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EXPLORING STRATEGIES TO DEAL WITH OVERCROWDED CLASSROOMS USED BY SECONDARY SCHOOL TEACHERS IN LARKANA

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ABSTRACT

Overcrowded classrooms are the most widespread issue in Larkana secondary schools, that have an impact on teaching quality, student motivation, and classroom control. In this qualitative study, it was examined how the secondary school teachers manage to deal with overcrowded classrooms efficiently. Recording teachers' actual experience through semi-structured interviews, the study found issues like constrained space, differential student attention, discipline problems, unstable training, or administration direction. Despite all these challenges, teachers adopt adaptive strategies such as class seating plans, group work, peer tutoring, the use of visual aids, activity-based learning, and careful use of technology. All these steps ensure discipline is intact, enhance student engagement, and decrease teacher stress. However, the study highlights the need to implement better infrastructure, continuous professional development, and policy support. The results provide policy implications for policymakers, school administrators, and educators to facilitate enhancing teaching and learning in overpopulated classrooms through the appreciation of teacher labor and promoting realistic solutions.

Key Words: *Overcrowded classrooms, teaching strategies, classroom management, Student Engagement, Instructional Strategies, Learning Environment.*

INTRODUCTION

This study aimed at exploring strategies to deal with overcrowded classrooms used by secondary school teachers in Larkana. Crowded classrooms are a major challenge in secondary schools of Larkana; overcrowded classrooms create difficulties and challenges for teachers to deliver effective instructions. (Ahmed, Tayyub, & Ismail, 2023). Explain that the number of students enrolled increases from the capacity of the classroom, resulting in a lack of individual attention, increased disruptive behaviors, and teacher stress, all of which negatively affect students' learning outcomes and overall learning performance. This issue is particularly common in urban and semi-urban areas of Sindh, where educational infrastructure is not enough to meet the growing enrollment demands.

In secondary schools, teachers have to adopt various effective strategies to deal with overcrowded classrooms. The most effective and commonly used strategies are group work, peer tutoring, cooperative learning, activity-based learning, questioning methods, seating arrangements, and, most importantly, classroom rules to handle overcrowded classrooms. (Mahmood, Fatima, & Lodhi, 2022; Mujahid, Fayyaz, & Zafar, 2024). All of these strategies help teachers maintain classroom discipline and increase student participation in overcrowded classrooms. Many teachers also use a structured seating arrangement strategy and assign leadership roles and responsibilities to students

to maintain classroom control. All these strategies have shown effective, impactful, and positive results in different overcrowded schools.

Along with effective classroom management strategies, continuous professional development programs, teacher training, and supportive leadership from school administration and school heads have proven to be most significant in helping teachers manage overcrowded classrooms. (Tahir & Khan, in press; Zaman, Sajjad, & Gharsheen, 2023; West, 2024). When schools provide required teaching and learning resources, regular training, and regularly assist teachers, it becomes easier for teachers to apply these strategies most effectively. However, focusing on the specific context of Larkana, there is an actual need to explore how these effective strategies are actually implemented by teachers and also how teachers address the challenges of overcrowded classrooms.

Moreover, Classroom overcrowding leads to behavioral problems such as over-disruption, indiscipline, inattention, and uneven input. Shy students and slow learners get lost in the crowd, and dominant students occupy additional space, causing imbalance (Ali et al., 2023; Rehman & Bano, 2024). Teachers address these issues by imposing rigid rules, offering good behavior rewards, appointing group leaders, and encouraging cooperative learning for discipline and engagement maintenance (Mahmood et al., 2022; Siddiqui & Parveen, 2023).

Background of the Study

In many secondary schools of Larkana, teachers often face various challenges in maintaining overcrowded classrooms, where student numbers exceed the available resources and classroom space. This situation not only makes teaching challenging but also makes it difficult for students to engage fully in the learning process. (Ali et al.2023) Overcrowded classrooms usually increase teacher workload and stress, decrease students' active participation, and also create difficulties for teachers in maintaining classroom discipline effectively (Rehman & Bano, 2024). This issue is common and well-known to local educators, but there is still a lack of specific research on the practical, effective strategies that secondary school teachers use to deal with these challenges in the specific context of Larkana. Investigating these strategies is necessary to support teacher educators and to enhance the engaging learning environment for students in overcrowded classrooms (Ahmed & Shah, 2025). This section highlights the key strategies to deal with overcrowded classrooms used by secondary school teachers in Larkana.

Group work and peer learning

These strategies are effective in dealing with overcrowded classrooms. Teachers distribute students into small groups for collaborative learning and discussions, where students help each other and understand the lesson content effectively. These strategies foster active learning among students, peer support, and help teachers manage large groups by engaging students in cooperative learning and discussions.

Use of Teaching Assistants or Student Leaders

This strategy is effective in dealing with overcrowded classrooms. Teachers assign roles and responsibilities to group leaders or monitors to support academic and classroom discipline tasks. This strategy reduces the burden on the teacher, also promotes leadership skills among students, and enhances classroom management.

Implementation of technology-based instruction

Technology-based instruction is a helpful and effective strategy to deal with overcrowded classrooms. Integrating multimedia presentations, online quizzes, and educational apps helps teachers deliver lessons more effectively in overcrowded classrooms. This strategy helps teachers to maintain student interest, promote individualized learning, and minimize classroom disruptions.

Differentiated Instruction

This strategy guides teachers in modifying content, process, and products of learning based on students' abilities, interests, and learning styles. It assures all learners are actively engaged and learning at their applicable level, even in large groups.

Use of Rotational learning stations

This strategy guides teachers in setting up different activities or learning stations around the classroom where students rotate in groups. This strategy encourages active participation, maximizes the use of minimal classroom resources, and reduces teacher workload.

Seating Arrangements for Engagement

The seating arrangement strategy is the most effective and helpful strategy used by secondary school teachers to deal with overcrowded classrooms. This strategy guides teachers in organizing seating strategically(e.g., semicircle seating arrangement and cluster seating arrangement). These seating arrangement structures ensure that students at the back are equally involved in classroom activities and participate equally in every task. This strategy improves audibility, visibility, and active student engagement, and reduces discipline problems in overcrowded classrooms.

Flipped Classroom Approach

This strategy is effective and helpful for secondary school teachers to deal with overcrowded classrooms. The flipped Classroom Approach guides students to study new content at home through videos and reading, and classroom time is also used for interactive problem-solving activities. The flipped classroom approach maximizes active learning during minimal classroom time and also helps students to learn at their own pace.

Strict Time Management and Lesson Planning

Well-structured, effective lesson plans with specific time allocations for each activity promote smooth delivery of lesson plans despite the large number of students. Strict time management and lesson plans prevent chaos, maximize instructional time, and also improve content coverage in each lesson.

Positive Behavior Management Techniques

This strategy helps teachers establish clear classroom rules and reward positive behaviors through praise, motivation, encouragement, and incentives. These positive behavior management techniques guide teachers to create a respectful and disciplined environment and minimize behavioral issues in overcrowded classrooms.

Use of Visual Aids

This strategy is most effective and helpful for secondary school teachers to deal with overcrowded classrooms. Specific visual Aids like charts, diagrams, posters, Graphs, Tables, flashcards, and models are particularly used by teachers to deal effectively with overcrowded classrooms. The use of visual aids in overcrowded classrooms helps students retain information, supports visual learners, and also reduces repetitive explanations.

Problem Statement

In many secondary schools of Larkana, overcrowded classrooms with approximately fifty to sixty students have become a typical challenge for teachers. Managing such overcrowded classrooms usually limits teachers' ability to provide individual attention, makes classroom management more challenging and complicated, and reduces meaningful student engagement. Even though teachers apply different strategies to deal with these challenging situations, there is still a lack of qualitative research that investigates how these strategies are applied in daily classroom practice and what consequences they have on teaching and learning in this local setting (Ali, 2024).

Significance of the study

This study is significant as it examines effective strategies to deal with overcrowded classrooms used by secondary school teachers in Larkana. The common issue of overcrowded classrooms negatively impacts teaching quality, student engagement, and teachers' wellbeing(Ahmed &Din,2024; Zaman et al,2023). By understanding practical approaches such as group work, peer work, seating arrangements, differentiated instruction, and classroom management techniques, this research study seeks to inform both locally adopted teaching practices and larger educational policies.

Initially, keeping a record of how teachers adapt through collaborative learning and seating arrangement strategies offers a practical

understanding for educators and school leaders aiming to enhance instructional outcomes in overcrowded classroom settings. (EdCircuit,2024; Hafiz & Arshad, 2023). These strategies enhance students' attention, reduce disturbing behaviors, and most importantly, strengthen academic engagement.

In Addition, emphasizing teacher formulated strategies provides practical evidence to support skill development initiatives, such as training programs and mentorship initiatives intended to improve classroom management in Pakistan (Zaman et al,2023; Ahmed &Din, 2024) Identifying context-specific innovation in Larkana contributes to guiding professional development adapted to the Pakistani secondary school context. Furthermore, the Findings of this research study offer value to educational administrators and policymakers. With effective and resilient documentation of teacher-driven solutions, stockholders support policy reforms such as recruitment support, enhanced classroom resources, and reduced teacher-student ratio to guide overcrowded school settings(Zaman et al, 2023; Ahmed &Din, 2024).

This study recognizes effective strategies used by secondary school teachers in Larkana to manage overcrowded classrooms. These effective strategies are relevant, practical, and enhance teaching quality in challenging situations of overcrowded classrooms. This research study is significant for teachers, for Classroom management, for teaching improvement, and for policy and future research.

For Teachers

Effective strategies to deal with overcrowded classrooms used by secondary school teachers, such as group work, collaborative learning, technology-based instruction, and peer tutoring, engage students effectively in overcrowded classroom environments and also reduce teacher workload. (Mahmood et al.2022; Arshad & Arshad, 2023).

For Classroom Management

This study is significant for classroom management as structured rules and routines, strict time management and lesson plans, and flexible seating arrangements handle disruptive behaviors in overcrowded classrooms.(Khan et al., 2023;Mahmood et al, 20222).

For Teaching Improvement

This study is significant for teaching improvement. Differentiated instruction and effective co-teaching facilitate learners with diverse learning needs. (Ayesha & Nausheen, 2024; Olges & Cohen, 2024).

For Policy and Research

This study is significant for policy-making and future research. It fulfills the research gap on overcrowded classroom management in Sindh, helping future research and policies (Arshad & Arshad, 2023; Sohail, 2024).

Context of the Study

In the Larkana region, overcrowded classrooms prevail as a major issue and a Continuous challenge for secondary school teachers. Minimal resources, inadequate infrastructure, and teacher shortages frequently make it complicated to provide quality education. Despite these obstacles, teachers actively create strategies to manage overcrowded classrooms and sustain student engagement effectively. Investigating these effective Strategies developed by secondary school teachers is crucial to understanding how educators in this context deal with overcrowded classrooms while working hard to achieve effective learning outcomes (Aslam et al, 2023; Memon & Soomro, 2024). The purpose of this study is to explore these effective, practical strategies within the current schooling realities in the Larkana region, promoting a perspective that can inform both future practices and policies (Khan & Hussain,2025; UNESCO, 2024).

Research Question

1. What strategies do teachers use to manage an overcrowded classroom?
2. What type of challenges do teachers face in managing an overcrowded classroom?

Research Objectives

1. To investigate the strategies teachers use to manage an overcrowded classroom

2. To identify the challenges that teachers face in managing an overcrowded classroom

Literature Review

The literature reviews provide a multi-directional help to understand the context, research gaps, various strategies, and challenges at the classroom management, classroom assessment levels. It becomes an overcrowded classroom when the number of students increases more than a suitable level it creating a kind of stumbling block in both teaching and learning processes. Matshipi et al add to more arguments that some of the causes behind overcrowded classrooms are having one school serving a large community. However, the Department of Basic Education takes more time to build classes or to repair classes and schools that are damaged, the paucity of teaching staff and heads of the institutions who look into increasing enrolment of their schools. Similarly, EPRI states that overcrowded classes are a problem specifically for schools situated in towns and the outskirts. The combination of a continuously growing population and the practice of national policies has caused growth in students' enrolment despite weak and limited school infrastructure, and due to this, it has highly negatively impacted the quality of education. The goal of classroom management, as per Dreikurs, Grunwald & Pepper's (1998) definition, is to take developmental requirements into consideration. It also aims to meet the individual needs of students. However, this goal can be met if there is a good and conducive environment, a pleasant learning environment, engaging visuals, soothing sounds, and enough ventilation. Feldman (1998) defines considers classroom as a place where learners feel comfortable and convenient. Moreover, he adds that the environment around the classroom should be tidy and clean. The researcher also highlights the importance of the relationship between teachers and students, stating that there must be mutual respect among the teachers and the taught. The environment must be non-threatening. The effective teachers build classroom management on engaging methods. Present the Classroom Organization Management System as an epitome of a standardized classroom management system. COMP is used for establishing effective learning environments. COMP is used for a professional development sequence. Below are the primary key components of COMP (Oliver, Wehby, et al. 2011):

1. Sorting out the classroom
2. Planning and instructing principles and methods
3. Managing understudy work and improving understudy responsibility
4. Maintaining excellent behavior among understudies
5. Timing and structure
6. Getting your bearings and maintaining your energy

The phenomenon of overcrowding in schools is a widely observed problem that creates a stumbling block in effective teaching and learning. One of the most predominant issues faced by educators in the United States today is overpopulation. The issue emerges on account of a combination of population growth and a dearth of educators, and a reduction in finance and assistance that has caused bigger class sizes. The number of overcrowded schools in the United States is 17400 (Hachem & Mayor, 2019). The researcher examined the students and teachers at New Gbawe Experimental 1 Basic School; the researcher made it confirmed that the classrooms were overly overcrowded. The researcher also found students sitting in threes or fours sitting on the classroom benches, which were made for only two students, creating difficulty for both students and teachers to move smoothly in the classrooms. It created a situation of discomfort among students. It also required exceptional tactics. Moreover, the STR student-teacher ratio was also imbalanced. It was 1:72, which was almost twice of what was according to Ghana Education Service's standard pupil-teacher ratio of Thirty-eight (Ministry of Education, MOE, 2018). Students perform better if teachers provide balanced instruction and attention. However, when there is an increase in the size of a classroom, it becomes a bit challenging for teachers to perform effectively and properly to better understand students' needs and individual differences. Resultantly, a great deal of time is

consumed on unnecessary conflicts of management and behavior. In spite of having expertise, even the best teachers find it quite difficult to manage an overcrowded classroom. This issue has not been addressed enough. However, the schools and teachers must incorporate realistic strategies for getting the best results out of this terrible situation.

Research conducted in Pakistan on overcrowded classrooms manifested that teaching was not sustainable and practicable in overcrowded classrooms, most instructors were presented with many challenges like arranging, commanding, discipline, and assessment Khan & Iqbal, 2012)

A noticeable gap in the literature is the absence of significant national and international literature focusing on overcrowded classrooms. Some research has examined the lived experience of secondary school teachers in rural Sindh, particularly Larkana, using an interpretivist qualitative lens. Fundamental attention on primary education or urban schools. Neglecting the sophisticated challenges and strategies implemented in the secondary standard in an under-resourced region. Furthermore, whereas some studies use survey or observational tools, there continues to be insufficient analysis, phenomenological investigation into how teachers cope with overcrowding in day-to-day operation (van Manen, 1990; Creswell & Poth, 2018). This study deals with this Gap by semi-structured interviews in which researchers use open-ended questionnaires to collect contextualized, thick descriptions, and Narrative analysis through Braun and Clarke's (2006) thematic analysis. It especially contributes to the field by informing how secondary educators in Larkana adapt, handle, and strategize in overcrowded settings___ an area analytically neglected in both national and international studies (Saunders et al., 2016; Palinkas et al., 2015).

In response to this identified gap, the present study aims Classroom Management Theory (Kounin, 1970) helps to explain how teachers in overcrowded secondary schools like those in Larkana manage discipline and keep lessons running smoothly. The theory mainly focuses on the idea that effective classroom control depends on how well a teacher can keep students engaged, deal with misbehavior, and prevent disruptions by staying alert and planning. Fundamental principles such as withitness (monitoring student behavior), overlapping (managing multiple tasks synchronously), and momentum (continuous flow) are notably appropriate in an overcrowded context where interruption and interference are universal. This theory addresses behavior management, providing an understanding of how teachers control the classroom setting and reduce confusion, even with a high percentage of student-to-teacher ratio.

(Kounin, J.S., 1970. Discipline and Group Management in the Classroom. Holt, Rinehart & Winston)

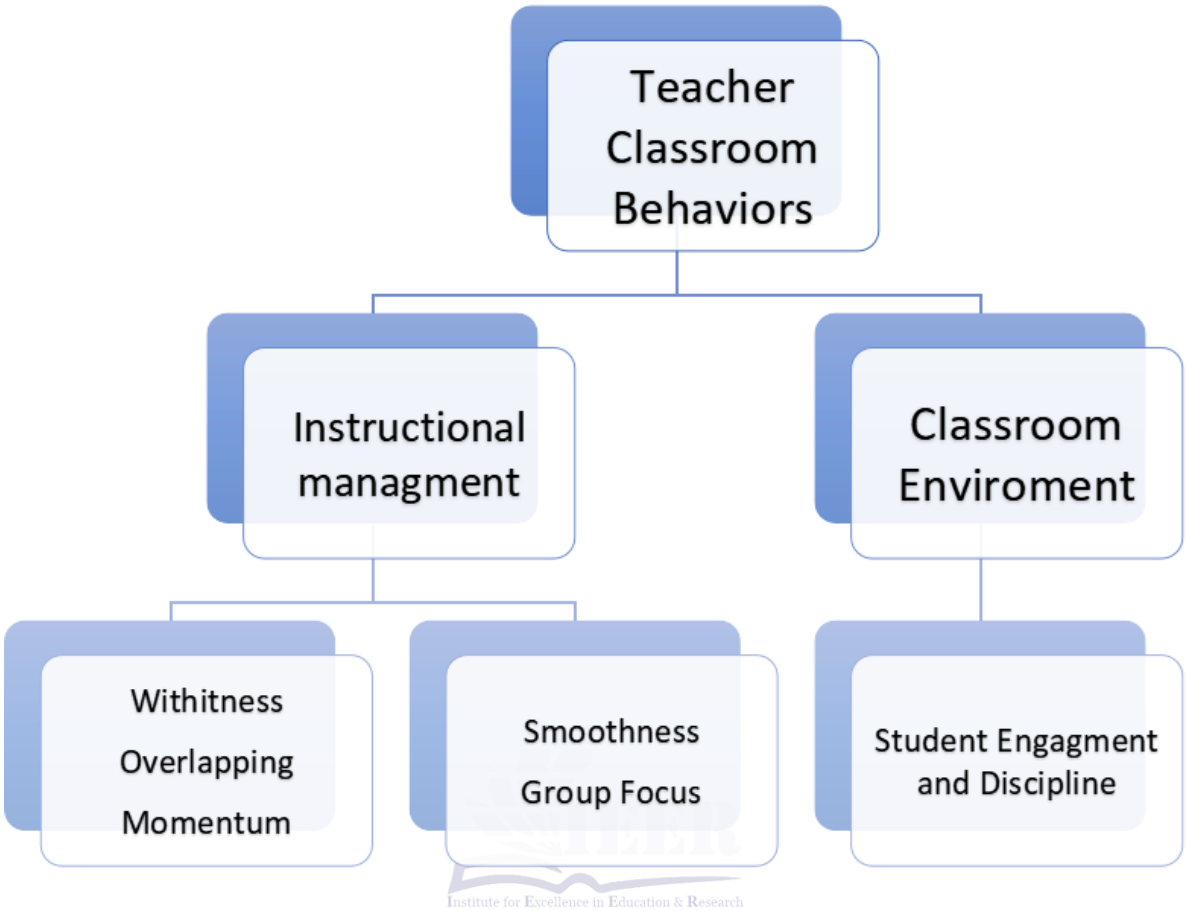


Table 1: Theoretical framework of Kounin, J.S. 1970

Research Methodology

The significant aim of this study is to explore the strategies, challenges, and issues experienced by teachers in Larkana. An overcrowded classroom is the most serious problem for both teachers and students. This study adopts a qualitative research design to investigate subjective experience in an overcrowded classroom. Qualitative research is most suitable for researching human dynamics and socio-cultural milieus that cannot be calculated easily (Creswell & Poth,2018). The Research Philosophy is founded in interpretivism, which declares that reality is socially constructed and most comprehensible through individual perspective (Saunders, Lewis, & Thornhill,2016). A Phenomenology strategy focusing on the individual lived experiences. In line with Van Manen (1990), Phenomenology seeks to reveal the core of a phenomenon through thoughtful consideration of participants ' self-experience. In this setting, it permits a holistic understanding of how the teacher navigates the challenges raised by an overcrowded classroom. The researcher followed an inductive research approach, which was set up to enable patterns, themes, and theories to emerge from the data. Rather than imposing bias (Thomas, 2006), this specific to general approach aids in the development of a realistic classroom experience. This study engaged 10-15 teachers who correspond with qualitative research rules, where "quality over quantity" means a smaller, focused sample provides richer insight (Guest, Bunce & Johnson,2006).

Participants are selected by applying a purposive sampling technique, which ensures that only those who are related to this field and have sound experience in inputting data (Palinkas et al., 2015). The mono method choice supports a

more in-depth understanding of semi-structured interviews through guided questions. Semi-structured interviews facilitate researchers to explore in greater depth while providing coherence across the sample group (Galetta 2013). The research is cross-sectional, gathering data at a specific time. A cross-sectional structure is functional when seeking to convey the present attitudes and behaviors without longitudinal data(Bryman, 2016).

For data collection, a semi-structured interview was conducted with the participants that focused on how teachers manage the overcrowded classroom. These tools help to collect detailed data structured tool might miss (Fetters, Curry, & Creswell, 2013). The data analysis was guided by the Braun and Clarke (2006) thematic analysis model, which provides a structured method for identifying patterns and themes in qualitative data.

Data Analysis

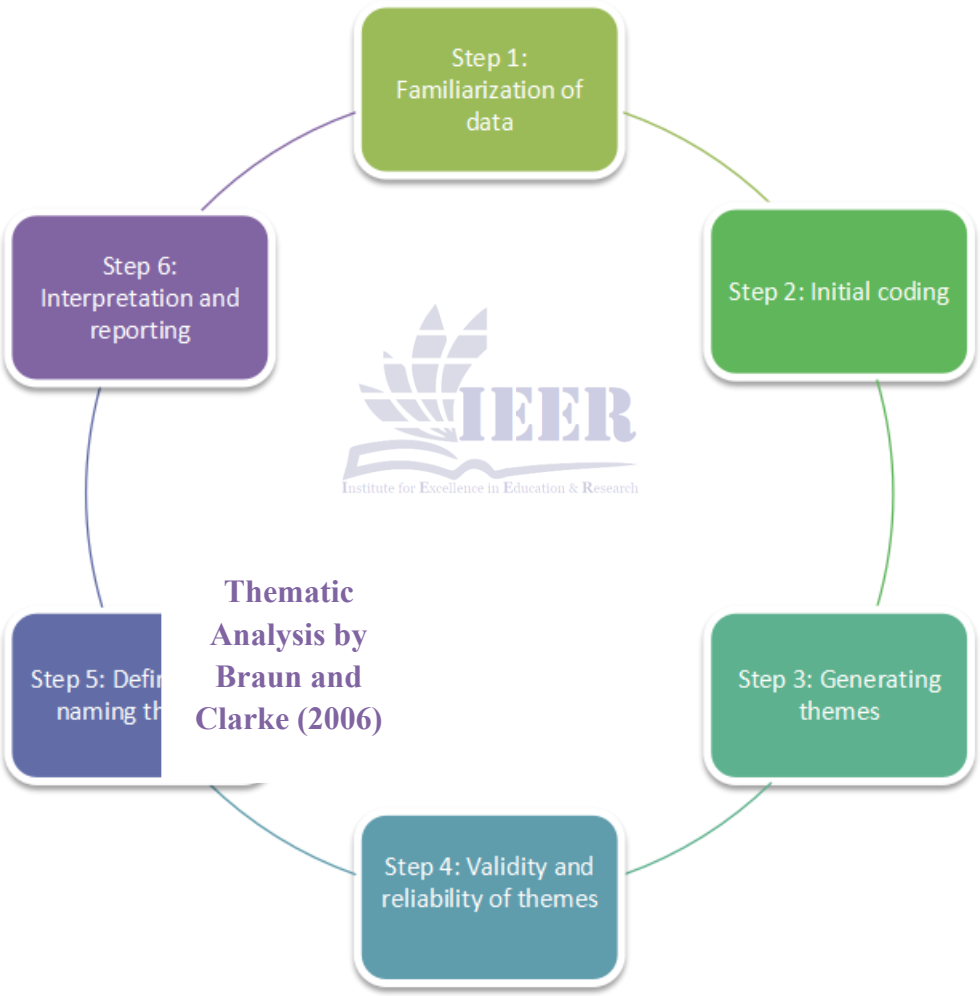


Table 2: Braun & Clark model

Data was collected from both male and female secondary school teachers of different schools in the Larkana region. Initially, Researchers collect demographic and personal data about qualifications and teaching experience in crowded classrooms. The researcher takes notes of all the significant points and records responses and feedback. Researchers analyze information by

asking open-ended questions regarding some major challenges, strategies, and methods applied in crowded classes. The strategy of the secondary school teacher was also analyzed, and Themes were developed by using the Braun & Clark (2006) thematic analysis framework.

Discussion on Findings

The following section provides detailed information on the demographics of the secondary school teachers who participated in the research, and significant themes that appeared related to secondary school teachers' experience, challenges faced while dealing with overcrowded classrooms.

Table.03 Demographic information of the interviewees

Participants	Gender	Experience	Education	Grade	Age
1.	Female	4years	M.Ed.	7-8	27
2.	Female	6 years	M.A.(Urdu) & B.Ed.	6-7	28
3.	Female	3 years	B.Ed.	9-10	26
4.	Female	8 years	MPhil in Education & M.A. Economics	9-10	32
5.	Female	12 years	M.A	8-9	35
6.	Male	15years	B.Ed., M.Ed., M.A. (English)	7-8-9	42
7.	Male	3years	M.A. (Sindhi) B.Ed.	9	26
8.	Male	14years	B.Ed. MPhil	10	45
9.	Male	5years	M.A.(Islamic culture)	6-7	32
10.	Male	6.5 years	M.A. Sindhi B.Ed.	8-9	36

Data Analysis & Finding

Thematic Analysis Report on Overcrowded Classrooms

Based on the Braun & Clarke model (2006),

Context: Secondary school teachers' experiences managing overcrowded classrooms in Sindh, Pakistan

The following seven major themes emerged from the secondary school teacher interviews when they were asked about Discipline, Physical and instructional barriers, Training, Technology used in crowded classrooms, and strategies employed in the classroom.

Theme 1: Instructional and Physical Barriers

Teachers conveyed that classroom overcrowding causes severe physical constraints directly impacting instruction. They indicated

Inadequate room to move: One teacher noted that with sixty to ninety students in the class, they can't even move around to see the students' work. It is difficult to provide attention to all the learners equally.

Backbenchers are victimized: Due to overcrowding and seating, students seated at the back of the class cannot see or hear the board.

No space for group work: Teachers reported that they have no space for innovative or flexible seating. Every student is being crammed into immovable rows, which causes disorganization and prevents innovative teaching methods.

Physical overcrowding prevents teachers from moving around, minimizes the visibility and audibility of students, and prevents interactive teaching.

Theme 2: Student Inequity in Engagement and Feedback

Teachers disclosed that in big classrooms, not every student is so attentive or gets equal feedback. Particularly:

Front-bench bias: Teacher attention is given to the front row and naturally more lively students.

Backbenchers are left out: It is difficult for teachers to access backbenchers. Backbenchers do not usually have their questions cleared.

Shy students lag: Some Shy students will not speak up in a class as large as this one and just keep quiet. Such a student falls behind because they are never able to ask questions or make comments.

Overcrowding results in unequal participation—teachers automatically center on loud and front-seat students, while back-seat or shy students are not heard.

Theme 3: Academic and Behavioral Decline

Teachers linked overcrowded classrooms with decreased academic performance and increased levels of behavioral issues. They reported:

Lost instructional time to discipline: Teachers struggle to keep students in control and under discipline in class. They spend a lot of time dealing with noise and classroom management rather than instruction.

Problems faced by slow learners: Most impacted are individuals who require one-on-one attention. Teachers described how they could not give one-on-one attention in a classroom that is too crowded, and it makes slow learners fall even further behind.

Crowding reduces academic achievement and classroom management problems. Slow learners are most negatively impacted because they lack individualized care.

Theme 4: Lack of specific teacher training

The teachers shared that when they receive general training, *none of it prepares them to handle congested classes.*

No training focuses on real-life congestion issues: teachers said that they are only trained in ideal classroom conditions.

Class realities are ignored: Training programs do not prepare them to handle 80+ students in a small space.

Teachers rely on self-developed methods: Since no formal training exists, they perform their best through testing and error.

"We are trained in principle in ideal conditions, not working with 80 students in a very small room."

Theme 5: Lack of administrative assistance

The teachers expressed disappointment over the lack of help from *the school administration* in managing congested classes.

No practical support: Requests for more space or resources are often ignored or mocked.

Disconnects between the administrator and the teachers: The administrator does not visit classes or does not accept real situations.

Teachers are released: They are expected to solve everything on their own.

"The administrator tells us that 'do their work' - they never come to our class to see reality."

Theme 6: Technology - Potential and Limits

While some teachers try to use technology, *Lack of resources and poverty* limit its benefits.

Useful equipment unavailable: Teachers and digital AIDS want to lack the infrastructure, like electricity.

Students cannot tolerate equipment: Many students do not have smartphones, so technical use becomes inappropriate or ineffective.

Classroom layout is a barrier: even if technology is available, a fixed layout makes implementation difficult.

"Tech is helpful, but children cannot buy smartphones, so we cannot trust it."

Theme 7: Adaptive strategies and flexibility

Despite all the challenges, teachers are showing creativity and power by finding their own ways of management.

Use of group work and colleagues as tutors: Teachers divided students into groups and assigned colleague assistants.

Rotation and engagement: Rotating seats and group leaders help maintain interest and order.
Fun and skilled technology: flashcards, quizzes, and real-life examples help students learn.
"I try flashcards and mini-coins to focus and discipline without wasting too much time."

Conclusion:

A crowded class is one of the obstacles to high standards of education in secondary schools in Larkana. This study examined the challenges of authentic classes and how teachers deal with these obstacles by applying various strategies and tricks, such as group work, visual AIDS, technology-based learning, and activity-based learning. This strategy helps in handling student behavior, improving engagement, reducing teacher stress, and improving learning outcomes. Conclusions suggest that teachers in Larkna face a very serious problem due to minimal administrative assistance, insufficient resources, insufficient skill development, and poor structures. In front of adversity, Larkana teachers display remarkable faith and dedication to their work.

This research indicates that with effective approaches and support, even a crowded class can be transformed into an interactive learning environment.

Recommendation:

- ❖ Provide training and workshops on classroom management \ overcrowded classrooms
- ❖ Improve infrastructure to reduce space in the classroom.
- ❖ Hire more teachers to balance the student-teacher ratio
- ❖ Enhance the use of technology in the classroom for personalized learning in an overcrowded school environment
- ❖ Use a student-centered method to engage students
- ❖ The government should provide funds and resource allocation for schools facing crowded classrooms.

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