. MT9 said, "It was

conducive for learning because I know how to handle the class.” Although he did acknowledge the negative impact of overcrowded classrooms on lesson delivery and class control.

The classroom observations substantiated the students' claims of discomfort, with broken floors, a lack of working fans, and students struggling to find comfort in their seats.

### **Comparison,**

#### **Similarities**

It is evident that both schools struggled with classrooms that were not conducive to teaching and learning.

#### **Differences**

In Orange School, 8 students and 10 teachers said the classrooms were not conducive while in Mulberry school, 7 students and 9 teachers said the classrooms were not conducive. MT9 in Mulberry said the classroom was conducive for him.

### **Sub Theme A: Heat.**

#### **School A**

During focus group discussions, OS6 highlighted the issue of overcrowded classrooms being stuffy. OS4 said, “Overcrowded classroom makes me dizzy” OS2 said, “Noise making” OS1 said, “I will not be able to breathe”

In individual semi-structured interviews, OT7 mentioned that students experience excessive sweating. OT5 explained how the heat made the students restless. OT6 highlighted the pressure on both students and teachers, especially during hot afternoons, resulting in excessive sweating. OT3 added that students were less attentive after breaks due to the heat and odour. OT2 said, “Students have difficulty focusing after the break due to the heat.”

Classroom observations revealed that only one class had a functioning ceiling fan, leading students to use papers to fan themselves.

### **School B**

During focus group discussions, MS7 expressed concerns about the "suffocating" temperature in the classroom, while MS emphasized the lack of ventilation. MS5 added that there was no proper airflow.

In individual semi-structured interviews, MT10 highlighted the lack of ventilation and the resulting discomfort and restlessness among students during hot afternoons. MT2 mentioned the potential suffocation due to inadequate airflow and MT3 mentioned the absence of air-conditioning.

Classroom observations confirmed the issue of heat, with students resorting to fanning themselves with books or bringing hand fans from home. It was clear that the ceiling fans in the classrooms were either non-functional or not available due to electricity issues.

### **Comparison**

#### **Similarities**

It is clear that both schools faced heat-related challenges.

#### **Differences**

While Orange School A emphasized students sweating too much and lack of attention, School B highlighted issues like suffocation, lack of ventilation, and discomfort during hot afternoons.

In Orange school 4 students and 5 teachers spoke about the non-conduciveness of the classroom while in Mulberry school 3 students and 3 teachers spoke about it.

### **Sub Theme B: discomfort**

### **School A**

Focus group report, OS1 said, “One of the challenges of the overcrowded classroom is the dirty classroom.” OS6 said, “Students cannot be comfortable on their seat.” OS2 said, some of us sit on broken benches. OS4 said, students cannot move around in the classroom.

In the individual semi-structured interview, OT7 said, “The classrooms are not conducive.” OT5 said, “It is not conducive.” OT6 said, “An overcrowded classroom is not conducive at all.” OT3 said, “The students sat in three or four on a seat meant for two students.” OT1 said, “The classroom is not conducive at all.” OT9 said, “The teacher with a tin or low voice had to shout before students can hear him.” OT4 said, “It was not conducive, no air-conditioning, disturbance around.” OT2 said, “Environment not conducive.” He repeated it again that “It was not conducive for both teachers and students.”

The classroom observation showed that students were very uncomfortable in the classes. Three students sat on a sit meant for two students. Those sitting by the windows put their school bags on the window where Breese ought to be coming into the class. Yet there were no fans nor air-conditioning in the classes except one class all through the observation. Some students were putting their legs on the small available space outside their desks. Some of the desks and seats were not good but broken.

### **School B**

The focus group revealed that students faced discomfort in learning in overcrowded classrooms. MS9 said, “It has been very tough and challenging because of noise making.” MS5 said, “Very tough because of lack of ventilation.” MS4 said, “Shortage of furniture.”



The classroom observation showed that students were very uncomfortable in the classes. Three students sat on a sit meant for two students. Those sitting by the windows put their school bags on the window where breeze ought to be coming into the class. Yet there were no fans nor air-conditioning in the classes. Only one class has fan all through the observation. Some students were putting their legs on the small available space outside their desks. There were some broken desks and seats in the classrooms.

### **Comparison.**

#### **Similarities**

There is consistency in reporting discomfort in overcrowded classrooms for both schools. Confirmation from classroom observations validates the students' claims.

#### **Differences**

In Orange school, 4 students said they experienced discomfort in the overcrowded classrooms and 8 teachers confirmed this while in Mulberry school, only 3 students said they faced discomfort.

### **Sub Theme C: Seat arrangements.**

#### **School A**

In the individual semi-structured interview, OT2 said, “The seating arrangement was not good for learning.” OT7 said, “not conducive no free movement.”

In the focus group, OS6 said, “Can’t sit comfortably”

From the classroom observation, the seat arrangement was in a traditional way. This cannot allow for varying sitting arrangements.

## **School B**

In the semi-structured interview, MT10 said, “The seating arrangement is not good. The seats are bad, yet three students are sitting on a seat for two students.” MT1 said “Teachers cannot go to the midst of the class because of the seat arrangement.”

The classroom observation showed that they were also arranged in a way that did not allow movement into the middle or rear of the class. Seat arrangement was in a traditional way. This cannot allow for varying sitting arrangements or grouping.

### **Comparison.**

#### **Similarities**

All sources in the two schools, mention that the seat arrangements hinder movement.

Lack of variety in seating arrangements, which hinders grouping confirmed by classroom observations.

#### **Differences.**

In Orange school, 2 teachers and a student spoke about the seat arrangements and how it hinders movement and comfortable sitting but in Mulberry school only 2 teachers spoke about the seat arrangement.

### **4.3.5. D: Theme d. No free movement.**

Orange School A In the semi-structured interview, OT5 said, “When I go around, I see them in a glance.” OT8 said, “I go round to give them notes.” OT7 said, “No free movement in the midst of the class.” OT6 said, “A teacher cannot move with ease among the students because the space is small for such a very large class.” OT3 said, “As a woman with a disability, it is difficult for me to move around because of the rowdiness of the class.” OT4 said, “No means of moving around the

class because the class is not spacious.” OT10 said, “Teacher unable to move around to interact with students.”

During the classroom observation, the lack of space and broken furniture made ease of movement difficult in the class. Teachers were all standing in front of the classroom while teaching. They stood in the front of the classroom. They had no means of moving into the midst of the classroom.

### **School B**

In the semi-structured interview, MT1 said, “Teachers cannot see all students. Teachers cannot go to the midst of the class because of the seat arrangement.” MT7 said, “Teachers cannot move around the class to see students’ work and to know those who are playing. The teacher is always standing in front of the class.” MT8 said, “No room to move around the class.” MT4 said, “No means of moving around the class because the class is not spacious.” MT9 said, “Inability of the teacher to move around to interact with the students.”

The classroom observation reveals that the lack of space and broken furniture made ease of movement difficult in the class. Teachers were all standing in front of the classroom while teaching. They had no means of moving into the midst of the classroom.

### **Comparison.**

#### **Similarities**

Teachers from both schools expressed frustration about the lack of free movement.

The students from the two schools did not say anything about whether there is ease of movement or not. The students were directly affected because move out of their desks is always difficult especially those sitting in the middle

This was evident in classroom observations and stagnant teaching positions.

### **Differences**

7 teachers in Orange school spoke about the lack of ease of movement but in Mulberry school only 5 teachers spoke about it.

#### **4.3.6: Theme 6. Collaboration.**

Social constructivists believe that support from others more knowledgeable, (teachers, peers, experts) enhances learning.

#### **Sub Theme A: Teacher/student collaboration.**

Teacher/student collaboration can occur one on one between a teacher and a student. Also between a teacher and a whole class.

#### **School A**

In the semi-structured interview, the teachers said they interacted with the students. OT7 said, “I found time to interact but not effective.” She also said her class was “student-centred.” Yet, students were not playing any role in her class during the teaching-learning process. OT5 said she interacted with students “every day.” When asked how she did it, she said, “I asked them to see me in the staffroom. I attended to a student at a time.” In essence, no interaction took place in her classes. As a Mathematics teacher, she ought to give the students sums to solve on the topic taught to assess the lesson. Unfortunately, she didn’t do that. OT6 said, “The interaction with them was not all that convenient as I have said. But we still found time to interact with them during the teaching. Though it may not be as it supposed to be due to their population.” OT8 said, “I try to interact with them while in class. I asked a question on the passage read.” “As often as was able to ask questions to assess the class to get feedback but I am not able to do that with every student.”

OT1 said, “I interacted with them often during lessons by asking them questions.” OT9 said, “It was not possible to interact with each student one-on-one during a lesson. Only those in the front had that opportunity once in a while.” OT4 said, “I always asked the students to come to meet me when they have problems. It was not easy to attend to each student one-on-one because the class was large and the time was short.” OT2 said, “Poor interaction. The seating arrangement was not good, no one-on-one attention.” Yet he went ahead to say, “I interacted with them often.” OT5 said, “On a daily basis.”

The classroom observation revealed that teacher/whole students’ collaboration existed. The teachers did the talking all through. He found time to ask the whole class if they were clear about the lesson. Teacher/student one on one collaboration was not evident at all during the observation. Teachers were standing between the whiteboard and the front desk. Teachers did not ask the students questions to assess the lesson. Classwork was not given to the students. That is, teachers dominated the teaching-learning process without any input from the students. There was no means of discovering the gaps in the students learning. Teachers were not able to discover the gaps because of a lack of interaction.

## **School B**

### **Sub Theme A: Teacher/student collaboration.**

Teacher/student collaboration can occur one on one between a teacher and a student. Also, between a teacher and a whole class. The teacher is the leader and purposes the type and the process of the activity.

In the student focus group, students didn’t say whether they were having one-on-one interaction with teachers and students. But talked about benefits and why it was not happening. MS8

said, “Students hate one another on purpose hence, it made it difficult to interact with one another. My interaction with the teachers was awesome. They are great, loving, and disciplined.” MS7 said, “With teachers, it was interactive and captivating but with students it was somehow tough and challenging.” MS6 said, “It was good and fun.” MS2 said, “Very interesting and fun because the teachers are trying to give the adequate education that we need to become better people in life.”

In the semi-structured interview, MT1 said, “I did it often. I asked those not concentrating to repeat what I said. I asked some to see me in the staffroom and talk to them.” MT5 said, “I interacted with them every day. I told them to come to see me whenever they had a problem with their work. It was not easy to move from one student to the other one-on-one or else time would not be enough. I only attended to them by the group.” MT4 said, “I interacted with them by moving around.” MT10 said, “No time to interact with them because of the largeness of the class and time limit of 40 minutes.” MT7 said, “It was not possible because you could not move around the class. More so you could not interact with each student in a class with large number of students one on one in every lesson.” MT8 said, “One-on-one interaction was not possible. No room to move around the class. Some students might come to you after class.” MT6 said, “I asked questions, when they answered they were interacting with me.” MT2 said, “One-on-one interaction was not possible, but we tried to let them see the teacher after class. This did not go for everybody because some students would not come.” MT3 said, “I always ask the students to meet me when they have problems. It is not easy to attend to each student one-on-one because the class is large, and the time is short.” MT9 said, “I talked to the stubborn ones after inviting them to my table in the staffroom.”

The classroom observation revealed that teacher/whole students’ collaboration existed. The teachers did the talking all through. She found time to ask the whole class if they were clear about

the lesson. Teacher/student one on one collaboration was not evident at all during the observation. Teachers were standing between the whiteboard and the front desk. Teachers did not ask the students questions to assess the lesson. Classwork was not given to the students. The teacher dominated the teaching-learning process without any input from the students. There was no means of discovering the gaps in the students learning. Some of the teachers said the contrary during the interview, while most of them confirms this.

### **Comparison.**

#### **Similarities**

In the classroom observation, it was evident that the teacher and whole class interaction occurred once or twice during teaching in the two schools. In the two schools, there were no evidence of one-on-one teacher-student interaction.

From individual semi-structured interview, teachers in both schools were factual to say that interaction was not possible. Or they could not engage in one-on-one teacher students' interaction. While some teachers said they engaged in one-on-one teacher-student interaction. Although they meant they were seeing students in their staff rooms but not one-on-one during the lesson.

The focus group students talked about the importance of one-on-one student-teacher interaction.

#### **Differences**

Those in Orange School A did not say whether they had one-on-one interaction with teachers during teaching-learning. While in Mulberry School B, some students say they had one-on-one interaction with teachers, but it was not possible with students.

In Orange school 9 teachers spoke about how they could not have one-on-one interaction with students while in Mulberry school, 10 teachers spoke on how they had interaction

No student spoke about it in Orange school but in Mulberry school 3 students spoke about it.

### **Sub Theme B: student/student interaction.**

#### **School A**

In the focus group, OS4 said, “When you asked some students, they would not answer you.” OS1 said, “It helps you to learn more as you get more information about the topic under discussion.” OS8 said, “We get more information.” OS7 said, “Oral communication. OS6 said, “It is fun and educative to learn from one another.” OS5 said, “It gives more opinion about what you don’t know before.” OS3 said, “As you interact you learn more.” OS2 said, “We get engaged and share more.” In the classroom observation, Students’ one-on-one interaction was not evident. Students were not given classwork. They were not grouped. Teachers did not have time to answer students’ questions also students won’t answer their mate’s questions.

#### **School B**

MS8 said, “Students hated one another hence, it made it difficult to interact.” MS5 said, “When you asked some students, they would not answer you.” MS9 said, “Interaction with students it was somehow tough and challenging.”

In the classroom observation, Students’ one-on-one interaction was not evident. No teacher gave Students classwork nor grouped them. There was no opportunity for the students to interact except for those who were making noise while the teacher was teaching.



The teachers and students could not confirm that there were one-on-one interactions between students. Teachers did not have time to answer students' questions also students won't answer their mate's questions.

### **Comparison**

#### **Similarities**

The classroom observation showed that there was no one-on-one interaction between the students

In the semi-structured interview and focus group teachers and students could not confirm that there was one-on-one interaction between the students in the two schools.

#### **Differences**

In Orange school, 8 students responded to this though they did not say if they engaged in student-student interaction but spoke on its advantage so to say but while in Mulberry school 3 student spoke about what happened when they tried to interact.

### **Sub Theme C: Theme c. teaching and learning strategies.**

Teachers ought to use teaching and learning strategies to drive home their point. Also to achieve their objectives.

#### **School A**

In the focus group, the students said their teachers used different teaching and learning strategies. OS7 said, "Facial expression method." OS6 Said, "Roleplaying." OS10- "Individual installation." OS4 said, "Teachers sometimes brought out students to display." OS5 Said, "Demonstration strategy."

During the semi-structured interview, the teachers said they used a series of strategies.

OT7 said “Discussion method, participatory method, and questioning method.” OT5 said, “Discussion method and Think pair share method.” OT6 said, “Discussion method. Participatory method. More of student-centred. Questioning.” OT8 said, “At times demonstration, they acted drama on the passage, I demonstrated to them for better understanding.” OT3 said, “Communicate in the language they would understand. Student-centred.” OT1 said, “Discussion method and demonstration method.” OT9 said, “It depends on the topic. Demonstration method, explanatory method, and grouping method.” OT4 said, “Play away method, student-centred method, and demonstration method.” OT2 said, “Bit by bit method, management of material, and interactive classroom.” OT10 said, “Student-centred and grouping.”

The classroom observation depicts that the teachers used the teacher-centred method. The only thing the students did in the class was to listen to the teacher. A teacher-dominated class is not the best for students learning.

### **School B**

Teaching and learning strategies. Teachers ought to use teaching and learning strategies to drive home their point. Also to achieve their objectives.

In the focus group, the students said their teachers used different teaching and learning strategies. MS1 said, “They use simple and complex language for us to understand.” MS9 said, “They used assignment, project, and other methods.” MS5 said, “Assignment.” MS2 said, “We do inter-quiz competitions to be alert.” MS3 said “they use the picture of what they are teaching us to make us understand.” MS6 said, “They broke the words down for us to know it well.” MS7 said, “They made it fun and simple for us to understand.”

In the semi-structured interview, the teachers talked about the strategies they used. Though they were not completely the same as what the students mentioned. MT1 said, “Discussion, Demonstration, peer group.” MT10 said, “Interaction, discussion, demonstration, and collaboration.” MT8 said, “Group method and discovery.” MT3 said, “It depends on the topic. Demonstration, explanatory, and grouping.” MT7 said, “Chunk and chew, discussion method, and think pair and share.” MT5 said, “Group method and Chunk and chew.” MT6 said, “Discussion method. I made students involved in teaching and learning.” MT4 said, “Play away method, student-teacher interaction method, and demonstration method.” MT9 said, “Student-centred method and grouping method.”

The classroom observation depicted that the teachers used the teacher-centred method. A teacher-dominated class is not the best for students learning.

### **Comparison.**

#### **Similarities**

In the classroom observation, teachers in the two schools, were in control of the teaching learning. They used teacher-centred teaching strategy.

The students in the focus group from the two schools said teachers used different strategies to teach them

In the semi-structured interview, the teachers said that they used different strategies to teach the students.

The strategies mentioned by the students were different from the ones mentioned by the students.

#### **Differences**

In Orange school, 5 students and 10 teachers spoke on the types of teaching strategies the teachers used while in Mulberry school, 7 students and 9 teachers said what teaching strategies they teachers used.

### **Sub Theme D. quizzing the students.**

Questioning is a teaching-learning strategy that encourages one-on-one interaction between teachers and students. How well do teachers use questioning and allow students to ask questions to encourage interaction?

#### **School A**

In the focused group, the students said, OS7 said, “Teachers were not able to answer students’ questions.” OS5 said, “I asked questions once in a while.” OS10 said, “I rarely asked question.” OS1 said. “Rarely” OS8 said, “When, you asked the teacher at times they answered.” OS4 said, “When you asked some students, they would not answer you.” OS2 said, ““when you asked teachers questions, they often don't have time to answer.”

In the individual semi-structured interview OT5 said, “I asked them to solve sums.” OT7 said, “Questions that helped them to express themselves, show, and explain.” OT8 said, “Questions that made students reason and think before they answer.” OT3 said, “I work around my learning goals, which could have yes or no answers, or that they should define. I answer the student’s questions.” OT1 said, “I used both yes or no and the question that makes students think and explain.” OT9 said, “I give them take home. Questions that will help them to express themselves.” OT4 said, “I gave them questions that made students think deep.” OT1 said, “It depends on the topic, some questions could have yes or no, or true or false answers.” OT10 said, “I do mix it. Sometimes I used the ones that made them think, sometimes I used yes or no.”

During the classroom observation, there was no use of questioning, except, “Do you understand?” to which students chorused “Yes.” Students did not ask questions, neither from the teacher nor from other students. Yet in the interview, OT5 said, “I ask them to solve sums.”

### **School B**

Questioning is a teaching-learning strategy that encourages one-on-one interaction between teachers and students. How well do teachers use questioning and allow students to ask questions to encourage interaction?

The focus group participants shared this. MS2 said, “Whenever I asked questions from teachers, they answer. They also cited examples to make me understand. Also, whenever I asked questions from students, they were always there for me when I need them most.” MS5 said, “Teacher always responded when I ask questions.” MS4 said, “I only ask questions from students when I don’t understand what the teacher said, and they always answer me. When I asked teachers too, they answered.” MS7 said, “I asked questions from students because it was always interactive and fun. Also, I asked from teachers, and it was educative.” MS6 said, “I rarely asked students because I have my teachers to explain better for me.”

In individual semi-structured, MT1 said, “Yes or no, fill in the gap, demonstration.” MT10 said, “Question that helps them express themselves. This allowed me to know if they were following my teaching.” MT7 said, “The question I asked depends on my objectives. At times convergent, at times, yes or no.” MT8 said, “Recalling questions.” MT5 said, “I use questions that they would not give chorus answer.” MT6 said, “Questions that will allow them to think deep.” MT2 said, “Teaching method determined what question I used.” MT3 said, “I gave them take home. Questions

that will help them to express themselves.” MT4 said, “I used questions that made students think deep.” MT9 said, “I mixed it. I used yes or no, and I also used the ones that made them think.”

During the classroom observation, there was no use of questioning, except, “Do you understand?” Students chorused “Yes.” Students do not ask questions, neither from the teacher nor from other students.

## **Comparison**

### **Similarities**

The classroom observation showed that in the two schools, the teachers did not use questions in their classroom.

In semi-structured interview, the teachers of the two school mentioned the types of questions they used in classrooms during teaching learning.

In the focused group, students of the two schools said that teachers do answer their questions at times.

### **Differences**

IN Orange school, 9 teachers spoke about the types of questions they used, and 7 students spoke about how they rarely asked questions while in Mulberry, 10 teachers spoke of the types of question they used, and 5 students spoke on who they asked questions from and why.

From the cross-case analysis, we can see that there were more similarities between the perspectives and experiences of both teachers and students at Orange School and Mulberry school, than the differences. Even, within case there was little difference between perspectives and experiences of teachers and that of students of the two schools. The classroom observation from the two schools were almost the same. The only difference was that the numbers of students in the

Orange school were more than the ones in Mulberry school. That is, the Orange school classrooms were more populated than Mulberry classrooms. This triangulation has been able to confirm the Validity and reliability of the study.

#### **4.4: Evaluation of findings.**

**4.4.1: Research question 1.** What are the perspectives of teachers and students on learning in overcrowded classrooms? How do teachers and students see overcrowded classroom? What makes an overcrowded classroom? Do teachers and students see overcrowded classroom in the same way? How do they perceived teaching and learning n overcrowded classroom?

**Theme 1. Population is larger than the original population and causes hindrances to learning.**

In School A, 6 teachers (OT4, OT5, OT7, OT6, OT8, and OT3) said a class of 50 and above is an overpopulated class. 1 teacher, OT1 is of the opinion that when the class is 70 and above it is an overpopulated class. But in School B, 3 teachers (MT1, MT7, and MT8) said a classroom of 40 students is an overcrowded class. 1 teacher, MT5, said a classroom of 45 students is normal but more than 50 is an overcrowded class. 1 teacher MT2 said a class of more than 25 students is an overcrowded class. In Orange and Mulberry school, A and B students believe that an overcrowded classroom is a large class. It is stuffy, without space, and more than a teacher can handle. Also more than the classroom capacity intended.

The classroom observations in both schools confirmed the presence of overcrowded classrooms. There were many students in each class observed. The least populated class in Mulberry school B was 52 students. This found support in Olaleye (2017) Majority of government-owned

schools are so overcrowded. Hence, they encountered ecological and classroom challenges. 3 students sat on benches meant for 2 students. This is because the number of students was more than the available furniture. Siddiqui (2018) affirmed that overcrowded impedes the progress of teaching and learning. This is because at times classrooms have more than 50 students as against 35. From these responses, it is obvious that the two schools have overcrowded classrooms. This is because none of the classes are fewer than 50. Mahlo (2015) posited that a class is overcrowded when students are allocated to a class, and they are above the original stipulated figure. OT5 in Orange school A does not see a classroom of 50 students as overcrowded. "I did not see my class as overcrowded if they are more than 50 students." OT5 did not see a class of 50 students as overcrowded like other teacher. This is because people perceive things differently.

#### **4.4.1. Theme 2. They perceived that learning and teaching in overcrowded classroom is challenging.**

##### **Sub Theme A: Distraction that hinders concentration**

The respondents from the two schools said they perceived there was distractions that hinder concentration. This is due to the largeness of the class, 90 students in MS2's class. The unserious students distract the serious ones making the serious ones lose concentration. The two schools supported the fact that there is a distraction that leads to a lack of concentration. 4 students and 4 teachers in School A mentioned that there is distraction and lack of concentration. Also 5 students and 8 teachers mentioned it in School B. The observation in the two schools confirms that there were distraction and lack of concentration. May, (2017) said that overcrowded classes hinder students from paying attention to lectures. Students who are sharing the same sit find it challenging to pay attention to lectures. This brings about low learning and low test/exam marks. If one of the



three students on a seat is cantankerous, it will be difficult for the remaining two to concentrate. This will make it so difficult for them to learn. The teachers confirmed the students lack concentration because unserious students distracted the serious ones. They perceived that proper learning cannot take place in overcrowded classroom.

### **Sub Theme B: Noise**

The students and teachers of the two schools confirmed that the classrooms were noisy. The classroom observation also confirmed that the classroom is noisy. Confirming this, Sumera & Mushtaq (2017), identify much noise, gossip among students, and attention not given to teachers. The teacher's voice was not even heard as it got drowned by class noise. The students are mischievous. Gossiping and noise making during teaching learning can make the teacher's voice drowned. This is to the extent that the serious students will not hear the teacher. Obiakor and Oguejioffor, (2020) in their work, on the impact of class size on academic performance, find that overcrowded class is always noisy. Their respondent confirmed their assertion. Teaching and learning in overcrowded classroom was challenging because it was noisy. Due to over crowdedness of classrooms, teachers could not see students at a glance. Hence, it was easy for them to make noise to distract the class.

### **Sub Theme C: Students' questions were not attended to.**

Orange School A student said teachers did not have time to answer questions. Mulberry School B students say when they asked questions teachers answered. Teachers did not say if they asked or answer students' questions. The classroom observation did not show that students asked questions or that teachers answered them. Overcrowded classroom does not give room for teachers to ask questions from students. It also does not give room for students to ask questions from the

teachers. Also, when the students asked question from teachers, they did not have time to answer them. Hence it showed that no ongoing assessment took place during teaching learning. Ongoing assessment would have encouraged collaboration between teachers and students. Also between student and student.

**Sub Theme D: It is not easy to teach in an overcrowded classroom.**

The teachers of the two Schools Orange and Mulberry and students at Mulberry school B confirmed that it is not easy to teach and learn in an overcrowded classroom. The classroom observation also confirmed it in the two schools. But the students at Orange School A did not say anything about that. It was not easy to teach in an overcrowded class. OT4 said, “Putting all your effort in the teaching and nothing to show for it from the student’s performance.” Kanayochukwu et al., (2020), posited that the overpopulation of learners in educational facilities spurred a poor standard of education in many respects across states, and the country at large. When students are many in the classroom, the standard of education will be low. Also, Oni and Oluwo (2017), submitted that, class size is a crucial factor when it comes to students’ academic performance. Researchers and academic scholars have the same opinion that increase in the size of classrooms, always led to decrease in the academic performance of students. Class size will have negative impact on students’ performance if it was on the high side. Teachers would not have enough energy to shout for student to hear. Also, they would not be able to carry all the students along during teaching learning. Rahman, et al., (2019) discovered from their classroom observation that in many situations, because the class size was large teachers could not teach the students. They could not impart knowledge that was adequate for the students. There was no proper learning also for the students. When teachers could not teach well and students could not learn, it would defeat the

purpose of coming to school either as teacher or as a learner. In this situation, teacher would talk and talk and leave the class without the students playing any role.

#### **4.4.1. Theme 3. Managing the classroom.**

##### **Sub Theme A: Managing the Classroom**

A teacher ought to be able to manage his or her classroom well for effective teaching and learning process. How well could teacher do that, in an overcrowded classroom? Both the teachers and students of the two schools agreed that it was not easy to manage overcrowded classrooms. The classroom observation of the two schools especially Mulberry school B, that effective control of the classrooms is such a difficult task. The teachers and the students confirmed this. UNESCO Institute for Statistics, (2018), also submitted that, across the globe, teachers were said to have challenge controlling classes that were overcrowded. It was not easy for the teachers to control the classroom and meet up with achieving the lesson objectives. Teachers were busy shouting keep quiet during the observation, yet the noise persisted in most of the classes. Some students were disturbing the class. Students were going out and one or two were coming into the classroom to collect things without taking permission from the teachers. Students were kneeling, and some teachers were holding the cane. Meadow, (2023) said, managing overcrowded classroom is even a tough task for effective teachers. The time they spend in controlling the classroom is greater than the time they spend in delivering their lessons. The students in overcrowded classroom were restless themselves and noisy. So, it made controlling the classroom such a challenging task for the teachers. OT5 said “As a teacher who knows what you are doing, you can control your class.” Yet, during the classroom observation, she did not have a grip of her classroom. She was busy shouting ‘keep quiet.’ The more she shouted keep quiet, the more the students kept making noise. Some of the teachers must result

to corporal punishments. They asked some students to kneel. The teachers did not find the overcrowded classroom easy to manage. The students also did not find it easy to stay calm in an overcrowded classroom, lacking in space, so stuffy and noisy.

### **Sub theme B: Government to build more schools**

The students at Mulberry School B spoke about the need for Government to build more schools. With this, fewer students will be in each classroom. It will make managing classrooms easy for teachers. They think that with more schools, there will be fewer students in classrooms. Hence, teachers will only have fewer students to cope with per classroom. This will make teaching and learning easy and enjoyable for both teachers and students. This found support in Community and Environmental Defense Services (2019) that submitted that, to guard against overcrowded classroom, there should be expansion of school. There should also be construction of new school, this should go hand in hand with enrolment increase. Government should make a point of duty to keep constructing more schools as enrolment increases.

### **Sub theme C: Resources.**

Resources is so crucial to teaching and learning. It is part of what students are also expected to interact with. Unfortunately, only few of the respondent mentioned it as one of the issues they face teaching in overcrowded classroom. Only one teacher in Orange school A said they had to manage resources. Nsinalo, (2015) reported that another Tutor said “We don’t have the teaching and learning resources. The classes are large. We can’t apply different methods...for instance, jigsaw. Also, the classroom environment is not helpful.” Coming to classroom to teach without resources in a large class, could be frustrating. Also, an overcrowded classroom did not encourage the use of varieties of learning methods. During the observation, one of the language teachers came

to class without any resources. Another one came with poem booklet and a few students have the poem booklet. If there were resources for the student to interact with, the noise would be minimal. They would be able to sustain concentration. It would also have allowed the students to be able to contribute to their learning. Maffea, (2020) submitted that, the wicked challenge presently is the dearth of resources in classroom. The challenge not only affects the students but also the teachers, which also have effect on parents and children. This lack of resources in classroom can cause severe suffering on teachers and students. It can also cause students not to learn at their full potential because of not having appropriate resources.

#### **Sub theme D: Corporal punishment.**

Government of Nigeria and international community has frowned at corporal punishment in school. Yet some teachers still resorted to it because of the situation they have found themselves. According to the students of the two schools, teachers resorted to corporal punishment when they cannot control the class. The classroom observation also confirmed it. The government policy was against the use of corporal punishment in schools. The teachers get frustrated in the face of failure to control the classroom. Hence, they resulted to corporal punishments. Unicef (2015), affirmed that, Corporal punishment violates fundamental rights to dignity and body integrity. It is impacting upon children's engagement with schooling and capacity to learn. It can have long-lasting implications for their life chances. The use of corporal punishment on students could make them lose interest in schooling. It is also child abuse to give them corporal punishment.

**4.4. 2: Research Question 2.** How do teachers and students describe their experiences of learning in overcrowded classrooms? Theme 4 & 5 answered this question.

**Theme 4. The negative side of overcrowded classrooms.** The experiences and challenges of the teachers and students about teaching and learning in overcrowded classrooms showed that there were many negative sides to overcrowded classrooms.

**Sub theme A: Difficulty in assessing students**

Student assessment is an important aspect of teaching learning process. With assessment teachers could know if they achieved their lesson objectives and whether it had a positive outcome. In Orange school A, three teachers and two students said teachers were not able to assess the students. Whereas, in Mulberry school B, only one teacher said there was no assessment. In the two schools, the classroom observation showed that there was no classwork given to the students. Also, no oral questions to assess the students in the two schools. The ideal thing was to assess students during teaching learning process. But the reverse was the case in the two schools under study. During the classroom observation, there was no evidence of ongoing assessment in lessons observed. Giving of oral assessment in an overcrowded classroom would make the noise worse. Marking of written tests was also a challenge as teachers complained of too many scripts to mark. OT8 said, “Imagine, I am the only CRS teacher in my school, definitely, assessing or marking the students work is not easy.” This was a big challenge. CRS was a course offered by majority of the students. Being an only teacher teaching it in a populated school was not easy. “Teachers were having too many test scripts to mark, homework and examination scripts to mark.”(Abbas et al, 2022. p.260). It was not a pleasant experience to mark many test, assignment and exam scripts. It was also not a good experience for students not to have been well assessed.

**Sub theme B: Frustrating and stressful**

When teachers and students experience or perceived stress and frustration, it would affect them. Teachers would not be effective and efficient in their teaching. Students would not be able to learn well. In the two schools, teachers confirmed that it was frustrating and stressful to teach and learn in overcrowded classrooms. The classroom observation also showed that teachers were facing stress. They were also frustrated teaching in overcrowded classrooms. The focused group students of Mulberry School B confirmed that it was stressful to learn in overcrowded classrooms. The Orange School A students said it is frustrating to learn in overcrowded classroom because of discomfort, noise and not able to hear teacher. Teachers and students of the two schools perceived that teaching and learning in overcrowded classroom is frustrating and stressful. Meador, (2023), corroborated this, “Increase in Teachers' stress often leading to teacher burnout. More students translate to more stress. Many excellent teachers were opting to leave the profession. Because it was not worth the stresses they deal with daily.” Teachers left teaching jobs because of burnout because of stress. The observation showed that both teachers and students experience stress and frustration. They could not get the best out of the teaching and learning. Olaseni and Lawal, (2020) declared that it can be infuriating, devastating, and nerve-racking to teach and learn in an overcrowded classroom. An overcrowded classroom causes trials that may almost be difficult to subdue. Even the best smart teachers are not left out. The trials hinder the teachers' smartness. It causes teachers not to be so fruitful in giving the instructions they already prepared for the learners. Teaching in an overcrowded classroom was not an easy task considering all the difficulties the teachers experienced. It was not easy for students to learn in overcrowded classroom. All the difficulties they experienced, caused stress and frustration which was not good for their health.

### **Sub theme C: Teachers' and students' wellbeing**

Well-being of both teachers and students are to be good for them to be able to discharge their duties and learn with good learning outcome. In the semi-structured interview, the teachers at both schools perceived that teaching in overcrowded classroom had negative effect on their well-being. Though, MT3 in school B said she enjoyed teaching in overcrowded classroom. In Focused group of the two schools, the students said learning in overcrowded classroom was not good for them as it affected their health. Worse still, they said, it could make them to contract communicable diseases. In the classroom observation of the two schools, it was clear that the well-being of these two important stakeholders in the classroom, was not considered. Three students were sitting on a seat meant for 2 students. No air-conditioning and no fan. Some of the student's bags sat on the window where breeze was to be coming in. Students sweat and used paper to fan themselves. OT6 said, "It has a negative effect. You must talk at the top of your voice. It has a negative effect on our health. You must shout and have a headache because you must shout for students to hear you. It sapped energy. It was stressful. When it was hot, the students would be sweating so much. Not that alone, students could contract communicable disease. Health wise, it was not hygienic, it was not good for teachers' health and the health of the students." Osai et al., (2021) said, "The school atmosphere may have a beneficial effect on the well-being of the learning community. It can also be a huge obstacle to learning." (P. 78). Atmosphere of a classroom not overcrowded, will have beneficial impact on the well-being of the learners' community. But the atmosphere of an overcrowded school will have negative effect on the well-being of teachers and students and on learning.



### **Sub theme D: Inappropriate behaviour**

The teachers and students of the two schools perceived that student in overcrowded classroom had bad behaviours. Because teachers could not see the whole classroom at a glance, it was easy for students to display off task attitude. The classroom observation of the two schools confirmed that students have bad behaviours. The teachers and students of the two schools also confirmed that the students had inappropriate behaviours. OT3 said, “It has an effect on the learning of the students and their character. OT1 said, “Students would not submit assignments, some would fight, some would be sleeping, while some would be writing notes for other subjects.” Oguejiofor & Obiakor, (2020), contend that an overcrowded classroom decreases class control. It allowed room for distraction and gave room for students to display a disruptive attitude. In an overcrowded classroom there could not be proper class control. Students were prone to showing bad character. It was not surprising that students displayed bad attitude in an overcrowded classroom. Teachers did not have a way of seeing every student in a glance, hence, students could do what they like and go away with it.

### **Sub theme E: Individual differences**

The teachers and students of the two schools perceived that, individual differences of students were not considered during teaching and learning. The semi-structured interview of the two schools, confirmed this. The teachers did not have time to consider the individual difference in the way students learn. Hence, the teachers did not consider the learning disabilities of all students. MT5 said, “One could not identify the slow learner from the fast learner.” The classroom observation as well as focused group students confirmed this too. OS10 said, “Teachers were not able to attend to individual differences in the classroom.” Hussein, (2019), in overcrowded classrooms, teachers were not able to give an equal amount of time to each student. They might not

realize that students were struggling. This was because of over crowdedness of the class. Even if they realized it, there might be no time to attend to the struggling students. The teachers could not carry every of the students along during teaching learning process. This became worse because, students were not subjected to ongoing assessment during the lessons. Hence there was no way teachers could discover the gaps in the students learning. Teacher could only know of students' learning disability by detecting the gaps in the students learning. That was when teacher would be able to help them.

### **Sub theme F: Disability not considered**

The issue of disability only came up in Orange school A. One of the participants was a woman with disability. An overcrowded classroom did not consider inclusive education. The participant was a teacher. She complained so much about how the over crowdedness of the class made it difficult to teach. "As a teacher with a disability, the classroom was not accessible for me. Moving around the class was difficult because of the rowdiness of the class." Allodi (2010) submitted that we should guard against crowdedness for the sake of the special needs students in universal schools. So that the school environment and the classroom environment can be conducive for both able-bodied students and special needs students. The ideal thing is to make the classroom conducive for everyone.

### **Sub theme G: Lesson objectives difficult to achieve.**

The lesson goals were what the students would take away from the lesson. It is through the ongoing assessment and classwork given that a teachers would know if they achieved lesson objectives. Two teachers from school A, said they had trouble in achieving lesson goals in an overcrowded classroom. OT1 said, "You have to put a lot of effort to get your lesson goal achieved

because of the rowdy nature of the class.” OT10 said, “It has negative effect on our lesson delivery because calming the class down for the lesson takes time.” Sarah (2020) who said, 50.5% of her participants responded that to meet up with the syllabus in overcrowded classroom was difficult. Overcrowded classroom has so many challenges that made achieving lesson objectives difficult. Whereas inability to achieve lesson objectives have adverse effect on students’ learning.

### **Theme 5. Conduciveness of the classroom.**

A class must be conducive for teaching and learning to be effective. All the participants from the two schools confirmed that one of the challenges in overcrowded classroom was unconduciveness. The teachers of the two schools confirmed that the classrooms were not favourable for teaching and learning. MT8 said, “It was not conducive. Teaching may take place, but learning may not take place because the readiness of students matters. In overcrowded classes, students are not ready.” Also, OT8 said, “It was not conducive for teaching and learning at all.” Suleiman (2017) asserted that an unwelcoming classroom may incapacitate students and make them not have an interest in learning. An overcrowded classroom was always dirty and stuffy. Hence, it would make students not to show interested in learning. MT9 from school B was an exception. He said the classroom was conducive for learning because he knew how to handle the students. Meanwhile, he had earlier made a contrary statement. “Overcrowded classrooms have negative affects our lesson delivery and class control was not easy. You had to shout for students to hear you.” It then meant that his claim that the classroom was conducive for teaching was false. Also, if he knew how to handle the classroom as he has said, he would not have had problem with lesson delivery and class control. The students could not find a classroom with the floor broken, where no fan was working, conducive. More so when students were not comfortable on their seat.

The classroom observation of the two schools confirmed that the classrooms were not conducive for students. They were not comfortable on their seats. Three students were sitting on benches meant for two students. Some of the classrooms have broken benches and lockers. Students were using papers to fan themselves. The focus group of Mulberry School B confirmed the classrooms were not conducive for the student to learn. MS4 said, “Our classroom was very rough, tight, and dirty.” MS9 said, “The class was rough, tight and so noisy.” MT1 said, “The class was not conducive, there was no ventilation” Classrooms that were not tidy but tight and without ventilation could never be conducive for learning. Also, in Orange School A OS7 said, “Students fight always” OS6 said, “Students can’t be comfortable on their seat.” OS1 said, “The dirty classroom always.” OS2 said, “Stiffness.” It must have been a harrowing experience for teachers and students to teach and learn in such classrooms.

### **Sub theme A: Heat**

Heat was one of the challenges teachers and students experienced in overcrowded classroom. The classroom observation of the two schools showed that there was heat in the classroom. The heat was more in the afternoon because there were no fans in some classes, where there were fans, they were not working. In Mulberry school B, some students put their bags on the window thereby blocking access to the natural breeze. Some students were fanning themselves with books. Some came with hand fans from home. The focused group students confirmed that the classes were stuffy, and students could suffocate. MS7 said, “It would lead to suffocation.” MS2 said, “Lack of ventilation.” The individual semi-structured interview teachers from the two schools confirmed that the students sweat a lot. The heat made the students had odours. OT6 said, “It put pressure on the teacher and even on the students especially when the weather was hot in the

afternoons. The students would be sweating a lot.” OT3 said, “After the break was worse, students did not want to listen because of the heat and odour.” MT10 said, “No ventilation. The class was also hot in the afternoon making students restless.” Teachers would find it difficult to discharge their duty in a stuffy classroom with different kind of odour. Contact to undue heat has varied effect such as physiological effects on the people, it could intensify current health issues. It could also cause sudden death and incapacity. Also, it could bring about loss of capability to work and work efficiency (WHO, 2018). Learning and working in a hot classroom could worsen the health condition of the teachers and students. It could also made teacher lose interest in their work or become less efficient.

### **Sub theme B: Discomfort**

Another challenge the participants face in overcrowded classroom is discomfort. The classroom observation of the two schools showed that there was discomfort in overcrowded classrooms. The focus group confirmed it too. MS9 said, “It has been very tough and challenging because of noise making.” MS4 said, “Shortage of furniture.” OS6 said, “Students cannot be comfortable on their seat.” Barrett et al., (2019) submitted that “Often, when spaces permit, the flexible arrangement of furniture and equipment within spaces can also help students to achieve collaboration, teamwork, and other interpersonal skills (p.8).” Shortage of space made the classroom not comfortable for students and teachers and would not be able to interact. The earlier, government rose up to tackle the challenges of space in classroom the better. Individual semi-structured teachers in Orange school A and Mulberry school confirmed that they feel discomfort in their classroom. From Orange school A, OT3 said, “The students sat in three or four on a seat meant for two students.” Also, OT2 said, “Environment was not conducive.” He repeated it again that “It

was not conducive for both teachers and students.” Siperto, (2017) opined that, overpopulated classrooms is growing difficulties that hinder positive teaching and learning procedures. Siperto found it difficult to access the classroom he used for his study because the students were not just many, but the classroom was small. Overcrowdedness was a challenge hindering successful teaching and learning in schools. It made both teachers and students uncomfortable as they teach and learn.

### **Sub theme C: Seat arrangements.**

The arrangement of the seats was also a big challenge they experienced. The teachers and students encountered it while teaching and learning. The classroom observation showed that the seat arrangements was in a way that would not allow for varying sitting arrangement. The seats’ arrangement was in traditional way. Varying methods of grouping and method of teaching was not possible because of the seat’s arrangement. In the two schools, in the semi-structured interview, the teachers confirmed that the seat arrangement did not allow for movement into the middle of the classrooms for interaction. MT10 said, “The seating arrangement was not good. The seats are bad, yet three students are sitting on a seat for two students.” Also, MT1 said “Teachers could not go to the midst of the class because of the seat arrangement.” OT2 said, “The seating arrangement was not good for learning.” Rahman, et al. (2019) physical classroom arrangement takes an essential part in the teaching-learning process. It affects the performance of the teachers and the students. A well-set classroom would create an effect that would impact the psyche the teacher and students alike. This would make them feel at home to impart knowledge and to also learn. The arrangement of the seats should be in such a way that it would have positive emotional impact for the teachers as well as the students. This would make teaching and learning interesting and enjoyable. The focus

group students did not say anything about the seat arrangement. The seat arrangement in traditional way in a classroom has a way of affecting interaction in a negative way. It would be worse in an overcrowded classroom without space. Especially when they used benches and lockers.

#### **Sub theme D: No free movement.**

There was no free movement in the classroom as there was no space for both teachers and students to move around in the class. This was another challenge the teacher and students faced, “The seating arrangement is not good for learning.” Rahman, et al. (2019) physical classroom arrangement takes an essential part in the teaching-learning process. The physical arrangement of the classrooms made ease of movement difficult for both teachers and students. The classroom observation in the two schools showed that there was no free movement in the classroom because of the arrangement of the seats. Teachers could not move into the midst of the classroom. They were only able to stand in the front of the classes as they taught the students. This impeded them from being able to go round to see what the students were doing. Hence a lot of students were on their own doing what they liked and disturbing the lesson. In the semi-structured interview, teachers from the two schools confirmed that they had no free movement during teaching and that they could not move around the class. MT4 said, “No means of moving around the class because the class is not spacious.” MT9 said, “Inability of the teacher to move around to interact with the students.” OT6 said, “A teacher cannot move among the students because the space was small for such a very large class.” OT3 said, “As a woman with a disability, it was difficult for me to move around because of the rowdiness of the class.” This was not a surprise as it was an overcrowded classroom. Ease of movement was a great challenge in overcrowded classroom, it was such a bad experience to both teachers and students.

**4.4. 3. Research Question 3.** How do teachers and students interact in overcrowded classrooms?

### **Theme 6. Collaboration**

#### **Sub theme A: Teacher/student collaboration.**

Teacher-student one on one interaction was very important and has a great role to play in how students got involved in their learning. Through the teacher-student interaction, teachers could discover gaps in student learning. Also, it allowed students to take control of their learning. Ayu (2018) posited that gaps always occurred in the work of students in overcrowded classrooms. Teachers could only discover these gaps through teacher-student one-on-one interaction. Since there was no interaction, they were not able to discover the gaps. In the classroom observation, it was evident that the teacher and whole class interaction occurred once or twice during teaching in the two schools. Kumiawan (2015) posited that teacher-learner interaction was when the teacher spoke to the whole class at the same time. Teacher and whole class interaction is the type of interaction that can happen in an overcrowded classroom. One-on-one teacher- student interaction did not take place. None of the teachers gave class work to the students. Teachers did not ask the students questions. The students also did not ask questions from teachers. The teacher was in full control of teaching learning process. Students sat to receive the teaching from teachers. In other words, teaching was teacher-centred throughout the observation. Well, this may be due to the overwhelming number of students to cope with. Akinsolu & Fadokun, (2015) revealed that most of the teachers opined that involving students in practical work in an overcrowded classroom is a great challenge. Overcrowded classroom made practical work like interaction difficult for both teachers and students.



During the individual semi-structured interview, some of the teachers in both schools were factual to say that it was impossible to interact with students one-on-one. OT9 said, “It was not possible to interact with each student one-on-one during a lesson. Only those in the front have that opportunity occasionally.” Some said they could not engage in one-on-one teacher-student interaction because of time constrain. MT1 said, “No time to interact with them because of the largeness of the class and time limit of 40 minutes.” Some teachers said they engaged in one-on-one teacher-student interaction. They meant they were seeing students in their staff rooms but not one-on-one during the lesson. MT5 said she interacted with students “every day.” When asked how she did it, she said, “I asked them to see me in the staffroom. I attended to a student at a time.” In essence, no interaction took place in her classes. As a Mathematics teacher, one would have expected that she would give the students sums to solve. This would have helped her to appraise the lesson, but she did not do that. OT8 said, “I tried to interact with them while in class. I asked a question on the passage read.” “As often as I was able to ask questions to apprise the class to get feedback, but I am not able to do that with every student.”

In the focus group, the students talked about the importance of one-on-one student-teacher interaction. Those in Orange School A did not say whether they had the opportunity to have one-on-one interaction with teachers during lesson. While in Mulberry School B, some students say they had one-on-one interaction with teachers, but it was not possible with students. Joshua said, “With teachers, it was interactive and captivating but with students it was somehow tough and challenging.” The responses of the teachers who said they did not engage in one-on-one interaction with students was not a surprise. Overcrowded classroom did not give room for such. Given the fact that there was no space enough for teachers to move round the class, the arrangements of seat done

in a traditional way, the time constrain, the fact that question were not asked and classwork were not given.

### **Sub theme B: Student/student interaction.**

This is a way of constructing knowledge. Does overcrowded classroom allow for student-student interaction? The classroom observation showed that there was no one-on-one interaction between the students. They were not given classwork or group work. As a matter of fact, there was no way they could group them for lack of space and the nature of furniture they have. Mutisya complained that classes built for 45 students, are now used by between 80-90 students. This was more than the prescription of the Ministry of Education. The result was that, during teaching-learning, it hinders teacher-student and student-student engagement. This has detrimental effects on their academic success because teachers could not discover their learning disabilities (Mutisya, 2020). Overpopulation is a big challenge for any form of interaction. It has negative effect on students' performance. In the semi-structured interview teachers could not confirm that there was one-on-one interaction between the students in the two schools. Also focus group students could not confirm that there was one-on-one interaction between the students in the two schools. They both talked about the benefits they could get while they interact one-on-one. It showed that they did not engage in interaction. Otherwise, they would have been able to say how they have been interacting.

### **Sub theme C: Teaching and learning strategies.**

Use of various teaching and learning strategies would help teachers and students to interact one-on-one. It also helped student-student" interaction. It will all also aid and make learning enjoyable. In the classroom observation, teachers in the two schools, were in control of the teaching

learning. They used teacher-centred teaching strategy whereas it should be students-centred. Teachers were to provide support and guardian as students took ownership of their learning. Jimenez, (2020) posited that when the class is large teacher may resolve to use strategies that make the student more passive in the teaching-learning process. The only thing the students did in the class was to listen to the teacher. An overcrowded classroom encouraged teacher-centred teaching. The focused group students from the two schools said teachers used different strategies to teach them. MS1 said, “They used simple and complex language for us to understand.” Also, OS6 said, “Teachers sometimes brought out students to act.” In the semi-structured interview, the teachers said they used different strategies to teach the students. MT10 said, “Interaction, discussion, demonstration, and collaboration.” MT7 said, “Chunk and chew, discussion method, and think pair and share.” Also OT9 said, “It depends on the topic. Demonstration, explanatory, and grouping.” An overcrowded classroom did not allow for the use of varied teaching learning strategies. Teachers wanted to get to class teach and leave because of the situation of the classroom that was not conducive.

#### **Sub theme D: Quizzing the students**

This is also a strategy to make students think deep. Also to be able to express themselves depending on the type of questions used. This found support in Shanumgavelu et al., (2020) Questioning is one of the methods of motivating the mental activity of the students. Questioning is significant as it inspires learning, improves the latent ideas of students to reason, build pure concepts, bring up thought, and motivation to behave. Importance of questioning cannot be over emphasized in the teaching learning process. Questioning would also aid interaction as the dialogue. The classroom observation showed that in the two schools, the teachers did not use questions. Only

in two classrooms were questioning used. One asked and waited for the student to respond. Others only asked are you clear to which students answered yes ma or yes sir; as the case may be.

In semi-structured interview, the teachers of the two school, mentioned the types of questions they used in classrooms during teaching learning. OT8 said, “Questions that made students reason and think before they answer.” Also, MT5 said, “I used questions that they would not give chorus answer.”

In the focused group, students of the two schools said that teachers did answer their questions at times. MS6 said, “I rarely asked students because I have my teachers to explain better for me.” Also, they said that they asked questions, rarely” (OS7, OS1, OS5). It was funny how the teachers did not quiz the students during the observation. They all claimed they did it but forgot to do it during observation.

This study outcome has shown that teachers and the students have terrible experiences and perception of overcrowded classroom. Also, that Overcrowded classroom made application of socio constructivism theory of learning impossible to practice.

#### **4.5: Summary**

Chapter four was about analysis of gathered data. The researcher evaluated the result according to the answers the participants gave to each research question. Each school of the case studies done separate. School A was Orange Junior School and School B was Mulberry Junior High school. The answers were all evaluated in themes and sub-themes.

Result and finding of School A, the following themes and sub-themes developed

Theme1 Population is larger than the original population and caused hindrances to learning. The students and teachers at school A, who participated in the study, agreed that an overcrowded classroom is the one more than 50 students. Also, that when available space cannot make students comfortable. Also, cannot allow for free movement around the classroom. The classroom observation confirmed that a large class is an overcrowded class. The classrooms observed were all overcrowded.

Theme 2. It is challenging to learn in an overcrowded classroom. All the participants, the students, and the teachers agreed that it was challenging to learn in a classroom that is overcrowded. They noted that in largely populated classroom, there would be A.) Distractions that hinder concentration, making it difficult serious students who want to learn are not be able to learn. This is because they find it difficult to concentrate. B.) Noise is also another issue that makes learning in overcrowded classroom challenging. With the so much noise going on in the overcrowded classroom students found it hard to hear the teachers. Teachers said they had to shout so that the students could hear them. During the classroom observation, the students kept making noise despite the teachers telling them to keep quiet. C.) Students' questions were not attended to due to large number of students in classrooms. Students said teachers do not have time to answer their question. During the observation no students asked question. Teachers did not ask them question either. D.) It was not easy teaching in classrooms that were overcrowded. The teachers said that learning in classroom that were overcrowded could not be 100%. Also, that despite putting your best into teaching the student, their result did not justify the hard work. During observation, teacher was shouting so students can hear them. They could not move round the classroom to see what students were doing.

Theme 3. A.) Managing the classroom. Classroom management was a difficult task in overcrowded classroom according to the teachers. Even the student said class control was not easy for teachers because students are naughty. The students said some teachers did result to corporal punishment to have control of the classroom. B.) Corporal Punishment was not lawful but teachers still resulted to it. Teacher asked some students to kneel down during the classroom observation. Some teachers were also holding cane, though they did not use it. C.) Resources, there were no resources for both teacher and students to use. This made class control difficult. If there were resources for them to interact with, class control would have been easy. Also, noise would have been minimal.

Theme 4. The negative side of overcrowded classrooms. The teachers and students said there were many challenges they experienced during giving and receiving instruction in classroom that were overcrowded. The trials are, A. Difficulty in assessing students. The teachers said that it was not easy to mark the students' scripts. One of the teachers said she was the only teacher teaching her subject in her school. During the classroom observation, the teachers did not give the students classwork do. They also did not give them assignment. B. Frustrating and stressful. Students and the teachers said giving and receiving instruction in overcrowded classrooms is frustrating and energy sapping. Students said they could not understand the teaching. C. Students' and Teachers' wellbeing. Giving and receiving instruction in overcrowded classrooms is harmful to their wellbeing. They have headache. Some felt dizzy, students and even teachers could contract communicable diseases. D Inappropriate behaviour. Students displayed bad behaviour during teaching and learning. They disturbed the class with their negative attitudes and influenced good students to be bad. E. individual differences. Slow learners could not receive help from teachers for

lack of adequate time. They did not have a means of knowing the gaps in students' learning. This was because they were not giving class work to student. They did not question them either. F. Disability not considered. Overcrowded classroom did not consider inclusive education. Disabled teachers and students could not move or sit on the chairs and be comfortable. G. Lesson objectives difficult to achieve. The lesson goals are difficult to achieve in overcrowded classroom. These were from the responses of teachers and students confirmed during classroom observation.

Theme 5. Conduciveness of the classroom. The teachers interviewed said the overcrowded classroom is not favourable for teaching and learning. This is because of; A. Heat, the teacher said overcrowded classroom is hot. It makes students to sweat a lot which causes odour. B. Discomfort, the combination of heat and lack of adequate furniture make the students comfortable. Students said they were not comfortable on their seat. C. Seat arrangements did not allow for grouping of the students. D. No free movement. The traditional arrangement of the seats. Lack of space and the presence of broken furniture made it difficult to move around the classroom. During the observation, these were visible.

Theme 6. Collaboration. Students learnt better with collaboration but in overcrowded classroom, it may not be possible. A. The teachers/student's interaction was not possible according to some teachers. Those who said they interact with their students meant they asked them to come to staffroom to see them. B. student/student interaction. The students said that when you ask some students question they will not answer. C. teaching and learning strategies. The teachers mentioned different types of strategies they used. Students too stated the kind of approaches used by their teachers. D. quizzing the students. Teachers also mentioned the types of question they used. During the classroom observation, there was no interaction of any sort. There were no strategies used except

that their teaching was teacher centred. They did not ask the students question neither did the students ask questions,

#### Result and finding School B

Theme1 Population is larger than the original population and causes hindrances to learning. Most teachers and students believed that a class above 40 is large.

Theme 2. It was challenging to learn in an overcrowded classroom. Teachers and students believed that; A. Distraction, B. Noise, C. Students' questions were not attended to. D. It was not easy to teach in classrooms that are overcrowded, are some challenges facing learning in overcrowded classrooms.

Theme 3. Managing the classroom. Teachers and students said it was not easy to manage overcrowded classroom. Hence, B. Government need to build more Schools so there would be few students in classrooms for teachers to handle. C. Resources. There is no resource for teachers and students. D. corporal punishment. Teachers result to corporal punishments when they cannot control the classrooms.

Theme 4. The negative side of overcrowded classrooms. A lot of challenges the students and teachers faced while giving and receiving instructions in overcrowded classrooms are; A. Difficulty in assessing students. Teachers were not able to assess the students because they were too many. B. Frustrating and stressful. Both teachers and students said it was stressful and frustrating to learn and teach in overcrowded classroom. C. Students' and Teachers' wellbeing. The students and teachers and said overcrowded classroom had negative effect on their well-being. D. inappropriate behaviour. The teachers and students said the students exhibited bad attitudes. E individual differences. The participants said the teachers were not able to pay attention to individual



students to meet their learning needs. F. Disability not considered. None of the participants said anything about this. G. Lesson goals difficult to achieve. The teachers said overcrowded classroom affected their lesson delivery.

Theme 5. Conduciveness of the classrooms. Both students and teachers said overcrowded classrooms were not conducive for learning. It was dirty, noisy and rough. A. Heat. There was no ventilation. Students could suffocate there. B. Discomfort. The students said they were not comfortable learning in overcrowded classroom. C. Seat arrangements. This did not allow teachers to move around the classroom also 3 students sat where two should sit. D. No free movement. There was no free movement, this made it difficult for teachers to see all students at a glance,

Theme 6. Collaboration. A. Teacher/student collaboration. Teachers said they interacted often with students. B. student/student interaction. There was no opportunity for students to interact. C. teaching and learning strategies. Teachers mentioned the various strategies they used. Students also mentioned the strategies their teachers use. But during the classroom observation there was no evidence of using any strategy. D. quizzing the students. Teacher said they asked question based on the topic they taught. During classroom observation. There was no sort of interaction. Teachers did not ask questions from students. Students did not ask question from the teachers. The only strategy visible was teacher- centred teaching.

#### Comparison between school A and school B

There were slight variances in answers of respondents from both schools. But in school A, they raised the issue of disabled not considered. While it was not raised in school B. Also, in school B student said Government should build more schools so that there will be fewer students in

classrooms. In school A, the teacher mentioned that lesson goals were difficult to achieve but in school B, they did not say anything about it.

#### Evaluation of the findings.

Research question 1. What are the perspectives of teachers and students on learning in overcrowded classrooms? Theme 1. Population is larger than the original population and causes hindrances to learning. Teachers and students believed an overcrowded class is more than 45, some said when it is more than 40. Some said when number is more than teachers can handle. Theme 2. They perceived that learning and teaching in overcrowded classroom was challenging. Challenging because students get distracted. The classrooms were noisy. There was no time enough to answer students' questions during teaching. Students did not have opportunity to ask questions during lessons. It was not easy at all to teach in overcrowded classroom.

Theme 3. Managing the classroom. Teachers and students said it was not easy to manage the overcrowded classroom because the classrooms were noisy, and students exhibited bad behaviour. Students are of the opinion that Government should build more schools so that few students will be in the classrooms. Then the classroom would be manageable for teachers. Corporal punishment. Teachers resulted to corporal punishment when they cannot control the classroom.

Research Question 2. How do teachers and students describe their experiences of learning in overcrowded classrooms? The Main theme 4&5 and the sub-themes answered this question. Main Theme 4. The negative side of overcrowded classrooms. The teachers and students said they experience negative sides of overcrowded classroom. Such as the following Sub-theme. Difficulty in assessing students. Frustrating and stressful. Teachers' and students' wellbeing. Inappropriate behaviour. Individual differences. Disability not considered. Lesson objectives difficult to achieve.

Main Theme 5. Conduciveness of the classroom. The teachers said their experience was that the classrooms were not favourable for teaching and learning because of Heat. Discomfort. Seat arrangements and no free movement.

Research Question 3. How do teachers and students interact in overcrowded classrooms?

The following main theme and sub-themes answered this question. Main Theme 6. Collaboration. This has to do with collaboration of teachers and students and students and students. Teacher/student collaboration. This is one-on-one interaction between teacher and student during teaching. It was absent during classroom observation. Though teachers said they interacted with students. Student/student interaction. One-on-one interaction between students. It was absent during the classroom observation. Teaching and learning strategies. Teacher mentioned different form strategies they used. But did not use any during classroom observation. Quizzing the students. This is a way of asking question from students about lesson taught. Teacher said they asked question based on the topic.

## **CHAPTER 5: RECONNECTION WITH LITERATURE, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION**

### **5: RECONNECTION WITH LITERATURE**

#### **5.1 Theme 1. Population is larger than the original population and causes hindrances to learning.**

According to the respondents, a class becomes overcrowded when there are more than between 25 and 70 students. A class is also overcrowded when it is large. A class becomes overcrowded when it is without space and stuffy. When the number is more than teachers can handle and over the capacity earlier intended. The participants have given their perception of what overcrowded means.

Also, the classroom observation depicts that there were large classrooms in the schools. The classes were well over 50 students. Nigeria National Policy on Education, (2004), specified class size of teacher-students ratio for each level of education. Primary school- 1:35. Secondary school- 1:40. Technical-1:20. Special Education-1:10. A class that exceeds these is an overcrowded class. Overcrowded classrooms abounded in the school going by this report. Liman, M., Jibir, J. I., & Hassan, S.A. (2023) Nigerian public secondary schools are populated due to surge in population increase and limitation of economic. Increase population plus reduction of fund resulted in class size soaring.

The finding here agreed with Evarist (2019) who revealed the average teacher-student ratio in Universal Secondary Education schools, as 1:60. In a situation like this, there was no way the teacher could be thorough in the discharge of his lesson. Siddiqui (2018), in his study was a descriptive essay. It tried to highlight the problem of noise in over-crowded classroom and the impact of noise to discipline mismanagement. The sample is 10 subject teachers. The following were some of the findings. 6 out of 10 teachers, 60(%) agreed that noise create a hindrance to delivery of communication between teachers and the students. Also, 5 of the participants, 50(%)

opined that the problem of noise in the classroom contributed to mismanagement of discipline. Again, 5 of the participants (50%) agreed that it was a challenge for an individual teacher gives attention to students who are struggling in their academics due to high noise from student while taking feedback. Siddiqui, affirmed that overcrowded impedes the progress of teaching and learning. This was because at times classrooms have more than 50 students as against 35. The participants said teachers found it difficult to carry all the students along.

One of the teacher participants said 50 students in class did not translate to over crowdedness. The way people perceived situation and issues differ. Hence, how the participants describe what overcrowded classroom is to them differ. The result showed that overcrowded classroom was a huge problem in schools in Kosofe local education district of Lagos state.

**Theme 2. They perceived that learning and teaching in overcrowded classroom is challenging.** The participants perceived that teaching and learning is challenging in overcrowded classroom.

#### **Sub theme A: Distractions and loss of concentration**

The participants consistently perceived overcrowded classrooms as challenging due to the distractions caused by both serious and unserious students. This led to a lack of focus and reduced learning outcomes. May (2017) supports these findings, reporting that overcrowding hinders students' ability to pay attention to lectures, resulting in lower engagement and test scores.

#### **Sub theme B: Noise and Communication Difficulties**

Another major challenge highlighted by the participants was the constant noise in overcrowded classrooms. The participants confirmed that the noise levels were high, and teachers often had to shout to be heard. Sumera & Mushtaq (2017) and Obiakor & Oguejiofor (2020) also

noted noise as a significant issue, with students not giving attention to teachers and their voices getting drowned out. The participants suggested that the use of technology, such as multimedia and projectors or sound systems, could potentially ease these communication difficulties.

### **Sub theme C: Lack of Opportunity for Active Participation**

The participants conveyed dispiritedness with not having opportunity to ask and answer questions in overcrowded classrooms. The large class size prevented both teachers and students from engaging in collaborative learning. Shanmugavelu, (2020) emphasized the significance of probing as means of interaction in giving and receiving instruction. Likewise, it highlights need for teachers to ask questions and respond to student inquiries. Also, Menggo (2021) submitted that questioning in classroom is a means of interaction and classroom participation as well as engagement from students. It also helps teachers to assess students' performance at learning. Hence, questioning is a means of active participation in social constructivism learning, because asking question and giving answer is a way of interacting.

### **Sub theme D: Difficulty of Teaching in Overcrowded Classrooms**

The participants acknowledged that teaching in overcrowded classrooms was not an easy task. They felt that their efforts were not yielding satisfactory results, which confirmed findings of Kanayochukwu et al. (2020) as well as Rahman et al. (2019). The presence of too many students hindered effective teaching, resulting in a lack of proper learning and classroom control.

## **Theme 3. Managing the Classroom**

Managing the Classroom. The participants affirmed that class control was a herculean task in an overcrowded classroom. Due to overcrowding, teachers had difficulty keeping track of all the

students in the classroom. It was difficult to make them keep quiet. Classroom observation provided a vivid picture of the stress teachers experienced while trying to manage the classrooms. Students go out and enter class without permission from the teacher. The class was noisy and not following the teacher's instruction. As much as the teacher shouted keep quiet, the students kept making noise. The cane teachers were holding did not make the students afraid. The teacher asked some students to kneel. Meador, (2023) posited that, managing overcrowded classroom is even a tough task for effective teachers. Controlling the class took greater time than they spend in delivering their lessons. The students in overcrowded are restless themselves and noisy. So, it became challenging to manage the classroom, they even spend too much time on it. It was not easy for the teachers to control the classroom and meet up with achieving the lesson objectives. This result agrees with the existing research work which already showed teachers facing big problem while trying to control their classes. West & Meier (2020), (Joyce West & Corinne Meier "Overcrowded Classrooms-The Achilles heel of South African Education." Published 30 April.2020.), posited that teachers must deal with controlling and implementing discipline methods because the class is large. This experience was not a pleasant one. Classroom should always be well settled for teacher to be able to teach. Sarah (2020), (Charles Sarah K. "Teacher's Coping Strategies in the Management of Overcrowded Classrooms in Public Primary Schools in Chemba District, Tanzania") also, submitted that most teachers, 94.5%, have experienced the problem of controlling overcrowded classrooms

#### **Sub theme B: Government to build more schools.**

Participants wanted the government to build more schools. This will make students fewer in classrooms. Also, it will ease teachers' problem of controlling the classrooms. This was quite

expected because the literature said that overcrowded classrooms result from lack of structures and furniture. Olaleye et al., (2017) said, when there are too many people in a society than the resources available this will also result in an overcrowded classroom. Inadequacy of structure leads to overcrowded classrooms. When there is adequate structure with enough classrooms, and enough teachers, class control will be easy.

### **Sub theme C: Resources.**

Both teaching and learning resources are very essential in the classroom. When these resources are lacking, teaching and learning become abstract. Also, when there are resources for students to interact with classroom control will be easy. Participants confirmed that schools lack resources for teachers and students to work with. Classroom observation confirmed that language, science and mathematics teachers came to classroom almost with no resources. Nsinalo, (2015) (Josta Lameck Nzilano “Influences and Outcomes of Social Constructivist Curriculum Implementation on Tutor’s Beliefs and Practices in Teacher Education Colleges in Tanzania.”) reported that another Tutor said “We don’t have the teaching and learning resources. The classes are large. We can’t apply different methods...for instance, jigsaw. Also, the classroom environment is not helpful.” Teaching in overcrowded classroom, difficult. It is more difficult when you have to teach without resources for the teachers and students. Ayu (2018) “Mutiara Ayu (2018). “Interactive Activities for Effective Learning in Overcrowded Classrooms” posited that gaps always occurred in the work of students in classrooms that are overcrowded. Teachers could not identify the gaps due to a lack of interaction. They use materials that are not enough and are archaic. That made delivering instruction a difficult duty for each teacher in an overcrowded classroom. A lack of resources also made teachers feel disenchanted. These and more were challenges teachers faced in



overcrowded classroom. They cannot interact with students one-on-one; they do not have adequate resources. Also, Hussein, et al (2017) & Chipanda, (2015) maintained that part of the problems responsible for overcrowded classroom is dirt of instructional materials. Effectiveness of teachers is challenging because they had to improvise all the resources and devices they used in the classroom. Also, if they had to deal with poor working tools such as damaged whiteboards, it is very difficult to do. Teachers must improvise whenever they can. One of the science teachers observed, improvised the chemical symbol that she used. All these factors combined would have negative impact students' academic performance. This result was expected because the literature already signalled it.

#### **Sub theme D: Corporal punishment.**

The participants confirm the teachers' inadequacy in controlling the class. The students always prove recalcitrant that teachers resolve to give them corporal punishment. The classroom observation corroborated this. Teachers held cane during the lesson. Some students were kneeling. Even though the teachers felt frustrated and resolve to use corporal punishment, it was not right. The government policy is against corporal punishment. Unicef, (2015), affirmed that, Corporal punishment not only violates fundamental rights to dignity and body integrity. It impacts upon children's engagement with schooling. Also, the capacity to learn can have long-lasting implications for their life chances. Corporal punishment may have negative effect on students. Some may become scared of coming to school. Some may come to school and not enter the class.

#### **Theme 4. The negative side of overcrowded classrooms.**

The participants confirmed that their experiences are not palatable as they face a lot of challenges during teaching and learning. Marais, (2016) submits that teaching in an overcrowded classroom has precarious challenges. Hence, she opined that institutions for training teachers must equip teachers with training that will help them cope with the challenges. When teachers in training received necessary skills to handle overcrowded classroom, it will help them to know that overcrowded classroom exists. They will be ready to face overcrowded classroom and its challenges.

##### **Sub theme A: Difficulty in assessing students.**

By assessing students, teachers will be able to discover gaps in students' learning. According to Wood, (1988) Vygotsky, as we know, was the one, who referred to 'Zone of proximal development' as the 'gap' between un-aided and aided capability. ZPD, is the gap, the grey area, the difficulty in the students' learning. Lin (2016) explained that with the help of adults and collaboration with more experienced peers, a youngster analyses his world. He masters his senses and learns. Teachers ought to give help to students after discovering their ZPD, that is, the gap in their learning. The participants said that teachers were unable to assess the students due to the overcrowdedness of the classrooms. Without assessment a teacher cannot say if her lesson is effective or not because he would not be able to say whether the learning outcome is positive.

The participants complained of too many scripts to mark. Also, they said there was not enough time for assessing the students. Sarah, (2020) in her study where she used an exploratory sequential mixed research method, discovered that one outstanding problem experienced by teachers in the overcrowded classroom is insufficient time. 78% of her respondent indicated that they experience insufficient time. It was not workable to control 200 students in a period of 40

minutes. They were not also able to assess the progress of the students. Lack of adequate time makes assessing the students difficult in overcrowded classroom. Classroom observation show that teachers did not assess the students during lesson. They also did not give them homework. "Teachers are having too many test scripts to mark, homework and examination scripts to mark"(Abbas, et al., 2022. pg.260). It is a great challenge and bad experience for teachers to be marking large numbers of scripts. A teacher said she was the only teacher taking the subject she teaches in her school. It cannot be easy for her to assess the students as she ought to. This was an expected result. It was both bad experience for the teachers and the students.

### **Sub theme B: Frustrating and stressful.**

It is expected that the respondents experienced frustrations and stress for giving and receiving instruction in classroom that are overcrowded. One cannot to teach or learn in overcrowded classroom without experiencing stress. Too much stress will lead to frustration. The participants confirmed that it is frustrating and stressful to teach and learn in overcrowded classroom is. They recognized some traumatic circumstances in classroom that are overcrowded. The circumstances are; Noise, insufficient learning space, concerns for safety and health, lack of collaboration of students and teacher, inappropriate behaviours, excess workload and insufficient period. There was inadequate learning space due to tight arrangement of desks and learners crammed. Also, large number of students resulted in increased workload for teachers.

Classroom observation showed that teachers and students experience stress and frustration as they teach and learn in overcrowded classroom. Olaseni and Lawal, (2020) declared that it can be infuriating, devastating and nerve-racking to teach and learn in an overcrowded classroom. An overcrowded classroom causes trials that may almost be difficult to overcome. Even the best smart

teachers are not left out. The trials hinder the teachers' smartness. It causes teachers not to be so fruitful in giving the instructions they already prepared for the learners. Stress and frustration will not allow teachers to give their best as they discharge their duties. West & Meier, (2020) reported that the teachers experienced high noise levels in overcrowded classrooms. This caused tremendous challenges for teaching. Teaching in an overcrowded noisy classroom cannot be effective and fascinating to teachers and students alike. It would lead to stress and fatigue. Noise and bad behaviour from students can cause teachers to get stressed. Ayoub, (2019) teachers expressed that their experience in teaching in overcrowded classrooms has been that of fatigue, and exhaustion. They were not able to use effective teaching approaches and the non-availability of resources. Teachers' experience of fatigue was a big challenge, and it was expected.

### **Sub theme C: Teachers' and students' wellbeing.**

Participants identified the effect of overcrowded classroom on their well-being as a big challenge. They said overcrowded classroom is not good for their well-being. They have cracked voices because of shouting. They also talk of headache, sickness and death. They mentioned, tiredness, stress, depression and that energy depleted. They talk of lack of ventilation and that it is easy for them to contract communicable disease. The students sweat a lot, and this give out bad odour which can trigger asthmatic attack in those who are asthma patients. The classroom observation confirmed this. Three students were sitting on sit meant for 2 students. No air-condition and fan. Some of the student's bags sat on the window where breeze was to be coming in. Students sweat and use paper to fan themselves. They were not comfortable at all. "Learning and well-being are well-connected. Students learn best when their well-being is at its best. They develop a strong sense of well-being when they experienced success in learning" (Queensland Government (2015).

When students are okay psychological, emotional. Mental, and social health, it would be easy for them to learn. Unfortunately, the well-being of students was not considered that was why they put many of them together in classrooms and expected them to learn well. “The true measure of a nation's standing is how well it treats its children. Their health and safety, their material security, their education and socialization. And the sense that the teacher loved them, valued them and included them in the families and societies into which they are born” (UNICEF, 2007, p.4). Children are the glory of a nation hence; their well-being should be a concern for the government. Their all-round safety and well-being should be paramount to the government. Meanwhile, it is vital to place teacher wellbeing in the context of larger collective and specialized settings in which they work. Then we will be able to have a knowledge of the intricate relationship of interpersonal, interactive, and environmental elements that have emotional impact, restrict, and help teacher happiness, (Acton & Glasgow, 2015). Teachers’ wellbeing should also be of importance to the government.

#### **Sub theme D: Inappropriate Behaviour.**

Participants talked about experiencing bad behaviour from the student. They said teachers are trying in controlling the class, but some students are not controllable. It makes controlling the classroom difficult. They said the students fight. Make noise and are not attentive in the class. They disturb the serious ones that want to learn. The classroom observation confirms the problem of bad behaviour of the students. Some were playing with their seat mates. Some were eating. Teacher could not see the whole class at a time because they were standing in front of the classroom. Brown (2019) said that teachers perceived students’ bad behaviour is on the increase. This necessitated coming up with strategies to cut down on such bad behaviour. They believed that is with students’ awareness of the rules plus what teachers want of them, students would be more disciplined. That

would in turn lead to good class control. The participants had to come up with using corporal punishment which is not acceptable. Yet, the students were still playing where they were kneeling. Biyela (2019) in her study, reported that teachers experienced misbehaviour from students and discipline is difficult to execute. Hence exercising class control was almost impossible. Teachers have so much of bad behaviour to contend with in overcrowded classroom. Olaleye, et al., (2017) thought that having too many children in one classroom is messy for teachers and students. These showed from the research that overcrowded classrooms engender detrimental behaviour among children. This is not a good experience for both teacher and students.

### **Sub theme E: Individual differences.**

Students do not learn at the same pace. There are always differences in the way and the pace at which students learn. The participants confirms that the differences are not considered and taken care of during teaching and learning. Teachers cannot identify the slow learners from the fast learners. They are not able to pay attention to each student's differences learning space. The teachers don't have time to consider the individual difference in the way students learn. The teachers do not consider the learning disabilities of all students. Additionally, they do not have time to attend to students' learning inadequacies. Etomes & Lynonga, (2020) posited that teacher-student allotment affects teachers' quality of teaching and students' responsiveness. Also, the technique of assessment can affect students' performance and active achievement of abilities. The number of students must be sizable for them to be able to attend to students' individual learning needs. With overcrowded classroom, it will be difficult to carry all students along during lessons. Moreover, teachers would find it challenging to discover students with learning needs in classroom that are overcrowded. Hachem, (2019) thought that in a class with too many people, a student having difficulty in

understanding a topic may not enjoy having personal attention from the teacher. Hachem's assertion is right. The teacher may not know that there is such student having difficulty in his class let alone having time to give her personal attention. This was a great challenge of the overcrowded classroom.

### **Sub theme F: Disability not considered**

There were a few students with disability in Government schools. Hence, the government schools ought to be all-inclusive schools. Hence, everything about the structure should be in favour of the students with disabilities. But this was not the case, one of the teachers who is with disability, expressed so much dissatisfaction with her condition during the semi-structured interview. She said, "As a teacher with disability, the classroom was not accessible for me. It is challenging to move around the class due to the disruptive behaviour of the students." There was no way she would move around the class, considering how the seats were arranged without space between them. The best she could do was to teach standing in front of the classroom. As a matter of fact, disabled people, students, and teachers should be taking into consideration. Not only in the classroom arrangement, but also in all the school structures. Allodi (2010) argues that overcrowded classrooms should be avoided to ensure better outcomes for special needs students in inclusive schools. This ensures that both able-bodied students and students with special needs can thrive in a conducive school and classroom environment. An all-inclusive and friendly learning environment is essential. When the classroom environment, is friendly to everyone, learning will be interesting and enjoyable. This is not the case in an overcrowded classroom. Both teachers and students are not finding it an easy experience.

### **Sub theme G: Lesson objectives difficult to achieve.**

A lesson is successful when completed and the goals achieved. Achieving the objectives ought to be within the stipulated time for the lesson. Teachers in an overcrowded classroom, wasted most of teaching periods, controlling the class due to the disruptive behaviour of the students. This is one of the bad experiences of the teacher. It is a great challenge that teachers faced in overcrowded classroom. The teachers said it is difficult to achieve the goal of the lesson in overcrowded classroom. They said, it requires a lot of effort to achieve your lesson goal because of the disruptive behaviour of the students. This finding found support in the work of Sudrajat (2020) he said it is challenging for teacher to handle instructional activities such that they can achieve the lesson aim. This is because of the over crowdedness of the classroom. Also, one of the teachers said, overcrowded classroom has negative effect on our lesson delivery.

To maintain peaceful atmosphere for the lesson to take off, always takes time. This result was expected, it is not easy to control the overcrowded classroom, especially after break when students have become restless due to heat. Having many students in an overcrowded classroom, is a great trial for the teachers. Coping with the challenging of controlling their teaching-learning process to be able to achieve the main aim of the teaching was major. Inability to achieve lesson goal will negative affect learning of students and complete learning outcome.

### **Theme 5. Conduciveness of the classroom.**

A classroom environment ought to be helpful to learning and teaching. A conducive environment should be free of noise, discomfort, heat, safety hazards etc. Students and teachers should be able to have ease of movement. When these things are absent, it means the classroom is not favourable to teach and learn. Unfortunately, they are all absent in overcrowded classroom as seen from the result of this study.



### **Sub theme A: Conduciveness of the classroom**

When a classroom environment is favourable, teaching and learning are interesting. Teachers will be ready to discharge their duties and students will be willing to learn. According to Shamaki, (2015), the content of the learning environment has a connection to students' performance in various subjects. When a classroom is well arranged, well decorated, and well-ventilated it encourages students to be ready to learn. Hence, their performance will be good. Rahman, et al. (2019) emphasized the significance of physical classroom arrangement in the instructional activities. It impacts the effectiveness of teachers and students. A well-arranged classroom has a constructive psychological result on both the teacher and the students. This would make them feel at home to impart knowledge. Classroom environment with broken floor, broken whiteboard, and no ventilation, is not conducive for learning. So also, in classroom where students are not comfortable, teaching and learning cannot be effective there.

The teachers from the two schools, confirmed that the classrooms were unfavourable instructional activities. Also, they said, the teaching space are not conducive at all. The students have disruptive attitude. They are not comfortable because three students were sitting on a desk meant for two. There was no ventilation. The classrooms were noisy. In the focus group, the students said that the classes were very dirty. Very tight, and very rough. The classroom observation of the two schools showed that the classrooms were not conducive for students. They were not comfortable on their seat. Three students were sitting on benches meant for two students. Some of the classrooms have broken benches and lockers.

Students were using papers to fan themselves because there were no fans. Where there were fans, there was no electricity or generator to power it. Some classroom floors were broken. Suleiman

(2017) asserted that an unwelcoming classroom may incapacitate students and make them not have an interest in learning. Students would find it uncondusive to learn in an overcrowded classroom. When students learnt in an uncondusive environment, the learning cannot be thorough. Like the teachers said, learning cannot be 100%. Students' performance will not be good. The result about conduciveness of the class is not unexpected. These are challenges that teachers and students faced in overcrowded classroom according to the literature reviewed.

### **Sub theme B: Heat**

Presence of heat in an overcrowded classroom is expected. Especially when there is no fan or electricity to power the available fans. It is challenging to teach or learn in an overcrowded classroom with heat. Heat would make student exhibit disruptive behaviour as they would be restless. The participants of the two schools affirmed that they experienced the challenge of heat in the classroom. The teachers said, the heat is more in the afternoon because of hot weather. The students sweat a lot at that time of the day. The students could not be attentive because of heat and bad odour which made them restless. There is no ventilation, and the fans were not working. The students could not take the blame for not able to pay attention because it is not easy to cope with heat. The students said the heat was much because there was no ventilation. They said it could lead to suffocation. Students could suffocate in the overcrowded classroom because of inadequate fresh air and heat. Fresh air could not enter some of the classrooms observed during semi- structured observation. The bags of the students sat on the windows for lack of no place to put them. They were using paper to fan themselves. Some students brought hand fan from home.

Effective instructional activities could not take place in overcrowded learning space. Besides, heat could make the students contract communicable diseases. According to Mutisya,

(2020), overcrowded classrooms can bring about serious incidences of disease transmissions like tuberculosis and pneumonia. Measles, chicken pox, conjunctivitis, and other communicable diseases can spread in an overcrowded classroom. Welfare of both the teachers and students were jeopardized in overcrowded classroom. Muthusamy (2015) in his study, noted that teachers said that lack of air circulation causes serious heat and nasty odour. Heat will help in the fast transmission of communicable diseases. Bad odour will cause students to vomit. Asthmatic patients will also have asthmatic attacks due to odour resulting from the stuffiness of the classrooms. One of the students mention that overcrowded classroom made his friend who has asthma to have frequent attack. Despite these challenges, it seems the other stakeholders in education are not bothered about them. This, in the real sense is child abuse.

### **Sub theme C: Discomfort**

Students must be comfortable to be able to enjoy learning. When students are not comfortable, they would put up disruptive attitude. Discomfort is another challenge in overcrowded classroom. Students are not meant to learn under an uncomfortable atmosphere. Also, teachers are to be comfortable to be able to discharge their duty effectively. Unfortunately, both teachers and students confirmed that they experienced discomfort teaching and learning in overcrowded classroom. The students and teachers said, they felt uncomfortable because of noise. Also, because three of them had to sit on a seat for two students. This, they said, was due to lack of furniture. Sudrajat (2021) submitted that the teachers and students may not be happy because of the hostile condition of overcrowded classroom that made feel discomfort. Schools ought to have everything to make staff and students to be comfortable happy. More important are the seats and lockers. It must be adequate and comfortable for the students. This will make student to be at ease and always

ready to learn. Siperto, (2017) opined that, overcrowded classrooms are growing difficulties that hinder positive teaching and learning operations. Over crowdedness results in challenges hindering successful giving and receiving instructions in schools. It makes both the teachers and the students uncomfortable as they teach and learn.

#### **Sub theme D: Seat arrangements.**

In an overcrowded classroom, they do seat arrangement in a traditional way. Traditional way of arranging seats made interaction difficult if not impossible. The seats arrangement were in such a way that movements around the classroom was not possible. This is a big trial for both teachers and students. It does not allow for grouping and interaction. The participants agreed that the seating arrangement in the classroom was not good for learning. It did not allow teachers to be able to move round the class. Hence, teachers could not interact with students one-on-one. This result was expected because it is a big challenge of overcrowded classroom. Rahman, et al. (2019) physical classroom arrangement takes an essential part in the instructional activities. It has negative impacts on the effectiveness of the teachers and the performances of the students. A well-set classroom would create an effect that would impact the psyche the teacher and students alike. This would make them feel at home to instruct learners and for learners to get instruction. The arrangement of the seats should be in such a way that it will have positive effect on both the teachers' and the students' psyche. This will make teaching and learning interesting and enjoyable. The focus group students did not say anything about the seat arrangement.

### **Sub theme E: No free movement.**

Teacher ought to have ease of movement around the learning space. It would help the teachers to interact one-on-one with the students. They would then discover gaps in students' learning. When there was no free movement around the classroom, it means that teacher was not able to interact with students one-on-one. Both teachers and students said there was no free movement in the overcrowded classroom. The observed teachers stood in front of the classroom while teaching. They did not try to move round to see what the students were doing. This could also because they did not give the students class work to do. Lack of free movement around the class is a big challenge in overcrowded classroom. Kariippanon et al. (2019) in their work, found that teachers in traditional classrooms used a teacher-centred approach. The students did their work on an individual basis while the teacher was in front watching them. There was little chance for them to move around or interact with another person. Whereas in flexible learning spaces, the approach used was student centred. Overcrowded classroom often favours a traditional, teacher-centred approach due to the limitations of space and seating arrangements.

## **Theme 6. Collaboration**

### **Sub theme A: Teacher/Student collaboration.**

The social constructivist theory of learning is about learning in collaboration. It talks about constructing learning through social interaction. This theory underscores how meanings and understandings grow out of a learner's social interactions (Mckney, 2015. p. 13). As learners interact with others they learn more and become better. When teachers as a more knowledgeable other (MKO) interacts with the students one-on-one, he would discover gap in the students' learning (Mutiar Ayu (2018). "Interactive Activities for Effective Learning in Overcrowded Classrooms"), posited, that gaps always occurred in the work of students in overcrowded classrooms. Gaps are

difficulties students have in their learning. The areas they find difficult to understand. For instance, if a student cannot define noun, that is a gap. Teachers can only discover these gaps through teacher-student one-on-one interaction. When teachers discover gaps during interaction, they would be able to offer scaffold. The scaffold will assist the student doing what he has not been able to do. The help is in form of scaffold that teacher would remove. Teachers are to be guide, help, and scaffold to students. “Scaffolding, in the academic context, is about learning through help provided by an adult. Or collaboration with more capable peers” (Muhayimana, 2017, p. 264). This allows students to take control of their learning as they are involved the classroom activity.

The participants agreed that they were not having one-on-one interaction with the students during lessons. They gave reasons for that ranging from lack of adequate time, lack of ease of movement around the classroom. Also, that the over crowdedness of the class, the sitting arrangement. Ahmad, et al, (2017), posited that favourable setting lay emphasis on collaboration and candidness between teachers and students. The effect of classroom environment and setting on the interaction teacher have with student’s one-on-one is huge. The lack of interaction depicts that the teaching method used was teacher centred. This is not a surprise. An overcrowded classroom hinders teachers’ ability to have one-on-one interaction with students. These also have adverse impact on the students learning and performance. There is the need for small class size so that teachers have one-on-one interaction with students. This is 21st century, students need to be active in their learning if they must develop those skills necessary to interact in the global stage. Some of these skills are critical thinking. Collaboration, team spirit, leadership, cross cultural, communication (Trilling and Fadel, 2017). These skills will be well developed through active participation of students in their learning. Wanders, et al. (2020) said, an uncluttered classroom

environment offers students the opportunity for talk and conversation. It also encourages helpful interactive associations among teachers and students. Schools and classrooms are minor groups where students can learn to involve in social practices and fortify shared participation. Especially by performing the essential abilities (e.g. managing differences, collaborating, accepting blame, and making collective resolutions). As students perform these essential abilities, they get better and are well equipped.

### **Sub theme B: Student/student interaction.**

Student one-on-one interaction is a crucial strategy for students to learn more. Hurst et al, (2013) found in their study, a salient thing about social interaction was that it allowed students talked to each other and believed learning took place where students talked to each other. This is the best way to allow students take control of their learning. Unfortunately, the seat arrangement and lack of free movement coupled with lack of adequate time have been impeding it. The participants mentioned interaction, student-centred as part of the teaching methods they used. The focus group said that student-student interaction has not been possible because of students' disruptive behaviours. During the classroom observation, there was no interaction between students. Also, there was no interaction between teachers and students one-on-one. This has huge consequence on the learning of the students. Teachers had no means of discovering gaps in the students' learning. Teaching was teacher-centred, and this made teachers' work cumbersome. They did all the talking while the students only sat listening. The teachers were to allow the students interact through peer tutoring. This would have brought some relief to the teachers. Peer-tutoring is a supportive technique of instruction. It helps few mates assist themselves share ideas and knowledge, among themselves thereby becoming better. It affords small group, deep, attentive,

personalized coaching. It brings up originality, self-assurance, helps to develop problem solving skills, and lively collaboration of students (Ali, et al., 2015). This is the kind of interaction that the students need. Not the teacher-centred type that kept spoon feeding them. Sarah, (2020), said, it is noteworthy that peer learning is an approach that allowed students to collaborate together. Also involve themselves in more profound search of the ideas in a greater dimension than when the teacher is the one in charge (Sarah, 2020). May be, there will be class size reduction to allow teachers use this type of peer tutoring for students.

### **Sub theme C: Teaching and learning strategies.**

Use of various instructional methods would help teacher and students to interact one-on-one. It would also help student-student interaction and make learning enjoyable as it would curb monotony. In the classroom observation, teachers in the two schools, were in control of the teaching learning. They used teacher-centred teaching strategy whereas it should be students centred. Teachers were to scaffold lessons as the students took control of their learning. Jimenez, (2020) posited that when the class is large teacher may resolve to use strategies that make the student more passive in the instructional procedure. The only thing learners did was to listen to the teacher. An overcrowded classroom encourages teacher-centred teaching. The focus group from the two schools said teachers used different strategies to teach them. They said, they use simple and complex language for us to understand. Also, that teachers sometimes brought out students to act. The semi-structured interview said teachers used different strategies to teach the students. Such strategies as Interaction, discussion, demonstration, collaboration. Also, Chunk and chew, think pair and share, explanatory, and grouping. Though the teachers mentioned arrayed of methods, they did not use them as seen during the classroom observation. An overcrowded classroom does not give room for



varied instructional methods. Teachers want to get to class, teach, in a teacher-centred way and leave. This was because the situation of the overcrowded classroom that was not conducive.

### **Sub theme D: Quizzing the students**

This is also a strategy to encourage critical thought in students. Also to be able to express themselves depending on the type of questions used. It would also encourage interaction. Questioning is a good tool for interaction. When the teacher asks questions there must be reactions or replies (Hadiani, 2014). The classroom observation showed that in the two schools, only two teachers used questions in their classroom. One asked and waited for the student to respond. Others only asked, 'are you clear?' to which students answered yes ma or yes sir as the case may be. The semi-structured interview of the two schools mentioned the types of questions they used in classrooms during teaching learning. Such as, Questions that make students reason and think before they answer. Questions that they won't give chorus answer. These are good types of questioning that would help students in their learning. The focused group of the two schools said that teachers do answer their questions at times. Also, they said that they seldom ask questions. It is funny how the teachers did not quiz the students during the observation. Jia 2013 said improving questioning strategy is one of the approaches to encourage collaboration.

## **5.2 Implications**

In this section, the researcher looked at the implication of the result. The previous researches' sole focused was on the effects and challenges of overcrowding on students' performance alone. This result revealed teachers' and students' perception and experience in an overcrowded classroom. This study confirmed that overcrowded classroom has negative impacts on teachers and students'

well-being. The study also confirms that overcrowded classroom does not align with social constructivism theory of learning.

**Theme 1: Population and learning space.** Previous research has primarily focused on students' number in a classroom, but our findings suggest that overcrowding goes beyond population size. The inadequate available space in classrooms that are overcrowded affects student comfort and teacher mobility, hindering effective teaching and learning. So, when considering class size, it is crucial to also consider the available space to ensure a conducive learning environment.

**Theme 2: Challenges of teaching and learning in overcrowded classrooms:** Distractions and noise are major challenges in overcrowded classrooms that makes it challenging for students to concentrate and for teachers to be effective. The lack of individual attention and time constraints also result in unanswered student questions and limited assessment opportunities. Teachers find it challenging to control the class and deliver lessons, leading to frustration and stress for both teachers and students.

**Theme 3: Classroom management and resource limitations.** The large number of students and limited space in overcrowded classrooms make effective classroom management difficult for teachers. Furthermore, government schools often lack enough teaching and learning resources, making learning abstract and challenging for students. Government needs to invest in more school buildings and resources to ease these issues and create a conducive learning environment.

**Theme 4: Negative implications on assessment and wellbeing.** Overcrowding has negative impacts on the assessment process, as teachers do not have enough time to track student progress or provide individualized feedback. This hinders the application of the social

constructivism theory of learning, which emphasizes ongoing assessment and addressing individual learning gaps. Additionally, overcrowded classrooms have undesirable implications on teachers' and students' wellbeing alike, like lack of space and increased workload contribute to stress and compromised health.

**Theme 5: Conduciveness of the classroom environment.** Overcrowded classrooms are often hot and uncomfortable, increasing the risk of communicable diseases. Students face difficulties in finding seating space, and teachers and students get restricted in their movement within the classroom. These factors create challenging learning environs that is not favourable to result oriented teaching and learning.

**Theme 6: Limitations in collaborative learning.** In overcrowded classrooms, social interaction, zone of proximal development (ZPD), and intervention, which happens to be key components of the social constructivism theory of learning, are hindered. Limited opportunities for one-on-one interaction and individualized support prevent teachers from effective guidance of students. This results in a predominantly teacher-centred approach in teaching plus learning, and the benefit of collaborative learning are not all realized.

In all, the research findings highlight the need for policy changes, such as reducing class sizes and increasing resources, to address the difficulties faced in classrooms that are overcrowded. Through making available very strong and brief summary of the study's findings' implications, this research work contributes towards our comprehending the experiences plus perceptions of teachers and students within overcrowded classrooms.

### 5.3 Recommendations for Application

The implications of this investigation's results were discussed by the researcher in the last part of this work. The research outcome revealed teachers and students' experience and perception in details. Their perceptions and experiences are valid. The social constructivism theory of learning should be part of the teacher training curriculum. Those already in service should also learn about the social constructivism theory. This can be through seminars for training the trainers which should be compulsory and free for all the teachers. This will help them face classroom that are overcrowded. The well-being of teachers and students must also be of top priority. Their voices must count. The school management and the Government must see to this. Government and school authority are to make decisions towards making educators plus learners comfortable while educating and acquiring knowledge in the teaching space. Here are some recommendations.

#### **Theme 1. Population is larger than the original population and causes hindrances to learning.**

The classes were well overcrowded from the point of the respondents. All the classrooms were having more than 50 students in the classes. Yet the Nigerian national educational policy stated that teacher student ratio should be 1:40. That is 40 students to a teacher (National Policy on Education, 2004, p.22). Here are the recommendations.

- ❖ Parents should desist from pushing underage pupils to secondary schools. A lot of underage students are there in schools. Some got registered in secondary schools from primary four. All because secondary school education is free. They often skip primary grades five and six. Government must find a way to curb this.
- ❖ Also, Government should also provide affordable Nursery and primary education. There are existing primary schools that were deserted when there was a prolonged stay at home of

teachers which led to individuals starting private Nursery and primary schools. These structures will only be given face lift with attractive colours. Then the provision of other needed materials can be undertaken by service clubs like the Rotaract club. This will prevent parents from rushing their children to secondary schools. School heads should stop admitting students not on the government admission's list. They do this in a bid to make money. In the end they create problem for subject teachers in the classrooms.

- ❖ Furthermore, Government should follow through on the recommendation of National Policy of Education. They are to make sure that schools are adhering to the ratio 1:40 policy.
- ❖ The old students' association, parents and the community can come together to donate more classrooms to schools. This is a short-term solution that old students of a few schools are already embarking on (Appendix L&M). This is as a way of giving back to their alma mater. This will help in easing the number of students in classes.
- ❖ Technology, such as multimedia and projectors or sound systems that could possibly ease communication problems should be provided by the Parent and teachers association and Churches in the community. Youth Corpers that are posted to schools yearly for their primary assignment can also, as their special projects, be of immense help in providing multimedia technology for personalized learning, flexible chairs, public address system etc. Since there are computer teachers in the schools, in house training of the teacher will be necessary to be able to use the technology for effective teaching learning outcome. Also close monitoring will be necessary to ensure that teachers are using them. A Redeemed Christian Church of Good Women fellowship once donated a well-equipped Home Economics Lab to a school as a part of her Christian Social Responsibility Project.

## **Theme 2. Learning and teaching in overcrowded classroom is challenging**

The participants confessed to having various challenges in overcrowded classrooms. Students ought to enjoy learning, but the reverse is the case in overcrowded classroom. Students get distracted because overcrowded classroom is noisy. Students do not get responses to their questions.

The following recommendation may be helpful:

- ❖ There must be pre resumption orientation for every new student. It must be well stated that every student is to put up his or her best behaviour during school. They are to maintain decorum within the school premises especially within the classroom.
- ❖ Also, new students should always have Pre-test to know where there is gap in their learning. They should assign them into classes based on their learning capabilities. Every student can get help based on the capabilities and gap in their learning. Sanctions must be on noise makers in the classroom.

## **Theme 3. Management of classroom**

In this study, we discover how teachers dealt with discipline in overcrowded classroom. They used corporal penalty as well as yelling at the students. This is despite the policy against the use of corporal penalty. Teachers also do not have teaching and learning resources. The following are the recommendation:

- ❖ Teachers should go through training on managing overcrowded classroom while still in training. Also, while in service, they should attend regular in-service training and seminars on how to manage overcrowded classroom.

- ❖ Also, there should be collaboration among teachers. Teachers can collaborate to help each other in maintaining well managed classrooms. In this case, while the teacher is teaching, the collaborating partner will help to maintain decorum among the students. This will make the lesson flow without interruption.
- ❖ Furthermore, Parents with the joint effort of the old students can make textbooks available for the school. The books should be enough to go round for each student to have a copy during the class. This will help the students to interact with the resource, hence the class will be less noisy. As students interact with learning resources like text books and other resources they may not fall for distraction. They will be interacting with facts and ideas which will help them to construct their learning. They will also be able to share it with their mates as they collaborate.
- ❖ Also, school authorities can help teachers to make teaching resources. The school can dedicate the last week before resumption to this. Each department can come together to prepare the resources based on their subjects. And also according to the syllabus per term. This will make it less cumbersome for a single teacher to keep improvising alone.
- ❖ Moreover, teachers can also ask students to make resources from home. They can ask students to build phonetics charts, graphs, and create visual aids for teacher. That is, teachers will give it to them as assignment on which they will get scored.
- ❖ Teachers must be conscious and intentional about not giving students corporal punishment. They should look for a better way to reprimand the students whenever they put up undesirable behaviour.

#### **Theme 4. The negative side of overcrowded classrooms**

The participants, both teachers and students experience negative side of overcrowded classroom. Teaching and learning in overcrowded classroom come with so many challenges. They spoke of their reality and this reality seems to have no end soon. Putting lots of students together in classrooms that are not spacious is child abuse. It also amounts to jeopardizing all-round health of teachers and students. How will they be able to cope with the challenges? The following recommendation can be helpful.

- ❖ To begin with, teachers should be holding debriefing twice a month. This can be on departmental basis or with every member of teaching staff. It will help them to discuss their classroom challenges. They will also be able to highlight what their stressors are. They will be helping to give each other moral and emotional support. The school management can then compile the stressors and deal with them. They can also forward it to the district for solution.
- ❖ Moreover, teachers and students alike should have time to observe mindfulness. Mindfulness is someone's consciousness of the condition of her inner mind and environments. Mindfulness does assist people to shun damaging conducts and retorts. This done through learning to perceive their opinions, feelings, and other present-moment experiences. They are not judgmental about them or respond towards them (American Psychology Association, 2023). School should provide mindfulness corner for students at rare of each classroom. Teachers should also have mindfulness corner in their staffroom. Practicing mindfulness will help them overcome stress and its negative impact on their wellbeing.



- ❖ Also, the government should also look into employing more teachers. It is suicidal for a single teacher to teach a whole school in a particular subject. Having more teachers will make the teachers' workload less. Thereby, stressed and frustration will become reduced.
- ❖ Furthermore, the classroom climate should always be positive. This will encourage student and create in them readiness to learn. It will make them have positive engagement in class. This will also lead to positive and higher performance. This can be by having positive school climate. A many-sided idea that refers to how far a school forms and upholds a harmless school. A school that helps education, discipline, physical setting, and courtesy. Also trustworthy, compassionate association within the school (U.S. Department of Education, 2013). When the school climate is positive, the classroom climate will be positive. Hence, students will be happy and ready to learn.
- ❖ Again, the students should learn RESPECT. How to respect their things and things that belong to the school. When aware of the need to respect school furniture and resources, students will handle them with care. Handling them with care will make them last. Government or education stakeholders must always make available quality things in the schools.
- ❖ Students and teachers to be encouraged to accept and relate with people with disability and people of different culture, race language and religion. They must be aware that human beings are different in many ways and that they must respect people base on these differences. This will guard against inappropriate behaviours. They will be able to support one another where and when necessary.

- ❖ Finally, teachers should encourage team teaching. This will help them to overcome the challenges of not able to achieve lesson objectives, individual differences and difficulty in assessing students. It will also help to get adequate feedback on lesson delivery. Teachers will be able to work on grey arrears in their lesson delivery. Also, it will reduce the stress the teachers will face in coping alone with class.

### **Theme 5. Conduciveness of the classroom.**

Education will only be meaningful and have positive outcome when the environment is conducive. Making students learn under overcrowded classroom conditions may seem like a violation of their rights. The following recommendation are to help student learn under a conducive atmosphere.

- ❖ In the first place, all the classrooms should have functioning ceiling and big standing fans. The fan must be functioning at all times. There must be standby generator which can power the fans in the case of power cut.
- ❖ Also, there must be arrangement to always remove broken lockers and benches immediately from the classrooms. So that they do not make the class clumsy. It will also reduce the rate at which the students get injured. The safety of teachers and students should be uppermost in how classrooms are arranged.
- ❖ Again, teachers need to be able to move around to have one-on-one interaction with students. Hence the seats arrangement should give room for this. Traditional seating arrangement is not good for interaction. Yet that is the type of seat arrangements in overcrowded classroom. Arrangement of seat should be the one that will allow teachers have ease of movement around the classroom. It will allow them to move around to check students' works. The

arrangements must also be the type that can give room for different grouping. Students also should be able to move around the classroom.

- ❖ Furthermore, there should be availability of adequate comfortable seats in each classroom. The students should not be more than two on each bench. If possible, there should be introduction of single seater chairs and lockers. This will make students comfortable on their seats without any hindrance. This will even reduce incidence of distraction. It will also give room for ease of movement for both the teachers and students. This will allow for interaction between teacher and student. Also, interaction between student and student.
- ❖ There should be use of technology for personalized learning. Flexible seating arrangement should be made possible This will make grouping for interaction possible
- ❖ The community and other stakeholders can partner to widen access to educational resources.

### **Theme 6. Collaboration.**

The theoretical framework of this research work, is social constructivism. It is about learning by interaction. The study looked at teacher student one-on-one interaction and student-student one-on-one interaction. The two were almost impossible to achieve in overcrowded classroom. This was because teaching was teacher centred. For instructional process to be efficient, it should be students centred. Both teachers and students said they experience challenges of not able to interact. Teachers are to enjoy teaching and be able to deliver their best. Also, students are to enjoy learning to have effective outcome. The following recommendation will help.

- ❖ To begin with, the school authorities should make the teachers know, that student centred teaching is to their own advantage. That it will take a whole lot of stress off them if they chose to be the guide or facilitator that they ought to be.

- ❖ Also, teachers should always give students assignment on the next topic. They should make them prepare to teach it in the class. Teacher can also group the students to work on assignment. Then the group leader will teach the class on the assigned day. Other members of the group will provide scaffold where necessary. All members of the group will answer questions from the class. The teacher will also scaffold the lesson. She should also score group members as they give their presentation.
- ❖ Furthermore, teachers should always give students classwork to assess the lesson. It will help them to know if they achieved the goal of the lesson. Also, to know if the students were following the teaching. They will also be able to discover gaps inherent in learners' education. Hence, they will offer informed scaffold to such students.
- ❖ Also, teachers should go through training in best practices. Also, in different teaching and learning strategies that encourages interaction.
- ❖ In conclusion, there should be a forum for teachers and the management for teachers to unwind. Also, to bear their mind on issues bothering on their experience and perception of teaching in overcrowded classroom. Knowing that someone is willing to listen to you to unburden your mind can go a long way to help their well-being.
- ❖ In the same vein, the students should have a forum where they can discuss with the school authority. There, they will be able to unburden their mind about their perception and experience of learning in an overcrowded classroom. This will give them a sense of belonging. It will have positive effect on their wellbeing.
- ❖ In all, it is highly important to have ongoing monitoring and evaluation to be able to evaluate the effectiveness of the interventions. This will allow for adjustment where and when

necessary. Ensuring that recommendations lead to improvement in teaching and learning outcomes over time will be easy.

#### **5.4 Recommendations for Future Research**

The investigator has investigated recommendation for application in the preceding part. Going forward, the researcher will investigate the recommendation for further investigation.

The foremost purpose of this investigation is discovering the experience and viewpoint of educators plus learners in classrooms that are overcrowded. Also, the study aimed at examining in what manner teachers and students collaborate in overcrowded classrooms. Hence, observing the teaching techniques and instructional approaches employed by teachers in managing their overcrowded classes in junior secondary schools. Previous works Marais, (2016), Osai et al., (2021), have not explored the experiences of teachers and students. And how they perceived education and knowledge acquisition in classrooms that are overcrowded in junior secondary schools.

A key problem facing the Nigeria public schools is over-populated classrooms. Most public schools have an average class size of 70 students. The sum total of learners in the class always impacts teacher-student proportion. It is thus common to find very high teacher-child ratio. This makes it almost impossible for teachers to use participatory teaching approaches. Teachers and students are key stakeholders in classrooms, they both experience teaching and learning in overcrowded classrooms; yet, little research exists on their perspectives and experiences as regards learning in classrooms that are overcrowded. This study aimed at examining teachers' and students' thoughts and feelings about learning in very populated classrooms. Two state-owned junior secondary schools in Lagos were the case studies. What then is the significance of the study?

Overcrowded classroom in Nigeria schools contribute to poor condition. Overcrowding and reasons for overcrowded classrooms in Nigeria had been so researched. Also, its effects on children's learning Olaleye et al.(2017), discussed again and again. So little awareness exists about teachers' and children's thinking and feeling as regards this learning situation. There is a need to fill this gap. This investigation is aimed at awakening all stakeholders' consciousness in Education. They should know teachers' and students' viewpoint on learning in overcrowded classrooms is essential. It can help clear all forms of assumptions about how educators and learners feel about education and acquisition of knowledge in an overcrowded teaching space. It will be clear whether the teachers and students' perspective on learning in overpopulated teaching space has notable effects on over-all performance of the educators and learners in the learning setting.

This investigation's findings can offer a window into how teachers teach, and children learn in such classrooms. It would enable tailored recommendations to support education and knowledge acquisition in overpopulated teaching space. The findings can also offer academic knowledge, given that research has not focused so much on children. It would proffer ways to enhance teachers' and students' well-being. This will be with due consideration of learning environment. The expectation is that if the tailored recommendations are well implemented, both teachers and students are likely to experience improved comfort, health, and happiness. The quality of their interactions and lives will make possible progress. Their level of efficiency will experience probable improvement. Also, they will almost better impact the school and the society at large through envisaged generally enriched all round performance. The sense of knowing that research is being carried out on knowing how teachers feel and what they experience teaching in overcrowded classroom will greatly

encourage teacher and boost their morale as their voice would now count. Students also will be happy that their wellbeing is important in learning process.

This research was a closer look at experiences and perception of educators and students in overpopulated teaching space; it was well done using schools in Kosofe part of district two which is the Lagos Metropolis. Hence, it is recommended that:

- ❖ There should be another study done using schools from Ikorodu part of district two of Lagos. There is a movement of people towards Ikorodu axis of Lagos, because it is the suburb and there is low cost of living. This is making the population there to increase and this in turn is making the classrooms there overcrowded. It will be good to find out, from both teachers and students in the two schools, their perception and experience of overcrowded classroom.
- ❖ Additionally, there should still be further research to explore why the policy of ratio 1:40 was not implemented in school. Then what government is doing about it. This policy of ratio 1:40, is not adhered to because of overpopulation, especially of children of school age. Also, Rural-Urban movement that is, people relocating to Lagos for white collar job or business. Their children would go to school. They also would send their house helps to school while they were away to work. Parents enrolling their wards in school when they have not attained the normal school age. The study should investigate how government can go about making all hands to be on deck to see the policy well implemented.
- ❖ There is a need to further explore this topic using a quantitative approach. This will enable large number of participants since qualitative approach involves use of small participant. More participant would generate more data. There would be different views on the

perception and experiences of the participants. Both teachers and students will still take part in the data gathering.

- ❖ There should be another research on overcrowded classrooms beyond only population. Since space and facilities in relation to population could also determine if a class is also overpopulated.
- ❖ Also, there should be research on how best to use social constructivism theory of learning in overcrowded classrooms. The world is changing and has even become a global village. There are specific skills needed to be relevant in the changing world. To get those skills students must collaborate. Socio constructivism theory is very handy to be able to help students get the skills. Since overcrowded classroom impedes the application of socio constructivism, study need be done on how to use it in an overcrowded classroom.
- ❖ It was also recommended that, the researcher uses a focused group. A focus group of 10 students per stream will be good. Experience of each stream may be different. For instance, Jss 1 are fresh from primary school. They may be able to express their surprise at learning in overcrowded class different from that of Jss 2 or Jss3. The use of focus group for students helps students to air their voices. They will be able to say what they experienced and perceived in overcrowded classroom. Since it is their experience, it is better heard from them. It must though take place in a private and discrete location. It should be where students will be able to express themselves. That is, teachers should not be around them. The students will be able to say things the way they are without being afraid of their teachers.

### **Limitation**



There was limited access to information (Literature) and ambiguity in the definition of overcrowded classroom. The sudden outbreak of COVID-19 worldwide which brought about restriction on travelling made the researcher relied entirely on telephone and online communication because the restriction was stiffer and prolonged in the Philippines.

A limited number of schools and participants were used; more diverse range of schools and areas would have helped the study's generalizability, and a larger number of participants would have provided more data. Short data collection period and reliance on just manual coding for data analysis were limitations. Pilot testing would have been better than the use of the instruments on a group before applying to all others.

The research used qualitative approach and case study design; incorporating mixed methods would have provided more comprehensive analysis and would also have allowed for incorporating quantitative data to complement and validate the qualitative findings to strengthen the evidence base. The perspectives from a wider range of stakeholders, like the parents, administrators and policy makers would have been more insightful.

## **Conclusion**

The finding of this study showed experience of the educators and learners in overcrowded classrooms. They perceived that an overcrowded class is a class with more than 40 students. They experienced stress and discomfort which were dangerous to teachers and students' wellbeing. Heat, Noise and lack of ease of movement made it not conducive for students and teachers. Also, it is not friendly with socio constructivism theory of learning. It prevented teacher-student and student-student collaborations. Hence, both teachers and students get sick. They could not discharge their

duties well, and students could not learn well. Teachers and students could not interact, and students and students could not interact also.

This present research aimed at exploring how educators and students perceived their experience education and knowledge acquisition in an overcrowded teaching space. The questions below were answered by this research:

1 What are the perspectives of teachers and students on learning in overcrowded classrooms?

2 How do teachers and students describe their experiences of learning in overcrowded classrooms?

3 How do teachers and students interact in overcrowded classrooms?

The investigation employed a qualitative method, using many-case-study strategy having two schools as case study. The work employed three investigation instruments for the data gathering. The researcher did manual coding before the analysis.

The researcher has been able to argue that overcrowded classroom was prevalent in sub-Saharan Africa. Overcrowded classroom was prevalent in sub-Saharan Africa because of rise in childbirth-rate. The increase has led to increase in population. Also lack of fund to build adequate school structures. In Nigeria especially, free education policy was responsible for overcrowded classroom. The researcher had also shown that teachers and students had no voice in the previous research. They have not spoken about their perception and experience in an overcrowded classroom.

The findings of this investigation have addressed the study inquiries. This study has shown that overcrowding arose when the population surpassed the initial capacity. This led to obstacles in the learning process. According to feedback from both teachers and students, a class became

overcrowded if it exceeds 45 individuals. Although some believed, it becomes overcrowded when it surpassed 40. Then again, others considered a class overcrowded when the number of students exceeds what teachers can well manage. Also, both students and teachers perceived learning and teaching experience in overcrowded classrooms as challenging. This difficulty arose from various factors. First, students tend to get distracted due to the crowded environment. Additionally, the noise levels in these classrooms could be quite high. This further affected concentration. Moreover, teachers often found it challenging to give adequate time to answer students' questions during lessons because of students' overpopulation. This consequently limited available opportunities of learners asking questions and seeking clarification. So, teaching in overpopulated teaching space doubtlessly requires hard work or effort.

Additionally, they expressed that the management of an overcrowded classroom poses significant challenges. Both teachers and students emphasized that it was not an easy task to handle such a classroom environment. The primary factors contributing to this difficulty are the high noise levels. Also, the occurrence of disruptive behaviours among students. In the students' perspective, they believed that the government should construct additional schools. This is more of a long-time intervention, the old students' association, parents and the community can come together to donate more classrooms to schools. This is to moderate the sum of students per class. By doing so, it would make the classroom more manageable for teachers. Teachers may resort to using corporal punishment as a disciplinary measure. They did this when they faced challenges in maintaining control over the class. It is imperative to underscore that mentioning corporal punishment is a sensitive topic. Schools should approach it with caution. It is generally not considered a recommended or acceptable practice in educational settings.

Also, the participants shared their first-hand experiences about the negative aspects of overcrowded classrooms. Both teachers and students expressed encountering various challenges in such environments. These challenges led to the emergence of negative consequences. One of the sub-themes highlighted the difficulties faced in assessing students well. Additionally, the participants described overcrowded classrooms as frustrating and stressful. Thereby impacting the complete well-being of both teachers and students. The participants also reported instances of disruptive behaviour within these crowded settings. The participants also discussed several factors related to individual differences. And, the lack of consideration for disabilities in overcrowded classrooms. They highlighted that achieving lesson objectives became challenging due to these circumstances. Furthermore, the teachers shared their experience of classrooms which weren't favourable to result oriented education and knowledge acquisition. They mentioned factors which are hindrances to creating an optimal learning environment. Such factors are excessive heat, discomfort, inadequate seat arrangements, and limited freedom of movement.

The participants provided insights into the collaborative dynamics that exist within the classroom. This type of interaction encompassed both teacher-student and student-student collaboration. Teacher-student collaboration refers to the one-on-one collaboration between the educator and learner during teaching process. Yet, it was observed that this type of collaboration was absent during the classroom observation. Though, teachers stated that they do interact with students. The participants discussed the nature of their interactions with students. This was the one that occurred when students approached their desks in the staff room. They also mentioned the absence of one-on-one student-student interaction during the classroom observation. Students expressed that it was challenging to have such individual interactions among themselves. As a

result, teaching appeared to be teacher-centred, with students assuming a passive listening role. The participants discussed various teaching and learning strategies employed by teachers. Yet, it became obvious that these strategies were not utilized during the classroom observation. One such strategy mentioned was quizzing the students. It involves asking questions related to the lesson taught. Teachers expressed that they only ask questions based on the topic with the aim of engaging students in dynamic knowledge acquisition.

In relation to findings mentioned above, this work shown that education and knowledge acquisition in overpopulated classrooms does not align with the principles of social constructivism theory. Social constructivism emphasizes learning by collaborations. Interaction by means of individuals who have more knowledge in a particular subject. Established on the findings, it was obvious that the limited ease-of-movement within the overcrowded classrooms hindered teachers from engaging in one-on-one interactions with students. Thus, the opportunities for meaningful knowledge exchange and collaborative learning became restricted. Likewise, students also faced challenges in engaging in one-on-one interactions with their peers. Without these individual interactions, teachers were unable to identify gaps in students' learning. This hindered their ability to provide necessary help, support, or scaffolding to students. Additionally, the limited opportunities for one-on-one interactions prevented teachers from effective implementation of education and knowledge acquisition approaches that align with principles of social constructivism theory. It is essential to underscore the existence of precise instructional methods that promote effective learning experiences in line with the social constructivism theory.

Teachers faced limitations regarding implementation of these strategies due to the overcrowded nature of the classroom. Also, lack of adequate space, and the arrangement of seats.

The constant noise and rowdiness in the classes made classroom management a challenging task. It took considerable time for the teachers to settle the students down before they could begin teaching, leaving little time for assessment or addressing students' inquiries. Consequently, both educators and learners had negative perceptions and experiences in such circumstances.

Also, about previous research, the result of this research is in consonance with the work of Muthusamy, (2015). He examined educators' experiences in overpopulated teaching space in typical schools. His finding also showed that the experience of teachers in an overcrowded classroom was stressful. Also, that they did not find it easy to manage the overcrowded classroom. Howbeit, he only considered the teachers, he did not include students in his study. Moreover, this study aligned with some other previous research done on overcrowded classroom and built on them. This research, aligned with Marais, (2016) work on "We can't believe what we see": Overcrowded classrooms through the eyes of student-teachers." She explored the experience of student-teachers in an overcrowded classroom. She did her study using constructivist and social constructivist theory of learning.

Further, the result of this research has been able to confirm the research problem. The classes were not only overcrowded by numbers but by the lack of space. It did not allow ease of movement for both teachers and students. This has not allowed for any form of interaction. It has made class management difficult. This is because some students were exhibiting inappropriate and off task behaviour. It also resulted into more workload for teachers. The student became passive learner who only received whatever the teachers were able to ditch out to them. Thus, this has hampered result-oriented education and knowledge acquisition. The multiplier effect in the light of teachers plus students' well-being are thus enormous.

Through this research work, teachers and students have been able to express what they perceived and experienced in an overcrowded classroom. This study breaks the burden of teachers and students not able to bear their mind over the years. This opportunity to bear their minds on their view and experience of an overcrowded classroom will encourage them. Hence, the result of the research work has proved the study's significance. This investigation has also added to existing works by looking into the perception and experience of teachers. It did not stop there it added students to it. Previous literatures had not considered exploring children opinion about their learning environment. This research has also been able to prove that social constructivism theory of learning is not accommodated in overpopulated teaching space. It also proved that overpopulated teaching spaces do not allow the use of appropriate interactive strategies both teaching and learning. As well as, proved that overcrowded classroom has negative impact on teachers and students' well-being.

The implication of these findings suggests that an overcrowded class is more of number in relation to space. Some students would behave, in a way, which always get in the way of the smooth running of the lesson. As teachers struggled to make their voices heard as they teach, they wasted a lot of time in this process. Stress sets in, and they could also lose interest in executing and completing their responsibility.

Teachers did not do ongoing assessment for the students. The result implied that the government had not put adequate structures in place. Lack of resources made teaching and learning a challenging experience for the learners and the educators alike.

Without thorough assessment, educators couldn't discover existing gaps in the student's learning. This challenge faced by teachers and students made it difficult to practice the social constructivist theory of learning in an overpopulated teaching space. Stress added to the challenges

of teachers discharging their duties well and students cannot learn. Individual differences are not taken cognizance of as well as disability. The conducive was not conducive for learning and does not encourage interaction.

Learning in an overcrowded classroom can cause tardiness, truancy and gangsterism. Students will be coming late to classes as well as missing classes. They may also start missing school. It could be as bad as leaving home and hanging around the school premises without entering the school compound. As a result of tardiness and truancy, the students may become gangsters and join cults. They may become menace and start fomenting troubles in the neighbourhood of the school and society in general.

Teachers also may become unfulfilled in the discharge of their duties. Some may suffer burn out and leave the teaching profession. It may lead to dirt of teacher in the schools.

Recommendation followed that there should be another research using schools on Lagos suburb like Ikorodu. This is because the increase in the cost of living within Lagos metropolis and low cost of living at Lagos suburb is making people to migrate to the suburb. Also, that should be research on the reason for non-implementation of the policy of ratio 1:40. Furthermore, the study should be further explored using quantitative approach this is to enable larger participant. Also, another research looking at over population beyond population. Moreover, another research should explore the best way to use social constructivism theory of learning in overcrowded classroom. It was also recommended that focus group students should be interview in a place where teachers would not be present. This was to allow students to say things as they are without the fear of their teacher.



Parents should desist from sending underage children to high schools. Government should also provide affordable Nursery and primary schools. Parent will be able to allow children finish primary six before sending them to high school.

Also, there must be pre-resumption orientation for the student to intimate them with the dos and don'ts of the school. Then conduct pre-test for them to know the gaps in their learning. Then, they will assign them to classes according to their learning abilities.

Furthermore, teachers should go on training on how to manage an overcrowded classroom. They should also engage in collaborating during teaching. This would help in managing the classroom. Government and other stakeholder should join hands to make textbooks available or the schools. Also, they are to help make teaching resources available for the teachers. Students also, should produce teaching resources as homework, they would have scores for it. Teachers were to make a conscious effort not to give students corporal punishment.

Moreover, teachers should be holding debriefing twice or once a month. Also, Teachers and students should practice mindfulness. The classroom should have positive climate. Teach students how to respect all the school properties and resources to be able to handle them well. Government should introduce intercultural education and inclusive education to schools. Government should also recruit more teachers. They should also encourage team teaching among teachers.

Also, there should be provision of ceiling fans in each classroom. Broken furniture must always be immediately removed. They should arrange seats in such a way that there would be ease of movement around the class. Also to allow for interaction. The seats should also be comfortable for the students.

Then, teachers should make their teaching student-centred. They should give assignment to students on next topic. They should then work on it and teach it at the next class. This will give students room to take an active part in their learning. Teachers should always give students task to perform during the lesson. Teachers will use it to test their understanding of the topic taught. They should also attend training in best practices. Teachers and the school authority should have a forum where teachers can unwind. Students also should have a forum where they can meet with the school authority.

### **Conclusion in Summary:**

- Teachers and students have been able to express what they perceived and experienced in an overcrowded classroom.
- This study breaks the burden of teachers and students not able to bear their mind over the years.
- This opportunity will encourage teachers and students.
- The result of the research work has proved the significance of the study.
- The research also added to existing works by looking into perception and experience of teachers plus that of students.
- Proved that social constructivism theory of learning is not accommodated in overcrowded classroom.
- Proved that overcrowded classrooms do not allow the use of appropriate interactive strategies both teaching and learning.

- Proved that overcrowded classroom has negative impact on teachers and students' well-being.

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## APPENDICES

### Appendix A: UREC Decision form

 <span style="float: right;">UREC Decision, Version 2.0 <input type="checkbox"/></span>	
Unicaf University Research Ethics Committee Decision	
<b>Student's Name:</b>	Margaret Dada
<b>Student's ID #:</b>	R1901D7395122
<b>Supervisor's Name:</b>	Dr Esinam Ami Avornyo
<b>Program of Study:</b>	UUZ: EdD Doctoral of Education
<b>Offer ID /Group ID:</b>	O45826G47266
<b>Dissertation Stage:</b>	3
<b>Research Project Title:</b>	The Perspective and experience of teachers and Students in overcrowded classroom of Junior Secondary Schools in Kosofe Education District of Lagos State.
<b>Comments:</b>	No comments
<b>Decision*:</b>	A. Approved without revision or comments
<b>Date:</b>	17-Nov-2022
<small>*Provisional approval provided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.</small>	

### Appendix B: Gatekeepers Letter





UU\_GL - Version 2.0



### Gatekeeper letter

**Address:** Public service office, Alausa- Lagos.

**Date:** 09-Oct-2022

**Subject:** Permission to access the Principals

The Permanent Secretary,  
Office of Head of Service,  
Public Service office,  
Alausa Secretariat, Lagos.

"Permission to access the Principals."

Dear Sir,

I am a doctoral student at Unicaf University Zambia. As part of my degree I am carrying out a study on "The Perspective and experience of teachers and Students of Junior Secondary Schools in Kosofe education district of Lagos State." I am writing to enquire whether you would be willing to allow me access to two Junior secondary schools in Kosofe Education District 2 and allow teachers and students their participate in this research. Subject to approval by Unicaf Research Ethics Committee (UREC) this study will be using interview, Focus Group and classroom observation.

This research work is to find out the experiences and viewpoints of teachers and students on learning in overcrowded classrooms. As key players in the teaching and learning process, their experiences and views will help understand the issue better. It is expected that findings from the study will highlight what students and teachers feel and think about learning in overcrowded classroom. My Supervisor, is Dr Esinam Ami Avornyo. Please, I need your kind permission to access the Principals of 2 randomly selected schools in Education District 2, Kosofe, Ogudu Junior High School and Ojota Junior Secondary School, who will help notify the Teachers (Male and Female) in their schools, to help answer some interview questions and participate in classroom observation during teaching and students who will participate in focus group during school hours on the school premises. Each of the three data collection exercise will take 30 - 40 minutes to complete. Thank you in advance for your time and for your consideration of this project. Kindly please let me know if you require any further information or need any further clarifications.

Yours Faithfully,

Dada MW (Mrs)

Yours Sincerely,

  
Dada M.W. (MRS)

**Student's Name:** Dada Margaret Wuraola


**Student's E-mail:** dadamargaretamire@gmail.com

**Student's Address and Telephone:** Cavite, Philippines. +639672555197

**Supervisor's Title and Name:** Dr. Esinam Ami Avornyo

**Supervisor's Position:** Supervisor

**Supervisor's E-mail:** <e.avornyo@unicaf.org>

  
LAGOS STATE GOVERNMENT

LS/C.530/S.1/671 8<sup>th</sup> March, 2022.

Tutor-General/Permanent Secretary  
Education District II  
Maryland Schools Complex,  
Maryland, Ikeja.

**LETTER OF INTRODUCTION**  
**RE: LEARNING IN AN OVERCROWDED CLASSROOM: THE PERSPECTIVE AND**  
**EXPERIENCE OF TEACHERS AND STUDENTS IN LAGOS STATE JUNIOR SECONDARY**  
**SCHOOLS**

I have the directive of the Head of Service to introduce **Dada Margaret Wuraola**, a doctoral student at Unicaf University, Zambia.

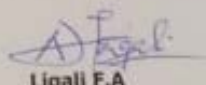
2. **Dada Margaret Wuraola** is conducting a research on "**Learning in an Overcrowded Classroom: Perspective and Experience of Teachers and Students in Lagos State Junior Secondary Schools**" The aim of the Research is to find out the experiences and viewpoints of teachers and students on learning in overcrowded classroom.

3. On the basis of the foregoing, the Researcher is requesting for permission to gather information/data by conducting individual interview, focus group and classroom observation from two (2) selected Junior Secondary School in Kosofe Local Government Area.

4. I am to respectfully ask that you accord the Researcher all necessary assistance towards the successful implementation of the Research project.

5. Kindly note that **Dada Margaret Wuraola** can be contacted on +639672555197

6. Thank you.

  
**Ligali F.A**  
For: Permanent Secretary

OFFICE OF THE HEAD OF SERVICE  
PUBLIC SERVICE OFFICE

Block 20, The Secretariat, Obafemi Awolowo Way, Ikeja, Lagos. Nigeria. P.M.B 21530, Ikeja. Tel: 08132478681  
E-mail: [psn@lagosstate.gov.ng](mailto:psn@lagosstate.gov.ng) Website: [www.lagosstate.gov.ng](http://www.lagosstate.gov.ng)

Appendix D: Inform Consent form


UU\_IC - Version 2.1

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**Informed Consent Form**

**Part 1: Debriefing of Participants**

**Student's Name:** Dada Margaret Wuruala  
**Student's E-mail Address:** dadamargaretamine@gmail.com  
**Student ID #:** R19050795422  
**Supervisor's Name:** Ebinam Anli Awomye  
**University Campus:** Unicaf University Zambia (UUZ)  
**Program of Study:** UUM: EdD - Doctorate of Education  
**Research Project Title:** The perspective and experience of teachers and students in an overcrowded classroom of Junior Secondary School in Kowle education district of Lagos state.

**Date:** \_\_\_\_\_

**Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words):**

I am Dada Margaret Wuruala, a doctoral student at Unicaf University Zambia, doing research on Learning in an Overcrowded Classroom: The Perspective and experience of teachers and Students in Lagos State Junior Secondary schools. This research aims to provide an understanding of teachers' and students' experiences and perspectives on teaching and learning in an overcrowded classroom. This study is significant because it aimed at finding out the perspectives and experiences of both teachers and students on learning in an overcrowded classroom. The study is also significant because, it gives voice to both the teachers and the students by creating an opportunity for them to reflect upon their teaching and learning. The participant was chosen to represent his/her stream because his/ her class was chosen.

The above named Student is committed in ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants. Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, Dada Margaret Wuruala ensure that all information stated above is true and that all conditions have been met.

**Student's Signature:** Wuruala

1

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**Informed Consent Form**

**Part 2: Certificate of Consent**

**This section is mandatory and should to be signed by the participant(s)**

**Student's Name:** Dada Margaret Wuruala  
**Student's E-mail Address:** dadamargaretamine@gmail.com  
**Student ID #:** R19050795422  
**Supervisor's Name:** Ebinam Anli Awomye  
**University Campus:** Unicaf University Zambia (UUZ)  
**Program of Study:** UUM: EdD - Doctorate of Education  
**Research Project Title:** The perspective and experience of teachers and students in an overcrowded classroom of Junior Secondary School in Kowle education district of Lagos state.

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation to this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

**Participant's Print name:** \_\_\_\_\_

**Participant's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**If the Participant is Illiterate:**

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the aforementioned individual has given consent freely.


**Witness's Print name:** \_\_\_\_\_

**Witness's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

2

Appendix E: Guardian Inform Consent form


UOI\_GIC - Version 2.0

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**Guardian Informed Consent Form**  
**Part 1: Debriefing of Participants**

**Student's Name:** Dada Margaret Wursola  
**Student's E-mail Address:** dadamargaretamine@gmail.com  
**Student ID #:** R390107396122  
**Supervisor's Name:** Ekinam Ami Aweyio  
**University Campus:** Unicaf University Zambia (UJLZ)  
**Program of Study:** UUM: EdD – Doctorate of Education  
**Research Project Title:** the perspective and experience of teachers and students in an overcrowded classroom of junior secondary school in Kosofe education district of Lagos state.

**Date:** 09-Oct-2022

**Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).**

I am Dada Margaret Wursola, a doctoral student at unicaf university Zambia researching on learning in an Overcrowded Classroom: The Perspective and experience of teachers and students in Lagos State junior secondary schools.


This research purpose is to have an understanding of teachers and students' experiences and perspectives on teaching and learning in an overcrowded classroom. The study is significant in that, it gives voice to both the teachers and the students by creating an opportunity for them to reflect upon their teaching and learning. Your child was chosen to participate because the class was chosen to represent their stream. May she will participate in a focus group with 6 other students. They will meet in the school library to discuss and share their experience and perception about learning in an overcrowded classroom. She will also record the session but it will be kept private to that class.

The above named Student is committed to ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.


All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, Dada Margaret Wursola ensure that all information stated above is true and that all conditions have been met.

**Student's Signature:** 

1

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UOI\_GIC - Version 2.0

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**Guardian Informed Consent Form**  
**Part 2: Certificate of Consent**

This section is mandatory and should to be signed by the participant's legal guardian

**Student's Name:** Dada Margaret Wursola  
**Student's E-mail Address:** dadamargaretamine@gmail.com  
**Student ID #:** R390107396122  
**Supervisor's Name:** Ekinam Ami Aweyio  
**University Campus:** Unicaf University Zambia (UJLZ)  
**Program of Study:** UUM: EdD – Doctorate of Education  
**Research Project Title:** the perspective and experience of teachers and students in an overcrowded classroom of junior secondary school in Kosofe education district of Lagos state.

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that the participant is free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (i.e. audio recordings, video recordings) for the purposes of the participation to this study. I understand that all data will remain anonymous and confidential, unless stated otherwise.

I,  the legal guardian of  allow and provide consent that  can willingly participate in the study.

I,  the legal guardian of  have been ensured that verbal consent given by  will also be taken before the study.

2

### **Semi-structured individual interview**

PART I. INSTRUCTIONS. Good morning.

My name is Dada Margaret Wuraola. I am a doctoral student at Unicaf University Zambia. Thank you for coming. The purpose of this interview is to get your perceptions and your experiences about learning in overcrowded classroom. There are no right or wrong answers. Please I encourage you to feel comfortable with saying what you really think and how you really feel.

1. I will like you to know that I will be tape-recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. Be rest assured that all your comments will be kept confidential. I will be compiling a report of all teacher's comments without any reference to individuals.
2. Before we get started, please take a few minutes to read this preamble (read and sign this consent form).

### **3. Background Information section**

1. What gender do you identify as?
2. What is your age?
3. Where is your home located?
4. What is the highest degree or level of education you have completed?
5. Are you married?
6. What subject do you teach?
7. How long have you being in service?
8. What class do you teach? What is the size?

#### **Individual semi-structured Interview Questions**

Q1. What is your idea of overcrowded classroom?

Q2. What is your perception of learning in overcrowded classroom?

Q3. What is your experience of learning in overcrowded classroom like?

Q4. What are some of the challenges you face teaching in overcrowded classroom

Q5. How often and well do you interact with students one-on-one?

Q6. What teaching approaches or strategies do you use?

Q7. What can you say about the conduciveness of the learning environment for teaching and learning?

Q8. What in your view is the role of the teacher in managing his or her classroom?

Q9. What type of questions do you always use in during teaching learning? Convergent? Yes or No question or divergent Why?

Q10. What effect does teaching in overcrowded classroom have on your well-being?

#### **Probes for interview**

##### **Interviewer's probe**

Repeat question.....

Anything else? .....

Any other thing? .....

How do you mean? .....

Can you please tell me more? .....

Tell me what you are thinking about that.....

Let me know exactly what you mean.....

Why do you feel like that? .....

## Appendix: G Semi Structured Observation Protocol

### **Semi-structured observation guide**

#### **Background**

Background: The research is to have understanding of how teachers and students experience and perceive learning in overcrowded classroom, hence the researcher want to get into the classroom to observe the classroom practices during teaching learning process.

#### **Purpose**

The purpose of this observation is to have an understanding of what happens in Overcrowded classroom. How teachers navigates the classroom and interact with students in over-crowded classrooms? How the classroom is managed and controlled.

Whatever we observed shall be for research work and will be treated with high degree of confidentiality.

#### **Things to Observe.**

The researcher must bear in mind the topic of the study and make her observation in line with the topic vis-a-viz the points below.

- How is the activity implemented? e.g.
  - who is taking part?
  - number of participants

- nature of the activity and teaching approach
  - timing and location of the activity
  - how the activity is organised
  - how time is used during the activity
  - roles and responsibilities of participants
  - decisions being made by whom and for whom
  - resources made available to students e.g. special equipment, learning resources, software, virtual learning environments etc
  - help available to students
- How are the participants behaving? e.g.
    - How are they undertaking the activity?
    - How are students using help and resources?
    - How are students interacting with the learning environment?
    - Do students appear more motivated, engaged, or better prepared?
- How are the participants interacting? e.g.
    - Is there dialogue?
    - Is the dialogue constructive for learning?
    - Who is talking/listening?
    - What is their body language/non-verbal information?
    - Is there evidence in the dialogue that students are learning?
    - How are students learning from the dialogue? (e.g. staff-student, peer-peer discussion, group inquiry....etc)
    - Is dialogue constructive and collaborative?
    - What is being discussed? How often?
    - Who is talking/listening?
- 
- How is feedback being given to students?
- How are the participant behaving?
    - How are they undertaking their own responsibilities?
    - How are they collaborating with other team members?



## Appendix H: Focus group protocol

### Interview Protocol for focus group

School & Location \_\_\_\_\_ Date/time \_\_\_\_\_

No. of people attending \_\_\_\_\_

Researchers conducting session \_\_\_\_\_

My name is Dada Margaret Wuraola. I will be facilitating this focus group interview. The goal of this project is to know how the teachers and students perceive and experience learning in overcrowded classroom. As students, we value your opinions and insights. I want to know your experience and your perception of learning in overcrowded classroom. Ultimately this study will add to the body of knowledge. The information gleaned from this effort will be shared with stakeholders in the education sector.

You were selected through purposive random sampling. 2 focus groups will be conducted within the district with each group having approximately 6-10 participants.

The focus group interviews will take approximately 30-40 minutes and will follow a designed interview protocol. No incentive is attached to participating in the focus group.

I have some consent letter here for you to fill. (Copies distributed). If anyone has any questions, he can ask now.

In the absence of any questions, let's proceed to the questions.

[Note: the researcher will use phrases such as "Tell me more", "Could you give me an example?", "Could you explain that?" as prompts to probe for more detailed information when needed.]


### Background Information

To begin, let us introduce ourselves.

1. What gender do you identify as?
2. What is your age?
3. Where is your home located?

4. What class are you?
5. How will you describe an overcrowded classroom?
6. What is your perception of learning in overcrowded classroom?
7. What is your experience of learning in overcrowded classroom like?
8. What are some of the challenges you face learning in overcrowded classroom
9. How would you describe your one- on- one interaction with other students and teachers?
10. What teaching approaches and learning strategies do your teachers use most?
11. How would you describe your classroom learning environment?
12. How often do you ask question from your fellow students? What about from teachers? Do they always respond?
13. How would you describe the effect of learning in overcrowded classroom on your well-being?
14. What is your opinion about how teachers are managing their class in term of class control?

## Appendix I: Local/International Research Approval



**LAGOS STATE GOVERNMENT**

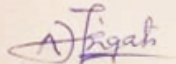
LS/C.530/S. I/VII/177 20<sup>th</sup> February, 2024.

Tutor-General/Permanent Secretary  
Education District II  
Maryland Schools Complex,  
Maryland, Ikeja.

**LETTER OF INTRODUCTION**  
**RE: APPROVAL FOR LOCAL RESEARCH ETHICS COMMITTEE (REC) or APPROVAL**  
**FROM A MINISTRY OR PUBLIC AGENCY**

I have the directive of the Head of Service to introduce to you **Dada Margaret Wuraola**, a doctoral Student at Unicaf University, Zambia.

2. **Dada Margaret Wuraola** is conducting a Research on "**The Perspective and Experience of Teachers and Students Learning in an Overcrowded Classroom of Junior Secondary Schools in Kosofe Education District of Lagos State**". The aim of the Research is to find out the experiences and viewpoints of teachers and students on learning in overcrowded classroom.
3. On the basis of the foregoing, the Researcher is requesting for permission to gather information/data by administering questionnaires to facilitate the retrieval of relevant and comprehensive data from your District.
4. I am to respectfully ask that you accord the Researcher all necessary assistance towards the successful implementation of the Research project.
5. Kindly note **Dada Margaret Wuraola**, can be contacted on +639672555197
6. Thank you.

  
**Ligali F.A**  
 For: Permanent Secretary

**PUBLIC SERVICE OFFICE**  
**OFFICE OF THE HEAD OF SERVICE**

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Block 20, The Secretariat, Obafemi Awolowo Way, Ikeja Lagos. PMB 21530, Ikeja. Tel: 08191478681  
Email: [ps@lagosstate.gov.ng](mailto:ps@lagosstate.gov.ng) Website: [www.lagosstate.gov.ng](http://www.lagosstate.gov.ng)

## Appendix J: Approval form Orange School, A Principal



Our Ref \_\_\_\_\_ Your Ref \_\_\_\_\_ Date 17/01/24

### AUTHORIZATION TO CONDUCT A RESEARCH STUDY



Sequel to the approval of the Head of Service on behalf of The Tutor General/Permanent Secretary Education District II, **Mrs Dada, Margaret Wuraola** is authorized to conduct a study on **"Learning in Overcrowded Classroom: Perspective and Experience of Teachers and Students in Lagos State Junior Secondary Schools."** in Ogudu Junior Grammar School, Lagos as part of the requirements for the Degree, Doctor of Education, UNICAF, Zambia.

She would be conducting individual interview with teachers, focus group interview with students and classroom observation.



Mrs Omisakin F. A.  
Director/Principal

## Appendix K: Approval form Mulberry School, B Principal

 <b>LAGOS STATE GOVERNMENT</b> EDUCATION DISTRICT II IKORODU, MIDWICK & NOSIFE LGAS <small>All correspondence to be addressed to the Principal</small>	 <b>OJOTA JUNIOR SECONDARY SCHOOL</b> (Established 6th, January, 2003) 386, Ikorodu Road, Ojota, Lagos State. Tel: 08023400837, 08158394139 E-mail: ojotajunior@gmail.com
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Our Ref:..... Your Ref:..... Date:.....


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**AUTHORIZATION TO CONDUCT A RESEARCH STUDY**

Sequel to the approval of the Head of service, Public Service Office on behalf of Tutor General Permanent Secretary Education District II, Mrs. Dada Margaret Wuraola is authorized to conduct a Study on "Learning in Overcrowded: Perspective and Experience of Teachers and Students in Lagos State Junior Secondary school," in Ojota Junior Secondary School, Lagos, as a part of the requirements for the Degree, Doctor of Education, UNICAF, Zambia.

She is conducting individual interview with Teachers Focus group interview with students and Classroom Observation.

Authorized by: IBRAHIM, FATEH, OLASUNKANMI

SIGNATURE: 

POSITION: PRINCIPAL

DATE: 16/01/2024.

## Appendix L: Pictures of classrooms renovated by old students of schools

## Appendix M: Pictures of classrooms renovated by old students of schools

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