Impact of Overcrowded Classrooms on Pupils' Performance in Public Primary Schools: A Case of Morogoro Municipality, Tanzania

Andronico Tekele

Jordan University College, Department of Education, P.O.Box 1878, Morogoro, Tanzania

Abstract: *This study explores the impact of overcrowded classroom on pupils' performance in Morogoro Municipality. The research methodology employed mixed approach and case study design. Furthermore, Probability and non-probability sampling technique was used to draw a sample of 350. The study employed questionnaire, interview, observation and documentation for data collection. The SPSS V20 was used to analyze the quantitative data while the qualitative data was analyzed thematically. The findings of this study revealed that classrooms are overcrowded beyond the required standard of 1:45 and so hinders pupils' cognitive, affective and psychomotor performance. However, the findings indicate that the affective performance is more affected in overcrowded classrooms. These findings underscore the urgent need of additional classrooms to reduce the challenge of overcrowding in primary schools. Implementing strategies like the use of ICT in large classes and use of school hall in case of need could help to avoid the impact of overcrowded classroom on pupils' performance. In Conclusion, this study highlights the adverse impact of overcrowded classroom on pupils' performance. The findings enrich the policy makers, teachers and other education stakeholders in understanding the dimension of performance that is required to be attained by pupils.*

Keywords: *Affective, Classroom, Cognitive, Overcrowded classroom, Performance, Psychomotor.*

I.   Introduction

Every country has a thirst to see its citizens prosper in all aspects of life. Since independence under the influence of the father of the nation the late Mwl. Julius K. Nyerere, Tanzania has addressed the challenges of ignorance, disease and poverty as the three enemies of the nation (Nyerere, 1978). In order to achieve this holistic goal, investing in human capital becomes an inevitable mission. Furthermore, Primary education is one of the core areas of investment that can be used as a vehicle for every citizen to realize such a mission.

A human being spends significance amount of time in his life while in school (about 19 years to 20 years). During this period the pupils spend most of the hours of the day inside the classrooms (about 3hours to 5hours per day). Therefore, classrooms are the vital area for shaping pupil's academic development. In Tanzania Primary education is compulsory for children aged 7-13 years. Pupils stay in school for 7 years: from standard one to seven (MoEST, 2019). At the end of standard seven pupils do Primary School Leaving Examination (PLSE). Thereafter, Pupils are admitted to Secondary education or Vocational Training Centers depending on their PSLE results.

The overall results of several initiatives that were taken by the Government to ensure that all school aged children acquire basic primary education are the increase in enrollment. However, this effort did not consider additional schools, additional classrooms or additional teaching staff. These facts mean that the available schools have inevitably to be overcrowded. For example, the Net enrollment Rate (NER) was 95.4% by 2019 which is far above the Education Sector Development Plan (ESDP) target by 2025. Furthermore, pupil teacher ratio (PTR) rose from 52 to 55 by the year 2019 due to increase in the number of pupils but no increase in the number of teachers (URT, 2019). On the other hand, the pupil classroom ratio (PCR) rose from 66:1 in 2016 to 77:1 2017 (PO-RALG, 2018).

It is worthwhile to note that the situation is not unique to Tanzania. Most of African countries fall in the least developed countries (LDCs) of the world and share common challenges among which are the limited

teaching and learning resources. Moreover, teachers and available teaching tools and equipment compromise the quality of teaching and training as they are stretched by high number of pupils (Gakusi, 2008).

However, the question of over-crowdedness has been given little attention in teaching professional as most of focus has been put attention in product of PSLE without looking at the environment where the process of learning is taking place. There is a vast growing literature that is drawing attention to the issue of overcrowding classrooms across the continent. Within the current context of education system different interventions are needed to address the problem in order to alleviate its level and improve learning status in our schools. Muthusamy (2015) reported that in South Africa Post Provisioning Norm Policy indicate that classroom is overcrowded when learner- teacher ratio exceeds 30.4:1 although the case is different as most of school experience overcrowded. In USA educators are crying with the issue overcrowded classroom where class size is supposed to accommodate 15-20 pupils but it exceeds 30 (Hanchem & Mayor, 2019), also according to Ministry of education in Ghana (2018), learners-pupil ratio is 38:1 although the number of pupils exceed the standard. In fact, the variance in definition of overcrowded classroom in Europe, Africa, Sub Saharan and Asia does not change the fact that overcrowded classroom hinder pupil academic performance.

Academic performance is fundamentally associated with cognitive, affective, and psychomotor skills. 1950s Psychologist who met under the chairmanship of Benjamin Bloom analyzes learning behavior and come up with Bloom Taxonomy model (Bloom, 1956). This model provides a means of assessing learning performance objectives; Cognitive which implies mental skills, affective implies growth in feelings or emotional areas and psychomotor which means manual or physical skills. According to Bloom taxonomy, a true pupil's performance is embedded in all three learning domains (Chandio, 2016). Studies show that, the failure to incorporate the three learning domains in classroom objectives ignores the meaningful learning which will be applied in life beyond school (Main, 1992). However, studies further show that, students are less likely to reach higher levels of learning if they are not exposed and encouraged to develop all learning domains (Buchanan & Hyde, 2008).

In this study overcrowded classroom has been defined on the basis of standard of the Tanzania Education Curricular. Therefore, overcrowded classroom is the one that number of pupils exceeds the standards. That is one class per 45 pupils (URT, 2014).

II.   General objective

The overall objective of this study is to determine the impact of overcrowded classroom on pupil performance.

2.1. Specific objectives

i.   Examine the extent to which class size facilitates the cognitive performance.
ii.   Determine how class size influences affective performance.
iii. Assess whether class size influences pupils' psychomotor ability.
iv.   Suggest alternatives that can improve pupils' performance in overcrowded classroom.

III.   Research Methodology

Study design

This study adopted case study research design with Sequential explorative and descriptive approach. Mixed approach was used to collect both quantitative and qualitative data. However, Morogoro Municipality was chosen because it is one among the Municipal with low pass rates in PSLE results. For example, 2018 pass rate was 75% ≤ pass rate < 80% compared to Dar es salaam which was pass rate ≥ 90% and Arusha, Kilimanjaro and Geita which was 85%≤ pass rate<90% (NECTA, 2018).

IV.   Data Presentation and Analysis

4.1 The extent to which Class size facilitates the Cognitive performance.

Table 4.1: Summary of number of pupils and Teachers in 15 schools

SCHOOL	NUMBER OF TEACHERS	NUMBER OF PUPILS							
		TOTAL	I	II	III	IV	V	VI	VII
AZIMIO B	44	1578	207	194	180	222	234	217	221
MSAMVU A	41	1404	249	230	245	188	159	173	158
MKWAJUNI	38	1067	128	161	161	150	179	128	158
KIHONDA	64	1482	117	178	202	241	245	239	260
MUUNGANO	39	1796	270	218	258	267	238	251	222
MAFISA A	24	722	90	83	112	123	95	109	110
MAFISA B	22	996	143	163	175	147	118	125	125
NANENANE	43	1673	157	158	219	208	290	288	353
KILONGO	40	2024	337	302	317	278	288	266	236
LUKOBE	31	1244	145	1843	160	191	182	186	196
KAMBITANO	22	1499	230	230	200	200	230	174	220
AZIMIO A	44	1292	166	164	186	194	181	201	200
KINGOLWIRA	50	1899	283	292	290	295	274	229	236

Field data 2023

Findings reveal that teachers are aware of what overcrowded classroom means. It is also clear from the interview made from 15 Head of Schools (HOSs) that an ideal classroom is the one that can accommodate 40-45 pupils. Therefore, an overcrowded classroom is any that is beyond 45 pupils.

Findings from Table 4.1 show that all the 13 schools do not comply with the stipulated standard ratio of 1:45 (one class per 45 pupils) because they all exceed 60 pupils per classroom. In most of school that were visited each class possess two streams with an average of 55-110 pupils each.

The number of pupils in the classroom has an implication in their performance because teachers cannot pay attention to individual pupil if their numbers exceed teacher's ability to care for them. This finding is supported by Waita et al. (2016) who claim that, for a better academic performance more attention should be given to PTR.

Table 4.2: Teacher's response on whether their Classrooms facilitate the cognitive activities

Cognitive activities expected in an ideal Classroom		
Cognitive activities	X	SD
Analyzing the basic elements of idea, experience or theory	0.1	0.307
Memorization of facts and ideas	0.36	0.484
Synthesis of ideas, information or experience	0.08	0.27
Making judgment about values of information and arguments	0.04	0.195
Applying theories or concepts in new situation	0.03	0.16
Grand X/SD	0.122	0.2832

X = Mean, SD = Standard Deviation
Field data 2023

Table 4.2 displays result on whether classroom influence the Cognitive Performance. Table 4.2 shows the Mean of 0.1, 0.36, 0.08, 0.04 and 0.03 that reflect majority of teachers disagree on whether their classrooms

facilitate the following activities; analyzing the basic elements of ideas, experience or theory, memorization of facts and ideas, synthesis of ideas, information or experience, making judgement about values of information and arguments and applying theories and concepts in new situation respectively. It is so clear that such activities promote cognitive performance and could only be achieved in small size classrooms.
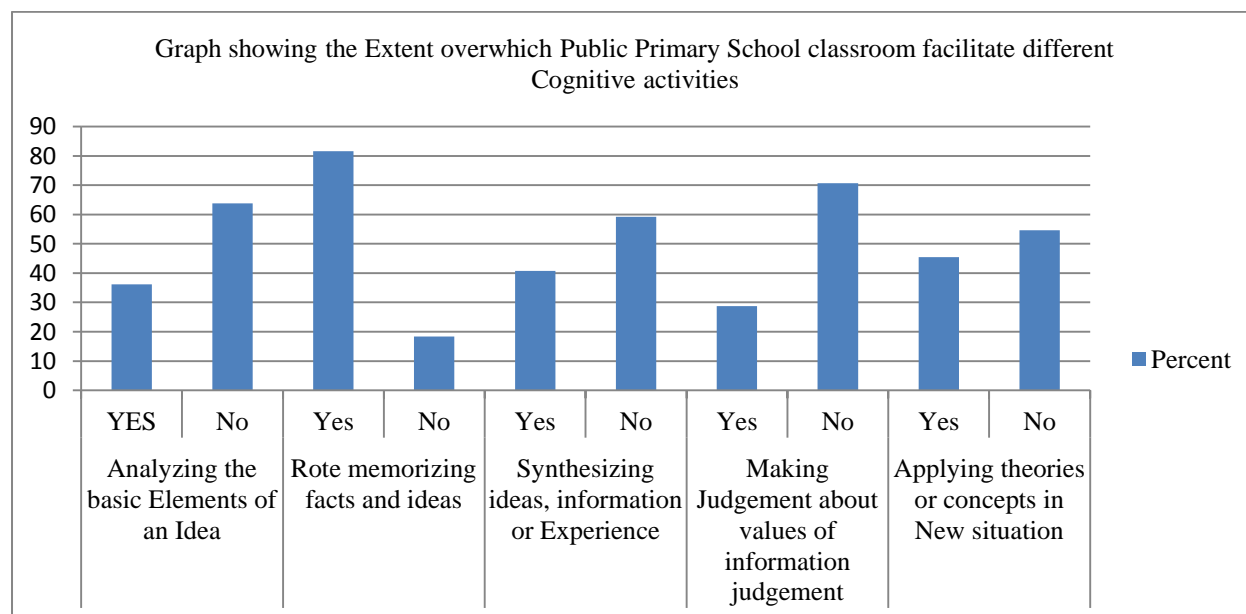

Figure 4.1 Extent to which Public Primary school's classrooms facilitate cognitive activities

Field data 2023

From fig. 4.1 the cognitive activities cannot take place in an overcrowded classroom. 64% of respondents disagree on whether their classroom can influence the process of analyzing the basic elements of an idea. Moreover, 82% of respondents agree that their classroom influences rote memorization as it is for claiming rather than active learning which facilitate understanding. Furthermore, the average of 62% of respondents disagree on the facts that the overcrowded classroom does not influences the ability of pupils to synthesize idea, making judgement and applying theories and concepts in new situation. Findings from figure 4.1 shows clearly that the overcrowded classrooms do not facilitate cognitive activities.

Table 4.3: Pupils response on whether their Classrooms facilitate the cognitive activities

Cognitive activities expected in an Ideal Classroom		
Indicators	X	SD
Memorize the steps on how to solve the problem	0.74	0.578
Explain your answers	0.77	0.593
Design and conduct simple experiment	1.34	0.801
Apply theories and practice in arithmetic	0.63	0.656
Grand X/SD	0.87	0.657

X = Mean, SD = Standard Deviation

Field data 2023

Findings from Table 4.3 show how pupils express their attitude towards achieving various Cognitive performances in overcrowded classroom. This finding shows the Mean of 0.74, 0.77, 1.34 and 0.63 reflecting that majority of pupil's opinions revealed that their classroom could sometime facilitates the following cognitive activities:memorize the steps on how to solve the problem, explain your answers, design and conduct simple

experiment and apply theories and practice in arithmetic respectively. The responses mean that sometime their classrooms could not facilitate such activities. This finding implies that it is difficult to carry out cognitive activities in overcrowded classrooms.

Findings revealed that school infrastructures are not enough for every child to learn comfortable. Example in one school the pupils-desk ratio is 1:5 whereas the same school has the ratio of 1toilet to 263 pupils. Also, it was found that school X posses 14 classrooms while its need is 42 classrooms to accommodate 1796 pupils that are enrolled. This finding implies that classrooms are extremely overcrowded to the extent that pupils cannot display their cognitive ability any further and results to poor performance.

Also it was observed that resources are not sufficient for every pupil so they have to be shared. For example, in one of school pupils were doing monthly examination inside the classroom which was also used as a staffroom. In another school, pupils were observed doing their examination under the tree. Informal discussion with one of the Teachers pointed out that, it has to be that way to allow pupils have enough space while doing their examination.

One of the schools used the rotation scheme. According to their academic master they are doing rotation during the two weeks of examination to allow the examination to be carried in an appropriate manner:

This week standard five, six and seven are present and next week the rest of the classes will do their examination then we will continue with our normal routine (informal interview with Academic teacher from school X).

In all the 15 schools No library building was observed. Furthermore, in some of school the books were kept in boxes and in others were kept in the Head teachers' office.

In school X there was no Head teachers' office and therefore one of the classes was used as an office. The results also indicate that insufficient resources especially desks hinder learning and hence lower pupil's performance. This fact is in line with the study by Muthusamy (2015) who asserts that lessons cannot be interesting and exciting to pupils due to lack of resources. Also, Osai et al. (2021) argues that the lack of resources especially desks force pupils to sit in overcrowding manner to the extent that it obstructs the movement of teachers to supervise them and student as well while learning.
The above observations echo the observation of Likuru (2021) who argues that, the insufficient infrastructure affects pupils' performance.

Furthermore, the findings revealed that there are total number of 726 pupils (Field data 2023) who cannot read, write and count commonly known as 3Rs in Morogoro Municipality up to March 2023. One of the contributing factors being overcrowded. The results can also be justified in comparison made in five schools out of 15: the total numbers of 209 (field data 2023) pupils were not able to count, write and read up to March 2023. The summary of five schools is shown in Table 4.4 below.

Table 4.4: Number of pupils with Reading, Writing, Arithmetic problem (3Rs)

SCHOOL	Frequency
AZIMIO B	36
MSAMVU A	99
MAFISA A	22
MAFISA B	30
AZIMIO A	22
Total	209

Field data 2023

Dokchandra (2018) argue that teaching writing to an overcrowded class is generally perceived as daunting and ineffective and it makes it difficult to provide timely and effective feedback.

Although the data indicates that all Standard Seven Pupils in my school pass to secondary school, the situation is different in reality because their pass mark rate is too low and they just pass because of availability of secondary school across the region. If we go ten years back where there were few secondary schools, with this pass mark rate the story would have been different (interview with HOS from school X).

4.2 To determine how Class size influence Affective Performance.

The findings from interview made from MPEO and HOSs reveal that affective domain is mostly affected in overcrowded classrooms.

One of HOS said that, at least teachers can engage their pupils in doing some of manual activities that involve hands like sweeping their classrooms but none of us is concentrating on how pupils feel towards learning. However, in most cases we are concentrating in examination and test which measures cognitive only (interview with HOS from school X).

Table 4.5: Response of pupils on how overcrowded classroom hinder their performance.

Refer to question: Does Your classroom size hinder your performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	110	63.2	63.2	63.2
	disagree	64	36.8	36.8	100.0
	Total	174	100.0	100.0	

Field data 2023

According to Table 4.5 indicates that 63.2% of pupils agree that their classroom size hinder their performance. This result shows that pupils' performance is affected with the overcrowded classroom. This state of affairs is also supported by Muthusamy (2015) who asserts that overcrowded classrooms affect performance. Also, Khan & Shahzad (2020) claims that classrooms with less than 40 pupils shows better results than those that are overcrowded.

Table 4.6: Pupils feelings in doing examination in overcrowded classroom

Refer to question: Does your classroom size facilitate cheating in examination?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	133	76.4	76.4	76.4
	disagree	41	23.6	23.6	100.0
	Total	174	100.0	100.0	

Field data 2023

According to Table 4.6, 76.4% of pupils agree that their classroom influence cheating in the examination. This result show that overcrowded classroom facilitates pupils to cheat in the examination. This finding is in line with the study by Antonio (2018) who claim that learners lack confidence during their examination due to crowdedness. However, it becomes difficult to organize sitting arrangement during the administration of examination.
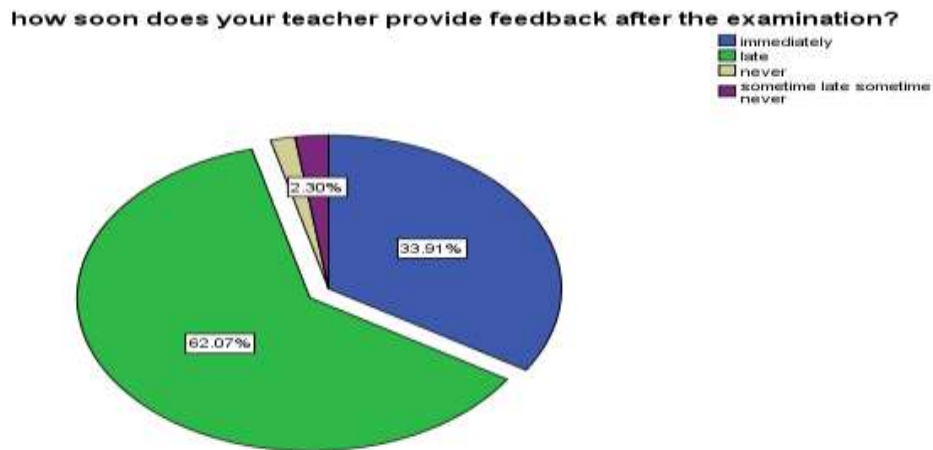
how soon does your teacher provide feedback after the examination?

- immediately
- late
- never
- sometime late sometime never

Figure4.2: Rate at which teachers return feedback to pupils after the examination**.**

Field data 2023

According to fig. 4.2 and Table 4.16 about 33.91% of teachers provide immediate feedback to pupils after the examination and 62.07% provide the feedback but late. This result show overcrowded classroom makes it difficult to provide feedback on time. The study is also supported by Fatima, Mushatq & Fatima (2019) who found out that teachers face difficult to provide feedback on pupil's assignment in overcrowded classroom.
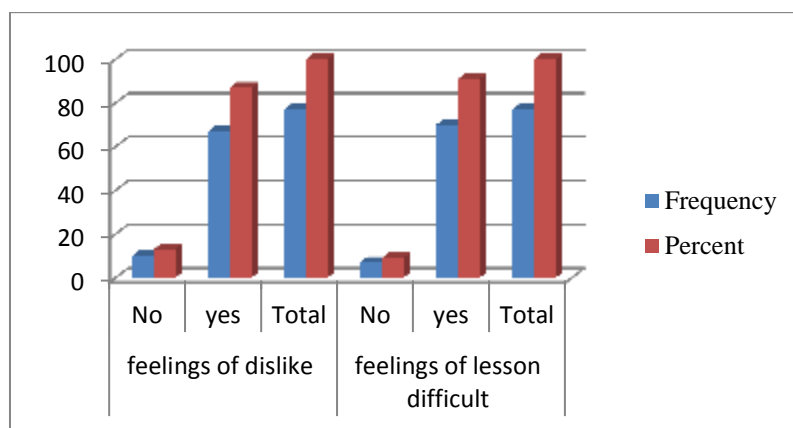
Figure 4.3: feelings of Teachers while in overcrowded classroom

Field data 2023

According to fig. 4.3, 90.9% of teachers have opinion of lesson difficult and 90% have shown the feelings of dislike while teaching in overcrowded classrooms.
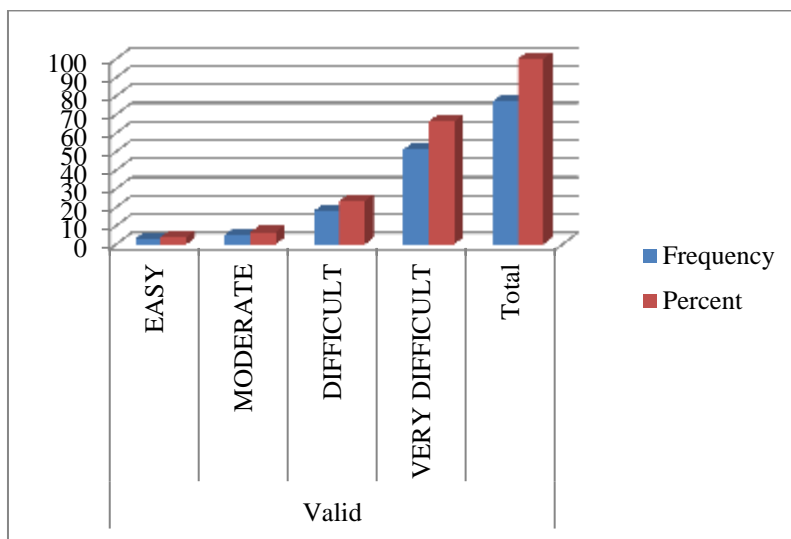
Figure 4.4. Teacher's perception of the teaching process in Overcrowded classroom

Field data 2023

According to fig. 4.4, 70% of teachers perceive teaching process very difficult task when it comes in overcrowded classroom. The results from fig. 4.3 and fig. 4.4 looks similar that teacher has the feelings of dislike, lesson difficult and teaching process difficult. These results imply that due to overcrowded, teachers as the key actors in teaching and learning process does not perform their caring, motivating and mentoring roles effectively.

On the other hand, interview with HOS found out that, the HOS feel very frustrating to manage their teaching staff in the situation of overcrowded classrooms.

most of teachers particularly those who teach standard three, which is more crowded are more reluctant to accept any addition responsibility and do not accomplish their task on time. Furthermore, most of them are late comers and leave the work place before time (interview with HOS from school X).

Others said, the Teachers turnover and truancyare observed in overcrowded classes. (Interview with HOS from schoolY)

Also, data collected from the Ordinary subject teachers correspond to the interview made from the HOS as indicated in Table 4.7 below.

Table 4.7: Ordinary subject teacher'sresponse on how they feel in large class size

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FRUSTRATING	75	97.4	97.4	97.4
	BEAUTIFUL	2	2.6	2.6	100.0
	Total	77	100.0	100.0	

Field data 2023

The Table reflects the responses to the question ''how do you feel while teaching in overcrowded classroom?''

According to Table 4.7, 97% of ordinary subject teachers feels frustrated just like academic and class teachers as indicated from fig. 4.3 and fig. 4.4. This resembling of results from questionnaire of respondents with different job description clearly show how frustrating is when teaching in the overcrowded classrooms. The result is in line with Mokhtar (2019) & Khouya (2018) who assert that overcrowded classroom is too stressful to extent that

it affects deeply teachers' motivation and engagement. Also, the study by Osai (2021) claims that teachers are stressful with congested classrooms and Mutusamy (2015) argue that teachers cannot make lessons interesting and exciting due to overcrowding.

4.3 To assess whether Class size influences Pupil's psychomotor ability.

Findings revealed that there is relationship between working experience and teaching method preferred by the teachers in overcrowded classroom, the preferred teaching method is in line with the teacher's personal experiences. Most of junior teachers prefer to use Lecture method compared to senior teachers with 11 years and above in teaching professional who mostly integrate variety of teaching methods.

Lecture method was highly observed in most classes; teacher talk was observed to be used more frequently than participatory method. Teachers spend significance amount of time to calm pupils from making noisy. Furthermore, most of teachers spend time outside under the tree with a lot of marking load as was found in one of the schools.

This study is supported by Ayub et al. (2018) who argues that teacher should bring the variety in teaching methodology to accommodate pupil attention in overcrowded classroom. Charles (2020) claims that methods that are most frequent used in overcrowded classrooms are lecture methods and peer learning.

Table 4.8: Response of teachers on challenges of overcrowded classroom

Challenge encountered while teaching in overcrowded classroom		
Challenge	X	SD
Discipline case	0.95	0.223
Ineffective time Management	0.92	0.27
Poor classroom arrangement	0.88	0.323
Lack of pupil's attention	0.87	0.338
Noisy	0.92	0.27
Poor academic achievement	0.88	0.323
Grand Mean/SD	0.90	0.291

X = Mean, SD = Standard Deviation

Field data 2023

According to Table 4.8 the mean of 0.95 indicate that majority agreed that they encounter discipline cases in overcrowded classrooms. Also mean of 0.92 imply that majority of teachers agreed they encounter a challenge of ineffective time management whereas mean of 0.88 reflect that majority of teachers agreed that they encounter a challenge of poor classroom arrangement, Moreover, the mean of 0.87 indicates that majority of teachers agreed that they encounter a challenge of lack of pupil's attention and mean of 0.92 further indicates that majority of teachers agreed that they encounter a challenge of noises in overcrowded classrooms. Similarly, mean of 0.88 indicates that majority of teachers agreed that they encounter a challenge of poor academic achievement. This finding reveals that it is difficult for pupils and teachers to have a significance performance because most of teaching and learning time will be used to settle classroom challenges. Noises were heard in most of classes. It was also observed that, classrooms were so full that a teacher is found it difficult to navigate smoothly. In almost all the schools that were visited pupils were sitting on the floor.

This result show that overcrowded classroom is posing variety of challenges including pupil's noises, poor classroom arrangement, poor time management and issues of discipline. This finding is in line with the study by Iqbal & Khan (2012) who claim that teachers experience teaching difficult, discipline, physical and appraisal problems. On the other hand, Antonio (2019) argues that there is lack of attention in overcrowded classroom. Furthermore, Osai (2021) reveals the challenge of maintaining proper discipline and poor classroom management. Moreover, Siddique (2018) argue that noise is a great source of academic failure in public schools. Similarly, Fatima, Mushatq & Fatima (2019) also report that good environment can reduce the number of problems that encountered in the overcrowded classroom. Furthermore, Charles (2020) claims that there is a

challenge of insufficient time to manage teaching while in overcrowded classroom and Mokhtar (2019) assert that the overcrowding classroom is negatively affecting both classroom activities and instructional techniques. Therefore, larger classes are the influencing factor behind students' behavioral problems which destroy constructive role in developing their skills and competencies. Furthermore, this study is supported by social cognitive approach which provides an insight on how pupil perceives and interpret their social environment which in turn shape their behavior.

Table 4.9: Pupils response on whether their classroom support to carry out psychomotor activities.

Classroom activity that shows Psychomotor Performance		
Activity	**X**	**SD**
Hands on activities?	0.16	0.369
Read several text books?	0.16	0.369
Share findings with their fellow?	0.15	0.356
Carry out group discussion?	0.19	0.392
Grand X/SD	0.165	0.3715

X = Mean, SD = Standard Deviation

Field data 2023

According to Table 4.9 the mean of 0.16 indicate that majority of pupils disagree on whether their classroom support hands on activities and support them to read several text books. Also, mean of 0.15 indicate that majority of pupils disagree on whether their classroom support them to share findings with each other. Furthermore, mean of indicate that pupils disagree on whether their classroom support them to carryout group discussion. This finding implies that, the overcrowded classroom makes it difficulties for pupils to perform psychomotor activities.

Furthermore, the observation made in 15 schools found out that no extracurricular activities that were carried out by pupils to facilitate psychomotor performance.

This finding is in line with constructivism who argues that teacher should expose learners to many active hands-on experiences (Kang, 2018). It is so clear that such activities can be possible in small size classroom. If classrooms aredesigned and structured according to the developmental level, pupil will eventually learn through their experience.

V.   Conclusion and Recommendation

5.1 Summary

Findings from the study indicate that 93% of schools that were visited experience overcrowded classroom. Moreover, 81% of respondents reveals that affective performance is mostly affected followed by psychomotor and cognitive.

5.1.1 Cognitive Performance

Findings show that classrooms are overcrowded beyond the prescribed standards of 1:45 and due to that classroom cannot facilitate different cognitive activities that arouse the level of cognitive development and performance of pupils. Such activities include making analysis, memorizing, making judgments, explaining, designing, conducting experiment and applying the learning input in new situation. Furthermore, teachers were not able to interact with pupils due to overcrowded classrooms. Each class accommodates the average number of more than 70 pupils out of which cannot foster pupil's ability to flourish their cognitive performance.

5.1.2 Affective Performance

Classrooms are so overcrowded that it is not possible to influence affective performance significantly. Pupils fail to attain the intended skills. For example, according to table 4.9 about 78% of pupils fail to write and speak clearly. Likewise, about 63% developed feelings of poor performance and 76.4% have the opinion that the situation encourage cheating during the examination. Furthermore, about 62% of teachers could not provide timely feedback to pupils after examination. They also develop feelings of disliking the subject and find it difficult for them to cope with the teaching profession. This situation leads to frustration in managing such staff as most of them are not self-motivated towards work. Pupils need a welcoming environment and teacher's attention but due to overcrowded 72% of teachers fail to attend individual needs and hence fail to provide academic support and guidance. In addition to that, the classroom is the place where pupil spend significance amount of time. However, due to overcrowded classrooms it becomes very difficult for them to work together effectively. This is also supported by the findings which revealed that 70% of pupils could not complete their classroom activities on time.

5.1.3 Psychomotor Performance

The overcrowded classroom hinders teachers from using pupil centered approach. The findings from table 4.15 reveals that 72.5% of respondents prefer to use of lecture methods and sometime think pair method. Method like Gallery walk is not used especially by junior teachers with 1-5 years of working experience. The opinion of 65% of respondents prefers to use the question-and-answer technique although it reflects on the majority assessment rather than individual understanding. Most classes experience challenges of discipline, ineffective time management, poor classroom arrangement, lack of pupil's attention, noisiness and poor academic performance. Moreover, most of instruction time is used to control pupils' discipline and noise in overcrowded classroom. The average of 0.291SD indicate that classes encounter numbers of challenges due to large class size. Furthermore, teachers prefer summative assessment than formative one as it is difficult to provide periodic test and examination because teachers fear to have huge marking burden in overcrowded classroom. In addition to that, hands on activities, reading culture, ability of pupils to share findings and carry out the group activities which mostly stimulate psychomotor activities are limited in overcrowded classroom.

5.2. Conclusions

Therefore, it can be concluded that overcrowded classroom has a significant negative impact on pupil's performance. However, implementing strategies like the use of ICT in large classes and use of school hall in case of need could help to avoid the impact of overcrowded classroom on pupils' performance. In addition to that, teachers should be equipped with necessary skills to deal with large classes. Furthermore, Fee Free education policy should be well elaborated to the community so that they get involved in school's development projects. In fact, in order to get an accurate pupil's holistic performance, one needs to combine the results from all the three domains.

5.3 Recommendations

- There should be more classrooms so that we decongest the existing classrooms.
- Teachers should be equipped with skills and technique required for them to be able to assess both affective and psychomotor performance so that they should not limit themselves to cognitive performance assessment.
- Each school should possess a school hall to supplement the number of classrooms in case of need.
- An attempt should be made to match the number of teachers and pupils in accordance with the established ratio.
- Seminars should be given to equip teachers with skills to deal with overcrowded classrooms.
- Emphasis should be given to use of ICT in large classrooms.
- NECTA should develop mechanism which will enable school to assess all the three-learning domain.
- The policy of Fee Free Education should be well explained to the community so that they play a role of contributing in school development projects especially building new classes.

- Furthermore, the cognitive, psychomotor and affective domain should be assessed independently and their scores combined to their PSLE grades in order to make a fair overall assessment of the pupils.

5.4 Area for further Research

Researcher is recommending further studies on:
  i. Impact of overcrowded classrooms on instructional time.
  ii. Assessment of Effective use of ICT in overcrowded classrooms

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