



# IAE Journal of Research and Development (IJORED)

Vol. 1, Issue 1 August 2025, pp. 63-85,

eISSN: 3088-5515, pISSN: 3088-5523,

Published by IAE.

DOI: <https://doi.org/10.61408/ijored2025v01i01.04>

---

## Assessing the Impact of Overcrowded Classes on Class Management: A Case of Public Primary Schools in Dodoma Region, Tanzania

*Itiha Oswald Mwachande*

*Institute of Social Work, Tanzania*

*Email: [itiha.mwachande@yahoo.com](mailto:itiha.mwachande@yahoo.com)*

### **Abstract**

*This study assessed the impact of overcrowded classes on class management of Dodoma city public primary schools, Tanzania. This study followed an interpretivist research philosophy, a qualitative approach and case study design. The study included 32 participants: 24 subject teachers, 4 academic masters, and 4 head teachers from selected public primary schools. Data collection was done through focus group discussion. The data transcription applied NVivo software. The data were sorted, and analysed through categories and themes creation. The study findings indicate that there is poor class management in overcrowded classes while irresponsible education officers are concerned to the phenomenon. The findings indicate that overcrowding in public primary schools cause chronic stress resulting in illness to both teachers and pupils. It also indicates that education officers fear to restrict overcrowded fearing to lose their positions. All implementers, such as teachers, ward, Dodoma city and region education officers need to be engaged in restricting pupils' class size for effective class management. There should be a very nice collaborative way among school quality assurance officers and other*

*stakeholders such as policy makers, teachers and practitioners from the ministry of education science and technology.*

**Keywords:** *Overcrowd, Pupils, Class size, Class Management.*

## **Introduction**

Class management is vital for effective teaching and learning in the class. Classroom management relates to instructor conduct and activity, creating learning settings free of interruption or distractions, and guaranteeing effective time usage in classroom teaching and learning (König et al., 2023). Effective classroom management approaches have been linked to positive behavioural and academic outcomes for pupils (Gaias et al., 2019). However, there are concerns about the responsiveness of current strategies to the backgrounds of pupils of colour in US public schools (Gaias et al., 2019). The education system faces many challenges such as student overcrowding, including heightened classroom discipline problems, delayed performance of underachieving pupils, declining standardized test scores and increasing noise levels to mention a few (Idrovo & Granja, 2023). Ahmad et al. (2018) explain that overcrowded classes contribute to lack of class discipline, students' poor performance, difficulties in students' assessment and poor teachers-student interaction in teaching and learning sessions. Okechukwu and Oboshi (2021) explain that since independence, Nigeria's elementary education system has expanded significantly. Enrolment in elementary schools has increased due to national population expansion and increased demand for education, causing overcrowding and strain on resources (Okechukwu and Oboshi, 2021). Abizada and Seyidova (2024) indicate that there is a persistent beneficial relationship between class size and student achievement, which influences student outcomes in academic success. Teachers and learners are uncomfortable and dissatisfied in overcrowded classrooms, and teachers find it difficult to maintain adequate eye contact with their learners (Mushatq and Fatima, 2019). Guetarni et al. (2022)

indicate class size as one of the basic conditions that contributes to the achievement or failure of the teaching and learning process. It has had correspondingly robust policies guiding its education system since independence ranging from the Policy of Integration (1961-1967), Education for Self-reliance Policy (1967 – 1985), and Education and Training Policy (1995). Shukia (2020) indicates that the current major education policy of fee-free basic education (2014) with misunderstanding and dissonance among implementers such as parents and school administrators and endangering the standard of education delivery. Fee-free basic education has resulted to overcrowded classes in many public primary schools resulting to poor class management. The class size for Pre-Primary School is twenty-five (25) pupils' class while primary school class size is forty-five (45). Public primary schools have been affected by the fee-free education that has resulted in overcrowded classes. Likuru and Mwila (2022) explain that an overcrowded class refers to a class with several students that exceeds the optimal level and it leads to difficulties in teaching and learning. The provided implication is based on the fact that students face difficulties in learning, results in difficulties in quality education acquisition. It also implies that teachers are discouraged from teaching due to difficulties faced by overcrowded classes. Wang and Calvano (2022) elaborate that at primary and secondary school levels, small classes positively affect academic achievement. On the other hand, class size is a factor that enables to determine teaching workloads. This offers a room for teachers to manage students during teaching and learning. Small class sizes may help a teacher to assist each student during teaching and learning accordingly.

Differences in class size can alter student engagement with teachers and classmates. First, small class sizes allow teachers to provide personalized attention, maintain efficient classroom management, and foster stronger relationships with students. Smaller class sizes may lead to more engagement and interaction among students and teachers (Wang and

Calvano, 2022). When the class size becomes small may result in effective interaction and engagement during teaching and learning. Second, class management becomes easy due to a minimal number of students. Third, teachers control the class so easily by supervising classroom activities. Fourth, teachers become more effective in teaching students during class sessions. Generally, class management in classes with small number of pupils becomes easy in handling teaching and learning activities during the session.

**Research question one:** What are the impacts of overcrowded classes on class management in teaching and learning?

**Research question two:** What can be done to overcome the overcrowded classes in Tanzanian primary schools?

### **Theoretical Framework**

A theoretical model of the relationship guided this study between class size and achievement that holds an assumption that a teacher tailors the style and tempo of a lecture to the least capable student in the class (Preece, 1987). Shen and Konstantopoulos (2021) elaborate that the impact of class size reduction on student performance has sparked significant scientific interest and policy debate globally. Furthermore, this study applied symbolic interactionism theory that was developed by George Herbert Mead (Chimbi and Jita, 2021). He worked in the Chicago School of Sociology. This theory highlights the significance of interpersonal interactions in shaping and negotiating definitions, meanings, reality, and knowledge. George Herbert Mead stated that people form their self-identity through interactions with others. Symbolic interactionism is an acceptable theoretical framework since it focuses on small-scale interactions between individuals, similar to classroom interactions (Chimbi and Jita, 2021). Senyagwa (2021) explains class size as the number of students in a classroom for whom a teacher is

responsible and accountable to teach during teaching and learning sessions. During classroom sessions, students require interaction with a teacher in different class activities. A small class size is expected to let the students enjoy teacher interaction during the teaching and learning programme. Chimbi and Jita (2021) indicate that the implementation of new pedagogical policies results in interaction between teachers and students and the new reform policy. Zenda (2020) explains that effective learning requires opportunities for students to become actively involved in class sessions.

### **Empirical Literature Review**

Idrovo and Granja (2023) conducted research on Effects of Overcrowding in the English Language Teaching among the Students of the 1st Year of Administrative Management at “Luis Fernando Ruiz” High. The study applied the qualitative research approach with descriptive design. The study employed observation and interview techniques, including field diaries and an interview guide. The study findings indicate that overcrowded classrooms cause teachers to become agitated, weary, and often interrupted during class growth due to disciplinary difficulties. Furthermore, pupils with special needs suffer because a lack of time prohibits them from receiving particular therapy. The result of the large number of students was low motivation and poor language skill development. Overcrowding has far-reaching consequences. The study concludes that there should be interventions such as reducing class size, improving technology, and providing support for teachers and students that can result to more conducive learning environment and increase academic success.

Ahmad et al (2018) conducted a study on effects of over-crowded classes on teaching learning process at secondary level in district Nankana Sahib. The study applied descriptive research with survey research design, structured interview schedule data collection technique and closed ended

questionnaire with twenty items related to research problem. The study findings indicate the existence of indiscipline classes, poor assessment of students' performance, and poor teacher-student interaction due to overcrowdings. The study suggests that the government must make it possible to adhere to the recommended class size per class by building more classes for students at secondary level for problem reduction. The study recommends the policy maker to formulate policies that will be applied for successful assessment and evaluation.

Osai et al. (2021) conducted research on teachers' experiences with overcrowded classrooms in a basic school in Ghana. The study employed a qualitative research approach with case study design. The study used unstructured questionnaires and teacher observation techniques for data generation. The study findings indicate that teachers defined overcrowded classes as stressful. The study adds more findings provides descriptions that educators report issues such as inadequate learning settings, safety and health concerns, limited interaction with students, disruptive behaviour, emotional and mental obstacles, excessive workload, and insufficient classroom time. Factors that contribute to traumatic experiences include poor administrative support, policy enforcement, teacher preparation, and learning materials (Osai et al., 2021). The study proposes using improvisation to manage overcrowded classes. Improving teacher best practices in overcrowded classrooms can benefit teachers in these situations.

Class size in teaching and learning has a great contribution to class management. Zenda (2020) researched the Impact of the Learner-Educator Ratio Policy on Learner Academic Achievement in Rural Secondary Schools: A South African Case Study. The study applied qualitative research and cultural-historical activity theory, with the goal of perceiving learning and teaching as a social process in which the interaction between learners is central, and smaller class sizes are

transformative for both learners and educators. Data was gathered through face-to-face interviews with physical sciences instructors, principals, and curriculum advisers. The results indicate that effective learning necessitates chances for students to become actively engaged in their physical science education. As a result, the physical sciences educator should not just serve as a lecturer and knowledge transmission, but also as a facilitator, enabler, and empowered. The study concluded that big class sizes have an impact on practical activity implementation and may have an undesirable effect on discipline. Zenda (2020) recommends the department of Basic Education to reduce the LER to 30:1 or fewer students per class to allow group activities and learner-centred science.

Likuru and Mwila (2022) did a study on Overcrowded Classrooms: Effect on the Teaching and Learning Process in Public Secondary Schools in Ilemela Municipality, Tanzania. The study found that classrooms in Ilemela municipality are overcrowded with more than 90 students in a single stream. This may result in poor classroom management such as meeting learners' differences individually. The study found that overcrowded classrooms hinder the implementation of competency-based curriculum in effective teaching and learning. This might result in poor supportive classroom management practices. Meier and West (2020) studied overcrowded classrooms, which are the Achilles heel of South African education. The study findings indicated that didactical neglect, discipline issues, and negative teacher attitudes discouraged overcrowded class sessions. Furthermore, Osai et. al. (2021) researched Teachers' Experiences with Overcrowded Classrooms in a Basic School in Ghana. This study found that educators perceive overcrowded classrooms as 'stressful'. Similarly, teachers described stressful conditions in packed classrooms. Additionally, the study findings indicate the existence of issues like poor learning conditions, safety and health problems, and restricted contact with students, disruptive behaviour, emotional and mental challenges, increased workload, and insufficient classroom time. Mbofana

and Banda (2022) researched the effects of class size on the delivery of quality mathematics learning in secondary schools in Zimbabwe. The study found overcrowded classes in secondary schools, causing teachers to struggle with providing effective mathematical education. Limited resources, including mathematics teachers, texts, classrooms, and furnishings, worsen the issue.

Okechukwu and Oboshi (2021) did research on influence of overcrowded classroom on pupils' academic achievement in public primary schools in Idemili South Local Government Area of Anambra state, Nigeria. The study employed a descriptive survey design data collection. The four point rating scale questionnaires containing 15 items tagged overcrowded classroom questionnaire was used for data collection. The study found that overcrowded classrooms and inadequate school amenities negatively influence students' academic achievement. The study found no significant difference in how head-teachers and other teachers perceived the impact of overcrowded classrooms on students' academic progress. The study found that class size significantly affects students' intellectual ability in the classroom. To alleviate congestion in schools, school administration should closely adhere to the recommended pupil-teacher ratio, hire more instructors, and split large classes into smaller ones. Governments should offer additional amenities in public schools to improve academic performance.

Peter and Ligembe (2022) conducted research on impact of class size and students' academic performance in public secondary schools in Kwimba District Council, Mwanza, Tanzania. The study employed qualitative and quantitative research approach to obtain data from the participants. Purposive and non-purposive sampling technique were used to select participants of the study. The study used questionnaires and interview guiding questions to collect data from the participants. The study indicates that class size affects student performance. The larger classes lead to

inadequate resources, worse performance, and ineffective classroom instruction. The study identified issues that face teachers in large class, including ineffective education, poor classroom management, and disruption of student learning. The study concluded that public secondary schools in Kwimba district had large classes, which contributed to disproportionate to teacher-pupils' ratio. Due to large classes, students were unable to focus during class sessions. Furthermore, the study indicates that students were unable to comprehend and retain the material and as a result subpar academic achievement. The study recommends that the governments and legislators should plan for student resource usage prior to enrolment. Improving learning resources can reduce obstacles and enhance performance.

## **Methodology**

This study used the purposive sampling technique. Mwachande (2024) regards purposive sampling as non-probability sampling technique whereby units are chosen to the characteristics that a researcher requires in their sample. This study used a qualitative research approach and a case study research design. Data were collected through focus group discussions. The focus group discussion included six people from each focus group. Each cohort included seven primary school teachers and a head teacher from a chosen public primary school. The study included ten primary schools from Dodoma City in the Dodoma district. This study used a case study research design. The study used an explanatory research approach to collect data from multiple groups of participants to address the questions 'why' and 'how' (Boru 2018). This allows the researcher to use qualitative tools. The study consists of three main processes: transcribing the focus group discussion and interview results, sorting and synthesizing data, and creating themes.

## Findings and Discussion

### Poor Lesson Plan Evaluation

Basing on the findings obtained from the focus group discussion, it was noted that, teachers fail to evaluate the lesson correctly. In order to evaluate the lesson, a teacher requires to count out the number of pupils who have performed better by scoring half and above of total marks required. It was noted that it is difficult to mark one hundred students within forty minutes and come up with effective evaluation. What is happening is only to obtain chorus answers. For example: Teacher: Class, have you understood? Students: Yes. This this is happening without recognizing who have understood well or not. It does not consider their differences in capturing the content during learning. It was noted that it has become very difficult to recognize pupils' differences due to the burden of large classes that teachers have in public primary schools. One public primary teacher from Dodoma city commented that:

In my class, I have 116 pupils in standard three whom I teach English subject. To be honesty, teaching English language is tough. Sometimes it happens very difficult to deal with pupils from poor background of language command. Meeting individual differences with language problem becomes very difficult. It requires more and more time for large class to be successful in language teaching. The lesson ends while I have not yet marked exercises of a large number of pupils. The lesson ends while the situation does not give the room for evaluation due to unmarked of some assignments. What I do sometimes, I just collect pupils' assignment to be marked in the office. Frankly speaking, you need to evaluate the lesson immediately at the end of a particular period. Evaluation will enable me to decide whether to repeat the lesson or not. The late delay of the lesson evaluation results to poor decision of the next period i.e. is to proceed or repeat the lesson.

Another different teacher from different public primary school in Dodoma city had similar comment on poor lesson evaluation. The teacher commented saying:

My friends, I have 95 pupils in my school. I found it difficult to evaluate the lesson successfully due to large number of pupils in the class. The period ends with no effective evaluation. I sometimes assume that they have understood but to be honesty the procedures are not yet followed due to the pupils' congestion in the class. Frankly speaking, large classes lead to poor lesson plan evaluation due to poor class management. I think the government should be honest to consider the class size per class.

The above participants' contribution provides similar comments with Ahmad et al. (2018) who commented that overcrowded classes lead to poor assessment of students' performance. If teachers fail to assess effectively the pupils' performance, automatically, this may result to poor lesson plan evaluation. Poor lesson plan may affect much the next session continuation. A teacher may be required to progress with the next lesson but due to poor lesson evaluation, he or she may not proceed. Sometimes a teacher may proceed with the next lesson while he or she was not supposed to proceed but rather to repeat the lesson. It is better for the class size to be considered to enable effective lesson plan evaluation.

### **Lack of Teacher-Pupil Eye Contact**

Basing on the findings obtained from the focus group discussion, it was noted that overcrowded classes lead to lack of teacher-pupil eye contact. Teacher-pupil eye contact is very important during teaching and learning. Currently, the issue of overcrowded classes is considered as a normal thing. Classes are flooded with large number of pupils. When teaching teachers need to identify learners' capability. Sometimes need to see if pupils are real listening and are connected effectively to what is going on in the learning session. It was noted that it is difficult to have eye contact with learners. One teacher from the selected schools commented on lack of teacher-pupil eye contact saying:

My class has 131 pupils whom I teach during my class sessions. I think that in teaching and learning sessions, teacher-pupil eye contact is very important. It helps to recognize the effective and ineffective learners.

This enables a teacher to control the lesson so easily. Failure to see if pupils are with you during teaching and learning sessions may lead to ineffective teaching and learning. A successful requires a teacher to have eye contact with learners. If I will recognize that there are students who are busy with their matters, then my role will be to let them back to class mentally and have effective attention. This becomes very difficult to a class with a huge number of learners.

Another participant from another primary school commented on lack of teacher-pupil eye contact that affect teaching and learning sessions. The participant commented that;

To speak the truth, eye contact between a teacher and a learner is very important. I have 107 pupils in my class. The number is like three classes at per one class. I completely fail to have eye contact to my all pupils. I think that that failure to have eye contact with my pupils reduces effectiveness in teaching and learning sessions. Sometimes pupils perform poorly just because they lack effective follow up due to lack of teacher-pupil eye contact during teaching and learning session.

Basing on these findings, some scholars indicate that overcrowded class are stressful. Osai et al. (2021) indicate that some situations in overcrowded classes are considered as stressful situations. If the class has become stressful may result to lack of teacher-pupil eye, contact. WHO (2023) describes stress as a condition of anxiety or mental tension generated by a challenging situation. Overcrowded situation in the class may cause stress to teachers and pupils that may lead to lack of teacher-pupil eye contact. Teachers and pupils are uncomfortable and dissatisfied in overcrowded classrooms, and teachers find it difficult to maintain adequate eye contact with their pupils (Mushatq and Fatima, 2019). Failure to maintain eye contact during teaching and learning can act as an obstacle to meet the set goals. It is better for the Ministry of Education, Science and Technology to adhere to stipulated standards on class size for public primary schools.

## Poor Class Management

From the discussion, it was noted that overcrowded classes might result to poor class management. It was said that sometimes classes tend to have uncontrollable murmuring due to the unmanageable large number of pupils in the class. It might happen that a teacher is teaching while others are murmuring. A teacher and pupil might find they are affected by various unmanageable distraction such as unmonitored talking. From the discussion it was noted that sometimes it happened overindulgently, talk because of the unmanageable large number of pupils. Unnecessary noisy are considered normal in classes with large number of pupils. Sometimes effective engagement of pupils becomes difficult as a result, chorus answers seem to comfort a teacher during teaching and learning sessions. It was noted that a teacher might ask a question if the pupils have understood. Only a chorus answer becomes the response to the teacher's question. Sometimes large number of pupils in the class may lead to disinterest teaching and learning. It was noted that unexpected expectations are easily to happen in classes with big number of learners. A teacher from a public primary school commented on poor class management saying;

I was allocated to teach 105 pupils. Teaching 105 pupils in forty minutes is not easy for effective teaching and learning. Murmurings, excessive talking, sometimes pupils fighting and too much noisy to mention a few are normal thing in my class. Politics in Africa is very strong than what is happening in the field. This problem can be solved only if African politicians will decide to deal with the matter effectively. I think they do not take it very seriously because be their children are taken to the executive English Medium Primary Schools. Public primary schools seem to be the schools for poor economic class. Myself I am much affected with large number of pupils in my class. I think even my pupils are affected with large number of pupils in the class due to chaos resulted from large classes.

Mushatq and Fatima (2019) explain that teachers and learners are uncomfortable and dissatisfied in overcrowded classes, and teachers find it difficult to maintain adequate eye contact with their learners (Mushatq and Fatima, 2019). If the teacher and his pupils fail to hold on eye, contact during teaching and learning session, might be an indicator of poor class management. König et al. (2023) describe that classroom management improves students' cognitive and affective-motivational learning results. This indicates that class management requires to be implemented for effective teaching and learning. Sunday-Piaro (2018) indicates a strong positive correlation among classroom discipline, effective teaching, use of reward systems, and student academic performance. Sunday-Piaro (2018) further shows that there is a moderate correlation between delegation of authority and student academic performance. A good classroom management significantly influences student academic achievement in Rivers State (Sunday-Piaro, 2018). For the factors that contribute to poor class, management should be eradicated for whatever cost to allow the effective class management.

Furthermore, it was noted that overcrowded classes may result to source of illness may cause the unpredictable stress. The discussion indicated that teachers are not sure with their survivor because of too much effort used to teach the overcrowded classes. The findings indicate that teachers are affected with various destructions in the overcrowded classes. Such destructions are like too much noisy, murmuring pupils fighting in the class, difficulties in marking due to a big number of pupils in the class to mention a few. Such destructions may lead to chronic stress to both teachers and pupils. Unnecessary cases happening in the classes may affect the brain damage. It was also cautioned that if such situation will not be controlled might some teachers will run mental. A teacher from public primary school of Dodoma City in Dodoma region commented on the illness saying;

I have been teaching in public primary schools for more than ten years. However, currently the situation is worse. Number of pupils in classes are overcrowded without considering the class size standards. This time round I am teaching 128 pupils. I find it difficult to teach large class effectively. I sometimes fill the headache. Classes have bust and it seems like nobody cares. The classes have chronic noisy which might result to chronic stress.

Lorentzen et al. (2024) indicate that overcrowded classes are the causative factor that affects pupils' health in many ways. Makinde (2021) indicates that possibly overpopulation, was the source of both aggressiveness and diseases, rather than the diseases themselves. This indicates that overcrowded classes are likely to be affected by diseases. From such a matter, it is better the authority to adhere to class size required per teacher in public primary school. Teacher-pupil ratio is essential for an effective class that needs to meet the set goals. Some teachers explained that according to the current situation of overcrowded classes they expect immediately death of after their retirement. The rationale is that the overcrowded classes, which they have been teaching since then to date, already have affected their health. Brain damage might have happened to them due to nuisance and chaos resulting from overcrowded classes e.g. noise pollution, Lack of teaching and learning material due to unpreparedness of the government.

### **Poor Teaching and Learning Environment**

Poor teaching and learning environment was claimed to be a result of overcrowded class. It was also commented that overcrowded classes have happened due to the introduction of fee free education policy of 2014 in Tanzania. The policy implementation contributed a lot to the increase of enrolment. The findings indicate that the 2014 Tanzania Education Policy Implementation led to the rise of number of learners in public primary schools. The normal class size in primary school is forty-five (45) pupils. The government have failed to follow this standard in implementing the

2014 Tanzania Education Policy. The study indicates that the 2014 Tanzania fee-free education policy has become the main cause while the government itself was not prepared to accommodate effectively the policy. The population has resulted to lack of teaching and learning materials. Poor classes due to overcrowded which cause chaos and stress to teachers and pupils. The environment does not encourage effective teaching and learning condition. A teacher from one public primary school from Dodoma City commented saying;

Dear my friend, to my side, I do not have enough books for my all 112 pupils. Furthermore, when writing on the blackboard, some of my pupils cannot see clearly from the angles where they are situated. My class is completely flooded with pupils. Not all my pupils have chairs or desks. They sit in a very chaos manner. I do not know what to do because we have our experts such as the region, districts and ward education officers who can stop this habit. Maybe they fear to lose their power in their positions. They seem to be politicians and affiliated with political leaders who have power on their appointment. I think they do not care the situation. They are like leading public offices politically and not academically. They only demand good pass marks of examinations. Every education officer demand high score without considering the burden those we teachers we have here at our school.

Overcrowded classes without effective measures to treat our pupils is very dangerous. May we should expect to leaders who are fools due to poor teaching and learning environment that our pupils passed through during the era. Shukia (2020) indicate that overcrowded classrooms were a result of the fee-free basic education programme. This gives an implication that the government came with the fee-free education while it was not yet prepared to accommodate. What is happen current in public primary schools is brain destructions. Poor teaching and teaching environment may as a destructor of pupils' academic achievement due to poor class management. Shukia (2020) provides an example of enrolment in 2015 that the average teacher-to-pupil ratio (TPR) in the research public primary schools was 1:99 while in 2016, the TPR in Standard One was

1:164. The 164 pupils in a class is about four classes. Managing huge classes with a total number of 164 in a class is not an easy task. The road accident is much worried than the brain accident. A true academician and a well-educated person can understand about the brain accident or brain damage. What is going on now is causing brain accident that may result to brain damage due to poor teaching and learning environment. Improving teaching and learning environment is very possible as it is possible to buy expensive and luxurious cars for politicians. It is a time for politicians to think and rethink on improving teaching and learning environment. Politicians have been pointed because in Africa politicians with power are the final decisions maker. It is very difficult to go against politicians who have power. The politicians in Africa can use whatever means to let their agenda move on. Therefore, politician should allow the improvement of teaching and learning environment.

### **Semi-Educated Pupils**

Upon the discussion, it was noted that nowadays we have decided to produce the semi-educated pupils. Standards were made to be followed. It also commented that it is the naked truth that our country is rich. Different politicians have said this in several time and different occasions. If pupils face poor teaching and learning environment, automatically they cannot be well equipped as per set goals. Although the government have different initiatives on improving education but to some extent education in Tanzania is not given much priority. It is as if it has been abandoned. There are teachers whom we have trained but we have left them looking other opportunities like becoming the carrying passengers through motorcycle (bodaboda). They are hustling like a lost hope person who do not know where to get what to eat. Some have become machinga in Kariakoo market in Dar es Salaam while pupils are without enough teachers at schools. It seems like the focus is lost. Educated people nowadays have lost even respect and hence they have become like normal

people who did not attend school. Such teacher who are the graduates and are in the street should be employed to fill the gap. Once they are employed may help to reduce the shortage of teachers and help to prepare effective pupils. A mathematics teacher from one public primary school in Dodoma City commented saying;

Heartily speaking, my pupils do not get enough food academically. It sometimes happened that I offer very little assignment so that it can easily be marked. The period ends while some of the pupils remain with their assignment unmarked. Then I announce to the class that monitor collects all the exercise books. The lesson session ends incompletely. Sometimes it happened that tomorrow morning I have the same class but with unmarked pupils' assignment. Proceeding with next lesson while the first period lacks evaluation, academically is unethical. We that I think we all agreed that it is difficult to have effective teaching in an overcrowded class. Lacking effective teaching cause, the pupils to acquire little knowledge and skills hence they become semi-educated.

Peter and Ligembe (2022) indicate that the larger classes lead to inadequate resources, worse performance, and ineffective classroom instruction. This indicates that large classes cause worse performance. Due to that, it is possible to prepare the semi-educated pupils from overcrowded classes. There are issues that face teachers in large class, including ineffective education, poor classroom management, and disruption of student learning (Peter and Ligembe, 2022). Such issues facing teachers in overcrowded classes may result to semi-educated pupils.

## **Conclusion and Recommendations**

### **Conclusion**

The study concludes that there is poor lesson plan evaluation in public primary schools in Tanzania associated with overcrowded classes. Teachers fail to provide effective lesson plan evaluation due failure to mark pupils' assignments in time. The study concludes that teacher-pupil eye contact is impossible in overcrowded classes. It was said to have

ineffective eye contact due large number of pupils in the class. The study also concludes that teachers fail to manage their classes during teaching and learning sessions. The study concluded that overcrowded classes might result to illness such as chronic stress due to excessive noisy in the class. Furthermore, the study concludes that the visited public primary schools had poor teaching and learning environment. Classes are not designed to accommodate the overcrowded classes. On the other hand, the study concludes that overcrowded classes produce the semi-educated pupils due to inattention in the class sessions. Finally, the study concludes that overcrowded classes may lead to brain damage due to nuisance and chaos resulting from noise pollution. The ward, district or city and regional education officers should not have affiliation to political parties and political leaders. They should be recruited through an interview that is not influenced by politicians. The government under the Ministry of Education, Science and Technology is required to handle the situation in order to overcome poor class management.

### **Recommendations**

All implementers, such as teachers, Minister of education, science and technology and education officers such as ward education officer, district education officers, and region education officers should be engaged in restricting pupils' class size for effective class management. There should be a very nice collaborative way among school quality assurance officers and other stakeholders such as teachers and practitioners from the ministry of education science and technology. The teachers where their primary schools have overcrowded classes should practice double sessions in teaching and learning. The school board and parents or guardians should engage in the programme for caring their children according to session allocated. School boards should be engaged in the programme to handle the matter of the overcrowded classes. Furthermore, politicians

should be engaged during the struggle to overcome the overcrowded classes in primary schools.

## References

- Abizada, A., & Seyidova, S. (2024). Effect of class size on student achievement at public secondary schools in Azerbaijan. *Cogent Education*, 11(1), 2280306.
- Ahmad, S., Arshad, M., & Qamar, Z. A. (2018). Effects of over-crowded classes on teaching learning process at secondary level in district Nankana Sahib. *Global Social Sciences Review*, 3(4), 212-227.
- Boru, L. T. (2018). *Research Methodology [PhD Dissertation]*. University of South Africa.
- C Likuru, L., & M Mwila, P. (2022). Overcrowded classrooms: effect on teaching and learning process in public secondary schools in Ilemela Municipality, Tanzania. *Asian Journal of Education and Social Studies*, 30(2), 75-87.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of research in Nursing*, 25(8), 652-661.
- Chimbi, G. T., & Jita, L. C. (2021). Resurgence of Large Class Sizes and Pedagogical Reform in 21st Century Secondary School History Classrooms. *Research in Social Sciences and Technology*, 6(3), 45-63.
- Gaias, L. M., Johnson, S. L., Bottiani, J. H., Debnam, K. J., & Bradshaw, C. P. (2019). Examining teachers' classroom management profiles: Incorporating a focus on culturally responsive practice. *Journal of school psychology*, 76, 124-139.
- Guetarni, D., Zeblane, F., Messaoudi, A., & Zahaf, F. Z. (2022). The Impact of Overfilled Classes on Teacher-Student's Interaction.
- Idrovo Pluas, Y. Y., & Granja Morales, S. A. (2023). Effects of Overcrowding in the English Language Teaching among the Students of the 1st Year of

Administrative Management at " Luis Fernando Ruiz" High School (Bachelor's thesis, Ecuador: Pujilí: Universidad Técnica de Cotopaxi;(UTC).

Jamhuri ya Muungano wa Tanzania Wizara ya Elimu, Sayansi na Teknolojia (2020). Muongozowa Kuanzisha Shule

König, J., Glutsch, N., Weyers, J., Casale, G., Hanke, P., Knips, C., ... & Träuble, B. (2023).

Observing effective classroom management in early instruction in primary school: rating instrument construction and its link to teacher knowledge. *Discover Education*, 2(1), 35.

Lorentzen, J. C., Georgellis, A., Albin, M., & Jonsson, M. (2024). Residential overcrowding in relation to children's health, environment and schooling—a qualitative study. *Scandinavian Journal of Public Health*, 52(7), 829-837.

Makinde, O. (2021). Overcrowding, Sleep Deprivation, and Infectious Diseases as Risk Factors for Aggressive and Antisocial behaviour in Nigerian Adolescents.

Mashala, Y. L. (2019). The impact of the implementation of free education policy on secondary education in Tanzania. *International Journal of Academic Multidisciplinary Research (IJAMR)*, 3(1), 6-14.

Mbofana, A., & Banda, S. (2022). The effects of class size on the delivery of quality mathematics learning in secondary schools.

Meier, C., & West, J. (2020). Overcrowded classrooms—the Achilles heel of South African education? *South African Journal of Childhood Education*, 10(1), 1-10.

Mosha, H. (2018). The state and quality of education in Tanzania: A reflection. *Papers in Education and Development*, (31).

Mushatq, M., & Fatima, Q. U. A. (2019). Overcrowded classroom problems faced by school teachers in district Muzzafarabad. *International journal of academic research in progressive education and development*, 8(4).

- Mwachande, I. O. (2024). Social Sciences Curricula Implementation and Community Secondary Schools Students' Acquisition of Life Skills in Mbeya Region, Tanzania (Doctoral dissertation, The Open University of Tanzania).
- Okechukwu, J. N., & Oboshi, B. C. (2021). Influence of Overcrowded Classroom on Pupils' academic Achievement in Public Primary Schools in Idemili South Local Government Area of Anambra State, Nigeria. *Journal of Educational Research & Development*, 4(2).
- Osai, J. A., Amponsah, K. D., Ampadu, E., & Commey-mintah, P. (2021). Teachers' experiences with Overcrowded Classrooms in a Basic School in Ghana. *International Online Journal of Primary Education*, 10(1), 73-88.
- Peter, B., & Ligembe, N. (2022). Impact of class size and students' academic performance in public secondary schools in Kwimba District Council, Mwanza, Tanzania. *Direct Research Journal of Education and Vocational Studies*, 4(3), 109-122.
- Preece, P. F. (1987). Class size and learning: A theoretical model. *The Journal of Educational Research*, 80(6), 377-379.
- Senyagwa, N. A. (2021). The Challenges of Teaching, and Learning in Large Class Size in Public Primary Schools: The Case of Ilala Municipality-Tanzania (Doctoral dissertation, The Open University of Tanzania).
- Shen, T., & Konstantopoulos, S. (2021). Estimating causal effects of class size in secondary education: evidence from TIMSS. *Research Papers in Education*, 36(5), 507-541.
- Shukia, R. (2020). Fee-free basic education policy implementation in Tanzania: a 'phenomenon' worth rethinking. *Huria: Journal of the Open University of Tanzania*, 27(1).
- Sunday-Piaro, M. (2018). Classroom management and students' academic performance in public secondary schools in rivers state. *International Journal of Scientific Research in Education*, 11(5), 940-963.

- Wang, L., & Calvano, L. (2022). Class size, student behaviours and educational outcomes. *Organization Management Journal*, 19(4), 126-142.
- World Health Organization. (2023, February 21). *What is stress?* World Health Organization. <https://www.who.int/news-room/questions-and-answers/item/stress>
- Zenda, R. (2020). Impact of the learner-educator ratio policy on learner academic achievement in rural secondary schools: A South African case study. *Africa Education Review*, 17(3), 37-51.