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**INVESTIGATING THE IMPACT OF CROWDED CLASSROOM ON  
STUDENTS LEARNING AT SECONDARY LEVEL IN QASIMABAD  
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Email. [anzik73@gmail.com](mailto:anzik73@gmail.com)**Abstract**

This paper aims to investigate the impact of crowded classrooms on students learning at secondary school level. The study was descriptive in nature. Five-point Likert Scale close ended questionnaire was developed for the collection of data. The simple random sampling method was used in the study for selecting the sample. The questionnaire was used to collect quantitative data from the 96 secondary school students of 9<sup>th</sup> and 10<sup>th</sup> grades comprising of both boys and girl students. The data was analyzed through SPSS version 29. This study points towards the obstructive impact of large classroom size on the students overall learning. Moreover, according to the findings the larger classes are not beneficial for the students' academics. Thus, suggests that the school management may arrange students in classes of 25-30 students per class. The concerned authorities are hence suggested to make proper arrangements for the classrooms as per need of the school attendance to create positive academic impact.

**Keywords:**

Crowded Classrooms, Secondary Education, Learning

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## **Introduction**

Secondary education is the most significant and last phase of required schooling. It comes after elementary education and serves as a basis for postsecondary education (Bibi, 2018). A high-quality secondary education aids in students' realization of their goals and role as responsible democratic members of the society. Students in Pakistan face several challenges throughout their academic careers, particularly in government schools. One of such challenge is overcrowding classrooms in secondary education institutions, which is regarded as one of the most difficult issues that instructors and students deal with (Shakouri, 2012). There are several causes of packed classes in educational institutions, such as a dearth of nearby schools and occasionally the shortage of trained teachers.

According to Mbanefo et al. (2024), class size is defined as the average number of students in a class at a school, not the actual number of students a teacher is teaching at any one moment. Osai et al. (2021) contends that factors influencing student achievement include class size, teaching strategies, instructor skills and competency, and learning environment. Instructors that have to deal with packed classrooms or huge student populations encounter challenges in providing high-quality instruction as well as challenges regarding assessment and feedback (Ndethiu et al., 2017). According to Oruikor (2023), the architecture of a classroom plays a crucial role in establishing a productive learning environment.

Teachers frequently experience stress and lack the necessary skills to deal with packed classrooms (Osai et al., 2021). It also has an impact on kids' learning as there is very little student interaction and little active participation in packed classrooms. The learning of each pupil is greatly impacted by the teacher's inability to attend to them all. The greater individualized attention, greater time for feedback and differentiation, and smaller class sizes are all possible in smaller settings (Basmah Ali, 2021).

### **Research Objectives:**

1. To examine the effects of crowded classrooms on students learning.
2. To examine the students' experience about learning in the crowded classrooms.

### **LITERATURE CITED**

In large classes, there are several problems, such as how to manage the large number of students and provide adequate instruction (Hussain et al., 2017). Teachers must have the pedagogical abilities necessary to handle all of the difficulties they may encounter in a large class, including the size of the class (Ndethiu et al., 2017). Due to administrative concerns, disciplinary issues, and a lack of active learning opportunities, student participation in packed classrooms is low. In such packed classrooms, discussions, presentations, and activities are not feasible (Ijaiya, 1999). Pupils in overcrowded classes

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frequently show lower levels of interest and motivation (Vakili et al., 2024). A teacher in a packed classroom must deal with a variety of students, some of whom struggle academically or with language. The teacher cannot focus on every student and, due to time constraints, cannot provide extra time to the less capable students (Khan & Iqbal, 2012). Every student may have a separate desk and seat, according paragraph 30 of the K.P.K. (1935) Education Code. Enough room should be given to every pupil, Sangangula, L. A. (2016) argues that the number of students in a class who are receiving instruction or attention from the teacher at any one moment is the class size. The instructor should be able to walk between the rows with ease thanks to the arrangement of the chairs. Students should be able to walk about and stand up comfortably in each seat (Shah, 2012). For educators who want to successfully facilitate the teaching-learning process in the classroom, instructing a big number of students can be a difficult undertaking. Teachers find it extremely challenging to extend their teaching-learning process in an efficient manner in order to meet the established learning objectives because of the large number of students in crammed classrooms. In a big group, the teacher is unable to provide sufficient interaction amongst the students at the same time. A major source of difficulty for many educators is the size of the classes they teach (Chand, 2023). We may thus conclude that packed classrooms may have an impact on relationships between teachers and students. Accordingly, this study aims to provide some advice and proposals to lessen the occurrence of this issue (Ijaiya, 1999). Numerous factors, like the caliber of the school, the degree of discipline, and even the makeup of the class, influence the nature of the effects of massive class seizures (Basmah Ali, 2021). There are instances when a large class size makes pupils lose interest in their studies. That is what leads to the tense dynamic between students and instructors at school. Teachers who work in packed classrooms have a variety of challenges, including those related to management, discipline, and the lack of active learning strategies. Students' learning experiences are greatly impacted by the physical space and arrangement of a classroom (Oruikor, 2023). Overcrowding has an impact on time management and instruction, two interdependent components. The first is the instructional time that is lost on managing the class. The classroom's administration comes in second. Studies support the idea of testing instructors' abilities in packed classrooms. Instructors are evaluated on their ability to oversee classroom activity and carry out the lesson plan in crammed classes. Teachers must have a time division strategy in place for a variety of teaching tasks. As a result, in-class instructional activities should take up more time than managerial tasks (Hussain et al., 2017). The average class size is 70–90 students, which poses several challenges for educators and learners alike. In these packed classrooms, instruction is ineffective (Khan & Iqbal, 2012). In elementary and secondary

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schools, there should not be more than 35 or 40 students in a class, per (Mbanefo et al., 2024). However, having 70–80 students in a class causes a lot of issues for both teachers and learners. Students in crammed classrooms do not actively engage in the learning process; instead, teachers receive the majority of their attention. Numerous problems arise in packed classrooms, such as how to manage a large group of students and effectively teach them (Hussain et al., 2017). In the unfortunate event of a large class, educators must provide themselves with pedagogical abilities to handle all obstacles, including the size of the student body (Ndethiu et al., 2017). Since there are administrative concerns, behavioral difficulties, and a lack of active learning opportunities in packed classrooms, student engagement in the learning process is minimal. In classes this packed, it is impossible to have discussions, presentations, or activities (Ijaiya, 1999). According to Shakouri (2012), there is evidence to suggest that active learning, which involves students participating in discussions and activities, can facilitate learning and help students retain information more readily. However, this kind of learning is only feasible in smaller classes with fewer students than in larger ones. In this sense, a class with more than 40 pupils per instructor is considered big (Mbanefo et al., 2024). Well into the middle of the 20th century, there were many descriptive analysis studies summarizing the findings of class size studies, driven by educational leaders' need to defend growing class sizes. Most of the studies found a positive correlation between lower class sizes and higher academic achievement among elementary school students (Chandler Vandenberg & Chandler, 2012). In American K–12 public education, the topic of classroom size has been studied and debated for many years (Carolina N. Garcia, 2016). The learning environment of a classroom is determined by its size, which may have an impact on students' learning. Typically, crowded classrooms produce an unsuitable learning environment (Jameel & Aslam, 2025)

## **METHOD**

The study was descriptive in nature. Likert Scale Questionnaire was developed for the collection of data. The simple random sampling method was used in the study. Close ended questionnaire was used to collect the quantitative data. The participants were allowed to select any one option. Data was collected from the students randomly. The questionnaire was distributed among the participants with proper explanation and permission from the relevant school authorities. The population of the study was the secondary schools of taluka Qasimabad Hyderabad. A total of eight (08) schools were selected for this study, amongst which the 12 students were selected randomly from each school as respondents. The data was collected from the students of class 9<sup>th</sup> and 10<sup>th</sup>. Total 96 respondents were selected for this study as  $N=8*12 = 96$ . A self-developed questionnaire was used in order to collect

data. Using a five-point Likert-type rating scale with the options of strongly agree, agree, undecided, disagree, and strongly disagree, the questionnaire was created with the study's aims in mind by the help of relevant literature survey. Education specialists reviewed evaluated the questionnaire for its validity. Following the necessary adjustments, the final "questionnaire" version with sixteen (16) items was deemed adequate for use as a research tool in this study.

## Data Analysis

Quantitative data analysis involves processing respondent replies from the data collecting tool using statistical software for social science applications on a computer (SPSS, 29). The counting of frequencies, percentages, means, and standard deviations were done using a descriptive statistical approach. The data was summarized using the mean and standard deviation to investigate how crowded classrooms affect secondary school pupils' learning in Qasimabad, Hyderabad.

## Results and Findings

Table 1

S#	Items	Response Frequency					Mean	$\sigma$	Decision
		SA %	A %	UN %	D %	SD %			
1	Students are uncomfortable in crowded class	34 (35.41)	29 (30.20)	7 (7.29)	18 (18.75)	8 (8.33)	2.34	1.352	Low perception
2	There is very much noise in crowded class	36 (37.5)	16 (16.66)	4 (4.16)	21 (21.87)	19 (19.79)	2.70	1.616	High Perception
3	Students don't hear the teacher's voice clearly in crowded class	47 (48.95)	38 (39.58)	7 (7.29)	4 (4.16)	0 (0)	1.67	0.790	Low Perception
4	Students can see the black board clearly in crowded class	3 (3.12)	5 (5.20)	8 (8.33)	26 (27.08)	54 (56.25)	4.28	1.033	High Perception
5	Teacher doesn't give attention to every student in crowded class	34 (35.41)	56 (58.33)	1 (1.04)	4 (4.16)	1 (1.04)	1.77	0.761	Low Perception
6	Every student doesn't interact with the teacher in crowded class	41 (42.70)	50 (52.08)	3 (3.12)	2 (2.08)	0 (0)	1.65	0.649	Low Perception
7	Crowded class doesn't have proper seating arrangement	64 (66.66)	32 (33.33)	0 (0)	0 (0)	0 (0)	1.33	0.474	Low Perception
8	Crowded classes have more discipline problems	50 (52.08)	41 (42.70)	5 (5.20)	0 (0)	0 (0)	1.53	0.597	Low Perception

9	Students feel ignored in crowded classes	22 (22.91)	60 (62.5)	8 (8.33)	5 (5.20)	1 (1.04)	1.99	0.788	Low Perception
10	Front zone students dominate the whole class	37 (38.54)	50 (52.08)	7 (7.29)	2 (2.08)	0 (0)	1.99	0.788	Low Perception
11	Back zone students are ignored in crowded class	50 (52.08)	38 (39/58)	5 (5.20)	2 (2.08)	1 (1.04)	1.6	0.774	Low Perception
12	Students don't bunk the class most of the time	6 (6.25)	10 (10.41)	9 (9.37)	56 (58.33)	15 (15.62)	3.67	1.063	High Perception
13	All Students submit assignments in crowded class	3 (3.12)	8 (8.33)	10 (10.41)	61 (63.54)	14 (14.58)	3.78	0.908	High Perception
14	All Students get interest in crowded class	14 (14.58)	25 (26.04)	15 (15.62)	8 (8.33)	34 (35.41)	3.24	1.52	High Perception
15	Every student gets chance to present in crowded class	11 (11.45)	9 (9.37)	9 (9.37)	48 (50)	19 (19.79)	3.57	1.238	High Perception
16	Students get high grades in the crowded class	16 (16.66)	15 (15.62)	4 (4.16)	47 (48.95)	14 (14.58)	3.29	1.353	High Perception

Note: N=96, SA = Strongly Agree; A = Agree; UN = Undecided; D = Disagree; SD = Strongly Disagree. Decision – weighted average =  $40.4/16=2.525$ .

According to the data analysis, the majority of respondents seemed to believe that there is a lot of noise in a packed classroom and that a huge class makes it difficult for kids to see the chalkboard. They believed that most of the time, students generally skipped class, that no one turned in their assignments in crowded classrooms, that no one seemed interested in the large class, that no one seemed to get the chance to present in front of the class, and that no one in the crowded classroom received good grades. However, the majority of participants did not believe that a packed classroom had a negative effect on kids' learning.

For instance, they felt that there was a low level of student discomfort in crowded classrooms, that it was difficult for students to hear the teacher clearly in crowded classrooms, that the teacher did not pay close attention to every student in crowded classrooms, that there was improper seating arrangement in crowded classrooms, that there were more discipline issues in crowded classrooms, that students felt ignored in crowded classrooms, that front zone students dominated the entire class, and that back zone students were ignored in crowded classrooms.

Table 2

### Students Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	48	48.5	50.0	50.0
	Female	48	48.5	50.0	100.0
	Total	96	97.0	100.0	

Table 2 shows the participants of the survey, total 96 students of 9th and 10th were selected 48 were the boys and 48 were the girls.

## Results and Discussion

This research is descriptive in nature, after data analysis researcher has concluded findings regarding the impact of crowded classroom on students learning at secondary level at Taluka Qasimabad, District Hyderabad.

After analysis of data, researcher found that

- The frequency of item#1 shows that majority of students are uncomfortable in crowded class because the all students can't hear the clear voice of teacher
- The frequency of item#2 shows that there is a lot noise in crowded class
- The frequency of item#3 shows that students don't hear teacher's voice clearly in the crowded class
- The frequency of item#4 shows that students can't see the blackboard clearly in crowded class
- The frequency of item#5 shows that teacher doesn't give attention to every student in a huge class
- The frequency of item#6 shows that every student doesn't interact with teacher in crowded class
- The frequency of item#7 shows that a huge class doesn't have a proper seating arrangement for the pupils
- The frequency of item#8 shows that larger classes have more discipline problems
- The frequency of item#9 shows that students feel ignored in larger class
- The frequency of item#10 shows that front zone students dominate the whole class
- The frequency of item#11 shows that back zone students are ignored in a larger class
- The frequency of item#12 shows that most of the students bunk the class
- The frequency of item#13 shows that most of the students don't submit the assignments in larger class
- The frequency of item#14 shows that most of the students don't get interest in the class

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- The frequency of item#15 shows that every student doesn't get chance to deliver presentation in huge class
  - The frequency of item#16 shows that most of the students don't get high grades in larger class.

## CONCLUSION

According to the findings that larger classes are not beneficial for the betterment of the students, in crowded classes students can't get proper attention from the teachers, students can't give presentations, they don't have chance to be involve in the class, mostly they just come and sit in the class they can't learn properly, most of the students bunk their classes and spend their time in other activities. Students face many learning challenges in the crowded class. It is very difficult for the teachers also to manage a huge class and even they can't remember the names of students, teachers can't use different methods of teaching, they can use only lecture method.

## RECOMMENDATIONS

The following recommendations were made on the basis of findings.

- According to the findings of this study it is suggested the management of schools that make classes as per 25-30 students per class.
- According to the findings of this study it is suggested to the concerned authorities that make arrangements for the classrooms.
- According to the findings of this study it is suggested to the NGOs to play your role to provide infrastructure to the needy schools to overcome this problem.
- According to the findings of this study it is suggested to the parents to contribute to resolve this serious cause for the betterment of the students' future.

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