



## Overcrowded Classrooms and their Impact on Academic Confidence and Performance: A Study of University Students in Gwadar

Seema Jameel<sup>1</sup> & Rabia Aslam<sup>2</sup>

<sup>1</sup>B.Ed. Student, University of Gwadar, Email: [zoya86103@gmail.com](mailto:zoya86103@gmail.com)

<sup>2</sup>Assistant Professor, Department of Education, University of Gwadar, Email: [rabia.aslam@ug.edu.pk](mailto:rabia.aslam@ug.edu.pk)

ARTICLE INFO	ABSTRACT
<b>Article History:</b> Received: March 08, 2025 Revised: May 08, 2025 Accepted: May 12, 2025 Available Online: May 17, 2025	<p><i>The impact of overcrowded classroom on students' academic confidence and academic performance is explored in this study. This quantitative study revealed a significant negative relationship between classroom overcrowding and both academic confidence and performance indicating that as class size increased, students' confidence and academic performance decreased. Moreover, female students showed higher academic confidence and performance than their male counterparts. The study determines that overcrowded classrooms adversely affect student outcomes and recommends reducing class sizes, hiring more qualified teachers, and incorporating gender-responsive teaching strategies. These findings provide valuable insights for educators, administrators, and policymakers working to improve educational quality and student well-being in higher education settings.</i></p>
<b>Keywords:</b> Classroom, Overcrowded Classroom, Academic Confidence, Academic Performance	
<b>Corresponding Author:</b> Seema Jameel <b>Email:</b> <a href="mailto:zoya86103@gmail.com">zoya86103@gmail.com</a>	



### Introduction

The choice of profession depends on the people where they live but in Pakistan the teaching profession is an esteemed profession due altruistic and intrinsic reasons. Furthermore, in Pakistan the teaching profession seems like a feminist profession because the females mostly want to join this profession instead of other professions because they more secure and modesty here (Kamran & Shahbaz, 2019).

Overcrowding in schools is a significant factor in admitting students to higher education, according to various education policymakers. Teachers are concerned about meeting the needs of many pupils with few resources. Children and parents have complained about classroom conditions and a shortage of books and lockers for children. Over the years, researchers have

explored the causes of overcrowding in many metropolitan schools and proposed solutions, including private schooling and the development of new facilities. Class size is linked to the issue of overcrowding, which has been widely examined in the famous experimental Tennessee STAR study (Shirley et al., 2017). As a school unit, the classroom is critical to the learning process. Similarly, a school, or any location where children and adults learn, can be used for study. Classrooms can be found in a wide range of educational contexts, including preschools, universities, and religious and humanitarian organizations (Moreno et al., 2020).

Overcrowding in schools is a global problem that prevents effective teaching and learning. One of the most pressing issues facing educators in the United States today is overpopulation. The problem is a combination of population growth, a shortage of educators, and a reduction in money or assistance, which has resulted in bigger class sizes. There are about 17,400 overcrowded schools in the United States (Hachem & Mayor, 2019). In an ideal world, class sizes would be 15 to 20 students. Unfortunately, many classrooms now exceed 30 students on a daily basis, and in extreme cases, schools have more than 40 students in a single class. Similarly, the United Kingdom is the only EU country with overcrowded elementary schools. In Ireland, two out of every three primary school kids attend above-average classrooms of 25 or more, trailing only the United Kingdom in Europe (Donnelly, 2019).

In China, each class had over 30 students. In primary and secondary school, the number of students per class appears to be increasing. According to a 2015 provincial assessment, over 40% of Shandong's primary and middle school classes were too large. Ten percent had a class size of more than 666 percent. A middle school in Zhoukou District, Henan Province, with an average class size of over 100 students. Unfortunately, overcrowded classrooms are a feature of South African education and will remain so in the near future, if not indefinitely. South African schools have more than the recommended number of students per classroom (Opoku-Asare et al., 2014). According to studies conducted in Pakistan, teaching is frequently unsustainable in overcrowded classrooms, as instructors face numerous administrative, discipline, and assessment challenges (Khan et al., 2017). Teaching at the elementary school level is a rewarding but hard profession that lays the framework for a child's academic and psychological development. Despite their crucial position, instructors encounter a number of problems that hinder their capacity to provide high-quality education. Overcrowded classrooms provide a big difficulty. With a high number of students, teachers find it challenging to provide individualized attention, meet each student's special learning needs, and maintain discipline. Differential Needs of Students in primary school come from all backgrounds and ability levels. Different learning styles, special education needs, and behavioral challenges necessitate teachers adapting their teaching methods, which can be difficult without the correct support (Minaz et al., 2024).

### **Problem statement**

Overcrowded classrooms have a major negative impact on students' academic performance and confidence because they create impediments to effective learning and skills development. In Pakistan, particularly at the basic level, overcrowding degrades the teaching-learning process (Ayyub et al., 2018). It has a direct impact on both teaching and learning processes, decreasing student academic performance (Okechukwu et al., 2021). Several studies have investigated this topic in other places, but none have concentrated on District Gwadar. As a result, this study seeks to address that vacuum by investigating the influence of overcrowded classrooms on students' academic confidence and performance in District Gwadar.

## **Objectives of the Study**

1. To explore the impact of overcrowded classroom on students' academic confidence and academic performance at University level in District Gwadar.

## **Literature Review**

### **Overcrowded Classroom**

The global educational environment is seriously threatened by overcrowded classrooms, which occur when the number of students exceeds the ideal capacity for efficient teaching and learning. These classrooms' limited physical footprint, lack of resources, and high teacher-to-student ratio make it difficult to provide high-quality instruction. Because many teachers struggle with discipline, physical boundaries, and performance evaluation, this environment makes it difficult to teach effectively. "Overcrowded" describes both a classroom that has more pupils than a teacher can effectively instruct and one that is so packed with desks and people that it is challenging to move around. It's overcrowded when you combine that with trying to figure out how to work one-on-one with thirty-six children in a fifty-minute class period while still having presentations and activities (Quora & Moore, 2023).

Personality conflicts, tension, and disruptive behavior are more likely to occur in large courses with a high student-teacher ratio. Even the most skilled educators find it difficult to control a packed classroom, and they may find that they spend more time organizing than instructing. The more students in a classroom, the less likely it is that performance on a standardized test will improve. when the classroom's student population grows. Distractions from louder classrooms make it harder for students to learn and for teachers to instruct. Stress levels rise with the number of students. The stress they endure on a daily basis is making many talented educators decide to quit their jobs. Overcrowding limits access to technology and equipment. Finding enough room for subjects like science or a computer lab is already a problem for many schools (Meador, 2019). Poor building conditions in overcrowded schools also put instructors' and students' health at danger. Students' health, attendance, and performance can be negatively impacted by exposure to allergens, pollutants, and even chemicals due to inadequate ventilation, lighting, acoustics, and classroom temperatures. Naturally, in the continuous battle against COVID-19, packed classrooms hinder social distancing and increase the likelihood of viruses spreading. Parents, educators, and students are becoming quite concerned about this (Meador, 2019). In Pakistan, teaching in crowded classrooms is frequently intolerable, and instructors have significant challenges with assessment, management, and discipline. The accomplishment of instructional goals, teacher-student interactions, and overall teaching and learning efficacy are all negatively impacted by packed classrooms, according to Ijaiya's studies conducted in Africa. Unfortunately, Pakistan's educational system is still plagued by overcrowding (Khan & associates 2017).

Muthusamy (2015) states that a classroom is considered overcrowded in South Africa if the student-teacher ratio is greater than 30.4%. Higher levels of stress and anxiety are more likely to be experienced by students in packed classrooms, which may negatively affect their motivation and general academic performance (West & Meier, 2020). Lastly, while teaching entrepreneurial courses, the effects of packed classrooms impede the growth of critical thinking skills. abilities for innovative problem-solving, teamwork, and skills are all necessary for business success (Matsepe et al., 2019).

## **Academic Confidence**

According to Martins et al. (2018), academic confidence is a person's assessment of their own capacities, talents, and capacity to achieve their objectives. One important element of academic self-concept (ASC) is academic confidence (Granero-Gallegos et al., 2021). Students need academic confidence since it increases their motivation to finish assignments and meet their learning objectives (Chang & Ye 2022). Students who are academically confident are most likely to engage with the wisdom process, are more driven to overcome obstacles and accomplish goals, and have higher aspirations for success, all of which improve their academic performance (Akbari & Sahibzada, 2020).

For everyone, but especially for students in a classroom, confidence is essential. Academic confidence is the same as confidence in education. Students frequently encounter a range of situations and circumstances throughout the learning process. For students to succeed in life, they must have faith in their intellectual skills. Academic self-assurance inspires and drives individuals to skillfully address novel challenges and opportunities (Amri & Sham, 2017). Success and increased academic accomplishment are correlated with academic confidence (Sharma 2016). Academic piece may grieve as a result of a lack of academic confidence (Bashir & Schaukat, 2016). Students that have greater academic confidence achieve better learning achievements, and vice versa (Idriawati, 2018).

In order to build academic confidence, active learning is essential. Emotions can affect a person's motivation, thought processes, and other aspects of life. They also act as a regulating mechanism for learners. Individual conduct is inhibited by negative emotions, while it is encouraged by positive ones. For the learner, self-confidence is a source of pleasant emotions, suggesting that action and self-confidence are inextricably linked. One of the most important traits for academics is academic confidence. Apprentices who are self-reliant in their academic abilities are more inclined to finish tasks and accomplish their objectives. Learning motivation, curiosity, confidence, problem-solving, communication, and decision-making skills can all be improved through active learning. Academic confidence is positively impacted by active learning (Costabile & O'Flaherty, 2020). The conviction that one is capable of succeeding intellectually is known as intellectual confidence. Both in the classroom and at work (Patrick & Borrego, 2016). According to Dietrich et al. (2019) academic confidence is a potent motivation for students. Academic confidence is defined as students' faith in their ability to succeed in their field of study and in academic courses (Rodriguez et al., 2018). According to Borrego & Patrick (2016) and Rodriguez et al. (2018), educational confidence is the belief that a student has on their academic success in both courses and fields of study. Study-related behavior and academic results have been linked, either directly or indirectly, to academic confidence (Vedel & Poropat, 2017). If students lack academic confidence and do not put forth personal learning efforts, they will find it difficult to succeed (Danjuma 2021).

## **Impact of Overcrowded Classroom on Students' Academic Confidence**

Academic confidence is a critical component of learning; prior studies have demonstrated a positive correlation between academic confidence and performance (Al-Hebaish, 2022). Being certain that a theory, forecast, or specific line of action is correct or the most effective is known as academic confidence. The capacity to trust in oneself while performing a task is known as academic confidence (Frels 2021). Compared to those who merely listen to lectures and presentations, students who actively engage in the learning process are more confident in the ideas being taught. Similar to this, working with a partner helps pupils learn, and they seem to be more comfortable and confident when working in pairs (Philip, 2020). Academic self-assurance affects

each learner's unique learning outcome (Andrew & Danjuma, 2024). Student behavior is significantly influenced by the intellectual confidence with which students attend the classroom. Students are less motivated and inclined to work hard when they don't expect to achieve. They may also alter their objectives and take part in counterproductive behaviors in an attempt to avoid failure (Cox, 2009). People may not engage in effective self-regulatory activities if their confidence is predicated on ignorance of the expectations (Yeager et al., 2011). Children perform poorly when their parents view them as agitated and anxious because they lack confidence in their own abilities (Usher et al., 2019).

The undergraduates are more likely to cheat on tests in overcrowded classrooms. Students lack confidence as a result of the exam room's crowding. Setting up seating arrangements, however, becomes challenging while tests are being administered (Antonio, 2018).

### **Academic Performance**

Student accomplishment in a range of academic topics is gauged by academic performance. Tutorial room performance, advancement rates, and scores on standardized tests are frequently used by educators to evaluate student progress (Ballotpedia, 2022). It further refers to how well a teacher, student, or organization has achieved their immediate or long-term learning aims. Academic achievement is demonstrated by completing educational milestones like secondary school credentials and eligible male degrees. Academic performance is often evaluated through exams and ongoing assessments. Psychomotor, affective, and cognitive skills are all closely related to academic success. A team of psychologists underneath the direction of Benjamin Bloom examined scholarship behavior in the 1950s they created the Bloom Taxonomy paradigm. Bloom (1956). This paradigm offers a method for examining the three learning performance objectives: psychomotor (manual or physical skills), affective (emotional development), and cognitive (thinking ability). According to the Bloom taxonomy, all three learning domains are essential to a true student's academic success (Bloom, 1956). Student academic achievement is a key determinant of the effectiveness of education. It encompasses their accomplishments, understanding, and subject-matter expertise in addition to their ability to apply knowledge and abilities. Numerous elements, such as the caliber of education, the subject matter, student participation, and individualized attention, all have an impact on academic attainment (Cuban, 2016). For the teaching and learning process to be effective and guarantee students' academic achievement, a well-managed classroom is necessary. Since it covers a broad variation of factors, from earning a professional degree to students' moral growth, the idea of academic success is regarded as nebulous. To guarantee the best academic achievement from students, a well-managed classroom is essential to the successful teaching-learning process. Low academic achievement and non-interactive pedagogy are linked to inadequate teacher preparation (Lasaiba, 2024).

Academic performance is the sum of the student's scores on a variety of tests, including class exams, midterm and final exams, and so forth. It may be characterized as a student's measurable and visible behavior throughout a given time period. Furthermore, continuous assessment or exam results are used to measure academic performance, which is defined as the knowledge acquired and evaluated by a teacher using marks and/or educational goals set by students and teachers to be achieved over a specific period of time (Narad & Abdullah, 2016). Grade Point Average (GPA) is a common indicator of children's academic achievement since it has long been seen to be directly related to an individual's general intelligence and professional potential. From elementary school to college, academic performance is the sum of a student's accomplishments in their academic endeavors (Kumar et al., 2021). It is seen to be an important indicator of how well students have learned, understood, and applied the subject they have been given (Kumar et al., 2021).

### **Impact of Overcrowded Classroom on Students' Academic Performance**

Usually packed classrooms create an inappropriate learning environment. Consequently, students' academic performance reflects insufficient educational standards (Shah & Inamullah, 2012). There is, however, disagreement over how it should be assessed and which elements declarative knowledge like facts versus procedural knowledge like skills—should be given the highest weight (Ward et al., 2023).

Additionally, there are contradictory results on which individual elements are best at predicting academic performance, while developing mockups of school achievement, traits including exam anxiety, environment, motivation, and emotions must be taken into account. Funding for schools is now determined by the academic performance of its pupils. A school that does better academically would receive more financing than one that performs worse. Nonetheless, these effects are strongly influenced by the class size. Students' academic performance and the quality of their education are significantly impacted by class size. For any academic institution, student-teacher ratios and per-student expenses are unquestionably essential resource inputs. Class sizes that are smaller have a higher chance of meeting secondary school academic goals and improving the quality of education (Cuban 2016). Anashie et al. (2013) looked into how academic performance among students in Cross River State's public secondary schools was affected by class size and student population pressure. Teaching and learning are negatively impacted by student population pressure and large class numbers, which make it more difficult for teachers to give and mark assignments and assessments. Likewise, Inamullah and Shah (2012) suggested that, children's learning may be directly impacted by crowded classrooms. In addition to affecting student performance, they also caused stress and increased student dropout rates since teachers had to cope with a number of problems, including behavioral problems, poor health, discipline, and subpar student performance. Additionally, the social and psychological effects of class magnitude on students' academic performance were found. When conditions outside the control of the school administration prevent a class size reduction during a specific time. It is advised that educators and school officials develop and study student groups on a rotating basis. According to State and Oyebanji (2020), each teacher sets up his class in a unique way to facilitate an efficient teaching and learning process and raise student academic performance (Trpin, 2023).

Classrooms that are overcrowded actually result in lower levels of academic achievement and student engagement. Additionally, students might not receive tailored attention and feedback, which could impair their motivation and academic performance (Creagh et al., 2023). Both teachers and students are clearly negatively impacted by overcrowded classrooms. In 2014, Quasim and Arif found numerous disruptive impacts of overcrowding on student conduct. Due to their noisy and agitated classmates, students are unable to focus or participate with the necessary level of intensity (Mustafa et al., 2014). This leads to subpar academic performance (Bayat et al., 2014). As well, pupils cannot rely on professors to give them individualized attention. especially in situations where students need more assistance. (Mustafa and others, 2014). Entrepreneurial education is significantly impacted by overcrowded classrooms (Chimbi & Jita, 2021).

Crowded classrooms have a detrimental effect on academic performance and individual attention. Teachers find it difficult to fulfill the individual requirements of all student in these large classrooms, which edges their ability to suggestion customized education and support. Additionally, effective teaching strategies like group projects and hands-on demonstrations—which are crucial for business course instruction—are hindered by the limited physical space in crowded classrooms. Students find it challenging to acquire the abilities and information necessary for entrepreneurship as a result, crowded classes significantly affect training and education for entrepreneurs. Investigating how crowded classrooms affect the teaching and learning of

entrepreneurial courses in secondary schools is therefore crucial (Muzenda, 2013). The teaching and learning of entrepreneurship courses are negatively impacted by overcrowded classrooms. Overcrowding hinders effective teacher-student contact, precludes individualized instruction, and restricts students' capacity to actively engage in class discussions and activities, per a study by Bahanshal (2013). Students' understanding and memory of entrepreneurial principles may be jeopardized by this lack of contact, which may result in decreased motivation and engagement (Marais, 2016).

Furthermore, crowding may lower student participation and engagement. An impersonal and less interactive learning environment could arise from a larger student-teacher ratio (Letseka, 2022). Students' motivation and academic performance may suffer in overcrowded classes because they are more prone to experience anxiety and stress (West & Meier, 2020). Because of the near closeness of students, overcrowded classrooms can lead to health issues like the transmission of infections. Students' general well-being may suffer in such environments, which may lead to absenteeism and poorer academic performance (Dange & Sarkingobir, 2019). Students in large classrooms performed worse than those in small ones because there was a negative correlation between class size and academic achievement. The academics disagreed When there are too many pupils in one classroom, the teacher's ability to enhance the learning process is reduced. Large class sizes were associated with truancy, unruliness, noise-making, and student attention, especially among slow learners (Manful & Kusi, 2019). It is common for students to exhibit decreased levels of enthusiasm and involvement in overcrowded classrooms. Academic performance and participation in class may suffer as a result of feelings of neglect brought on by a lack of tailored attention (Abas, 2022).

## **Research Methodology**

The research approach of this study was quantitative research. Correlational study was conducted to explore the overcrowded classroom impact on students' academic confidence and academic performance at university level in District Gwadar. The targeted population of this study was all the students of university of Gwadar. 206 students were selected as population. Out of 206 the sample size was 206 students. 91 male 115 female students were selected and convenience sampling technique was used. For this research data was collected The data was collected through survey. A Questionnaire with five point Likert scale has been used, which was adopted from Paul et al. (2003) and Carson et al. (2015) for collecting data. Validity of the tool was assured from expert. The analysis of reliability was done through Statistical package for Social Science (SPSS)

## **Data Analysis**

**Hypothesis 01:** There is no significant impact of overcrowded classroom on students' academic confidence at University level in District Gwadar.

**Table 1: Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.416 <sup>a</sup>	.173	.169	.96833
a. Predictors: (Constant), Overcrowded Classroom				

Table 1 shows that there is a moderate relationship ( $R = 0.416$ ) between the number of students in a class and the academic confidence of students. The R Square value of 0.173 means that about 17.3% of the changes in academic confidence can be explained by class size. This suggests that overcrowded classrooms have a noticeable, but not very strong, effect on students' confidence.

**Table 2: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.923	1	39.923	42.578	.000 <sup>b</sup>
	Residual	191.283	204	.938		
	Total	231.207	205			
a. Dependent Variable: Academic Confidence						
b. Predictors: (Constant), Overcrowded Classroom						

Table 2 shows that the number of students in a class has a significant effect on academic confidence. The significance value (Sig. = 0.000) is less than 0.05, which means the result is statistically meaningful. In simple terms, class size does impact students' academic confidence in a noticeable way

**Table 3: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.464	.181		24.684	.000
	Overcrowded Classroom	-.422	.065	-.416	-6.525	.000
a. Dependent Variable: Academic Confidence						

Table 3 shows that as the number of students in a class increases, academic confidence decreases. The negative B value (-0.422) means there is an inverse relationship. The result is significant (Sig. = 0.000), meaning this finding is statistically reliable. In short, overcrowded classrooms reduce students' academic confidence.

**Hypothesis 02:** There is no significant impact of overcrowded classroom on students' academic performance at University level at District Gwadar.

**Table 4: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.368 <sup>a</sup>	.135	.131	1.00995
a. Predictors: (Constant), Overcrowded Classroom				

Table 4 shows that there is a small link between class size and academic performance. The R Square value (0.135) means that 13.5% of students' performance is affected by how many students are in the class. So, more crowded classrooms can slightly reduce academic performance.

**Table 5: ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.550	1	32.550	31.912	.000 <sup>b</sup>
	Residual	208.079	204	1.020		
	Total	240.629	205			
a. Dependent Variable: Academic Performance						
b. Predictors: (Constant), Overcrowded Classroom						



Table 5 shows that class size has a meaningful effect on academic performance. The significance value (Sig. = 0.000) is less than 0.05, which means the result is statistically important. In simple words, overcrowded classrooms can affect how well students perform in their studies.

**Table 6: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.515	.189		23.935	.000
	Overcrowded Classroom	-.381	.068	-.368	-5.649	.000
a. Dependent Variable: Academic Performance						

Table 6 shows that when the number of students in a class goes up, academic performance goes down. The negative B value (-0.381) means there is a negative relationship. The result is significant (Sig. = 0.000), so it's reliable. In simple words, crowded classrooms lower students' academic performance.

## Discussion

This study's findings on overcrowded classrooms are reliable with previous research conducted by Rahim et al. (2024). Overcrowded classrooms have an adverse impact on students. Large class sizes rise students' stress levels. As a result, students face impairments to participation and access to resources, perhaps leading to lower academic accomplishment. These encounters are similar with Adeyemi's (2008) findings, which found that overcrowded classrooms obstruct instruction and decrease student learning outcomes. The physical and mental strain caused by crowded classrooms can have a direct influence on students' achievement and participation.

Furthermore, overcrowded classrooms can drastically reduce pupils' academic confidence and overall performance. When students are placed in big groups, teachers frequently provide less particular attention, which might make them feel overlooked or incompetent. A lack of personal support can lead to low self-esteem and a reluctance to participate in classroom activities or seek assistance when necessary. Over time, such environments may erode students' confidence in their academic ability, resulting in decreased motivation, participation, and poor academic achievements. Blatchford et al. (2011) found that kids in overcrowded classrooms had a worse academic self-concept and are more likely to underperform than classmates in smaller, more supportive learning environments.

## Conclusion

The study found that overcrowded classrooms had a significant detrimental influence on students' academic confidence and performance. The results show that classroom overcrowding has a negative impact on the quality of education at the university level in District Gwadar. Addressing this issue is critical to improving students' academic performance and overall educational experience in this region.

## Recommendations

To reduce class sizes, institutions should increase classroom capacity and hire more skilled teachers. Provide adequate teaching and learning resources for large student populations. Teachers should be taught in effective classroom management and interactive teaching practices forever crowded classrooms.

## References

1. Abbas Abubakar Hiliya, Attahiru Madawaki, Abubakar Naabu. Influence of Overcrowded Classrooms on Students' Academic Performance in Secondary Schools of Nigeria. *Archives of Educational Studies* 2022;2(2):258-76.
2. Adeyemi, T.O. (2008). *The Influence of Class Size on the Quality of Output in Secondary Schools in Ekiti State, Nigeria*. American-Eurasian Journal of Scientific Research.
3. Ajayi, V. O., Audu, C., & Ajayi, E. (2017). Influence of class size on students' classroom discipline, engagement and communication: a case study of senior secondary schools in Ekiti state, Nigeria. *Nigeria. Sky Journal of Educational Research*, 5(5), 34–041. <https://ssrn.com/abstract=3066387>
4. Akbari, Omidullah, and Javed Sahibzada. 2020. Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research* 5: 1–5. [CrossRef]
5. Al-Hebaish, S.M. (2022). The Correlation between General Self- confidence and Academic Achievement in the Oral Presentation Course. *Theory and Practice in Language Studies*, 2(1)60-65.
6. Ali, N., Jusof, K., Ali, S., Mokhtar, N., & Salamat, A. S. A. (2009). The factors influencing students' performance at universiti teknologi mara kedah, Malaysia. *Management Science and Engineering*, 3(4), 81-90.
7. Amnesty International. 2020. 'South Africa: Broken and unequal education perpetuating poverty and inequality'. [online] Available at:
8. <https://www.amnesty.org/en/latest/news/2020/02/south-africa-brokenand-unequal-education-perpetuating-poverty-and-inequality/> [Accessed 11 February 2020].
9. Anashie, A. B. Ebuta, E. E. & Adie, L. (2013). Influence of Students' Population Pressure and Class Size on the Academic Performance of Secondary School Students in Cross River State. *Multidisciplinary Journal of Research Development* Volume 22 No. 1.
10. Antonio C.A.O., Adonay, D.T. Á & Humberto, L.L.W., (2019). The Effects of Student Overpopulation on the Academic Performance of the Intensive Advanced English I Students, Group 02 of the English Teaching Major at the Foreign Language. Department of the University of El Salvador, Central Campus.
11. Ayub A., Saud S., Akhtar S. (2018). Overcrowded Classroom and Teaching Learning Process: Analysis of Elementary Public Sector Schools of Quetta City. *Pakistani*.
12. Ayub, A., Saud, S., & Akhtar, S. (2018). Overcrowded Classroom and Teaching learning Process: Analysis of Elementary Public Sector Schools of Quetta City. *Pakistan Journal of educational research*, 1(1), 49-69.
13. Bahanshal, D.A. (2013). The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools. *English Language Teaching*, 6(11):49:59
14. Ballotpedia (2022). Academic performance. [www.https://ballotpedia.org](https://ballotpedia.org)
15. Bano, S., Minaz, M., & Idris, M. U. H. A. M. M. A. D. (2025). Overcrowded Classroom: Challenges for Elementary School Teachers. *ProScholar Insights*, 4(1), 8-17.
16. Blatchford, P., Bassett, P., & Brown, P. (2002). *The Effect of Class Size on the Teaching of Pupils Aged 7–11 Years*. School Effectiveness and School Improvement.

17. Blatchford, P., Bassett, P., & Brown, P. (2022). The Impact of Class Size on Student Learning in Underfunded Universities. *British Journal of Educational Psychology*
18. Botha, M., Dibb, B., & Frost, D. M. (2022). "Autism is me": an investigation of how autistic individuals make sense of autism and stigma. *Disability & Society*, 37(3), 427-453.
19. Blatchford, P., Bassett, P., & Brown, P. (2011). Examining the effect of class size on classroom engagement and teacher–pupil interaction: Differences in relation to pupil prior attainment and primary vs. secondary schools. *Learning and instruction*, 21(6), 715-730.
20. Chang, Jen-Chia-Tu-Tai Wu, and Jhen-Ni Ye. 2022. A Study of Graduate Students' Achievement Motivation, Active Learning, and Active Confidence Based on Relevant Research. *Frontiers in Psychology* 13: 915770. [CrossRef] [PubMed]
21. Charles, S.K., (2020). Teacher's coping strategies in the management of overcrowded classrooms in public primary schools in Chemba district, Tanzania. Retrieved from <http://repository.udom.ac.tz>
22. 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
23. Cox, R. D. (2009). "It was just that I was afraid": Promoting success by addressing students' fear of failure. *Community College Review*, 37(1), 52–80.
24. Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2023). Workload, work intensification and time poverty for teachers and school leaders: a systematic research synthesis. *Educational Review*, 1-20. <https://doi.org/10.1080/00131911.2023.2196607>
25. Cuban C. (2016), Peer Effects, Class Size, and Teacher Incentives: Evidence from a Randomized Evaluation.
26. Danjuma, S. & Andrew, T. (2024). Effects of Field-Trip and Inquiry-Based Instructions on Performance among Secondary School Biology Students in Lere Education Zone, Kaduna-Nigeria. *Journal of Science Technology and Education* 12(2). ATBU, Bauchi.
27. Danjuma, S. (2021). Effects of Field-trip and Inquiry-based Instruction on Interest, Retention, Performance and Acquisition of Social Skills among Secondary School Biology Students in Lere Education, Kaduna- Nigeria. Unpublished Ph.D Thesis, Department of Science Education, Ahmadu Bello University, Zaria
28. Díaz-Morales, J. F., & Escribano, C. (2015). Social jetlag, academic achievement and cognitive performance: Understanding gender/sex differences. *Chronobiology international*, 32(6), 822-831.
29. Dietrich, J., Moeller, J. Guo, J., Vijantara, J., & Kracke, B. (2019). In-the-moment profiles of expectancies, values, and costs. *Frontiers in Psychology*, 10, 1-12. <https://doi.org/10.3389/fpsyg.2019.01662>
30. Donnelly, K. (2019, October 16). Cram school: Two-thirds of primary school pupils stuck in overcrowded classrooms. Retrieved September 28, 2020, from <https://www.independent.ie/irish-news/education/cram-school-two-thirds-of-primary-school-pupils-stuck-in-overcrowded-classrooms-38316566.html>
31. Fatima, Z. ul A., 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 & Development* 8(4): 328-339. Doi: 10.6007/IJARPED/v8-i4/6530.
32. Fatima, Z.ulA., Mushatq, M., & Fatima, Q.U.A. (2019). Overcrowded Classroom Problems Faced by School Teachers in District Muzaffarabad. *International Journal of Academic Research in Progressive Education Development*.8(4):2222-6348DOI:10.6007/IJARPED/v8-i4/6530.

33. Frels, R. K., (2021). The use of Checklist and Qualitative Notebooks for an Interactive Process of Teaching and Learning: *The Journal of Effective Teaching*, 11(1), 62-69.
34. *Frontiers in Education*. (2024). Gender disparity in academic performance in higher education institutions. Link
35. Granero-Gallegos, Antonio, Antonio Baena-Extremera, Juan Carlos Escaravajal, and Raúl Baños. 2021a. Validation of the Academic Self-Concept Scale in the Spanish university context. *Education Sciences* 11: 653. [CrossRef] Granero-Gallegos, Antonio, David Hortigüela-Alcalá, Alejandra Hernando-Garijo, and María Carrasco-Poyatos. 2021b. Estilo docente y competencia en educación superior: Mediación del clima motivacional. *Educación XX1* 24: 43–64. [CrossRef]
36. Hachem, H., & Mayor, P. (2019, October 04). Overcrowding in schools: Why is it a huge Issue? Retrieved September 28, 2020, from <https://patch.com/michigan/dearborn/overcrowding-schools-why-it-huge-issue>.
37. Hossain, M. K. (2020). Group Works in English Language Classrooms: A Study in a Non-government College in Bangladesh. *The EDRC Journal of Learning and Teaching-EJLT*, 6(3).
38. Ijaiya, Y. (1999). Effects of over-crowded classrooms on teacher-students interactions. *Ilorin Journal of Education*, 19, 1 11.
39. Imtiaz S 2014. Exploring strategies for English language teaching of Pakistani students in public sector colleges. *Research Journal of English Language and Literature (RJELAL)*, 2(2):247-253. Available at <http://www.rjelal.com/2.2.14/247-253.pdf>.
40. Indiriawati, P. (2018). Pengaruh kepercayaan diri dan kecerdasan emosional terhadap hasil belajar mahasiswa universitas Balikpapan. *Jurnal Pendidikan Edutama*. 5(2). 1-9
41. Johan, S., & Yuan, L. Y. (2022). Insider Trading: Law of the Republic of Indonesia Number 8 of 1995 on Capital Market from Typewriters to Digital Era. *Jurnal Hukum Novelty (1412-6834)*, 13(1).
42. Kamran, M., & Shahbaz, M. (2019). Pakistani Secondary school teachers' perspectives on choice of profession. *International Research Journal of Arts & Humanities (IRJAH)*, 47(47). <https://sujo-old.usindh.edu.pk/index.php/IRJAH/article/download/5126/3223>
43. Khan, A., Baig, T., & Iqbal, J. (2017). A Comparative Study of Educational Contributions of Private and Government District Level Educational Administrators in Northern Pakistan. *Pakistan Journal of Social Sciences*, 37(2), 512 528. <https://pjss.bzu.edu.pk/index.php/pjss/article/view/553>
44. Khan, A., Baig, T., & Iqbal, J. (2017). A Comparative Study of Educational Contributions of Private and Government District Level Educational Administrators in Northern Pakistan. *Pakistan Journal of Social Sciences*, 37(2), 512 528. <https://pjss.bzu.edu.pk/index.php/pjss/article/view/553>
45. Khouya, Y. B., (2018). Students Demotivating Factors in the EFL classroom: The Case of Morocco. *Advances in Language and Literary Studies*, 9(2), 150-159.
46. Kumar, S., Agarwal, M., & Agarwal, N. (2021). Defining and measuring academic performance of Hei stu dents-a critical review. *Turkish Journal of Computer and Mathematics Education*, 12(6), 3091–3105.
47. Kusi, H., and Manful, H. O. (2019). Class Size and Academic Official publication of Direct Research *Journal of Education and Vocational Studies* Vol. 4: 2022: ISSN 2734-2174 Performance of Students In Selected Nursing And Midwifery Training Colleges in the Central Region, Ghana. *Advances in Social Sciences Research Journal*, 6(9), 224–246. <https://doi.org/10.14738/assrj.69.7107>.

48. Lasaiba, D. (2024). Classroom management strategies in the transformation of education in the digital era: integration of technology and teaching methodologies. *Jendendela Pengetahuan*, 17(1), 77-95. <https://doi.org/10.30598/jp17iss1pp77-95>
49. Letseka, G. T. (2022). *Cybersecurity Readiness in South African Public Sector Organisations*. University of Johannesburg (South Africa).
50. Marais, P. (2016). We can't believe what we see: Overcrowded classrooms through the eyes of student teachers. *South African Journal of Education*, 36(2), 1–10.
51. Martins, Izaaias, Juan Pablo Pérez Monsalve, and Andrés Velasquez Martinez. 2018. Self-confidence and fear of failure among university students and their relationship with entrepreneurial orientation: Evidence from Colombia. *Academia Revista Latinoamericana de Administracion* 31: 471–85. [CrossRef]
52. Matsepe, D., Maluleka, M. & Cross, M. 2019. Re-imagining teacher's experience with overcrowded classrooms in the public secondary schools in South Africa. *Journal of Gender, Information and Development in Africa (JGIDA) Special Issue*: 91- 103. Available: [https://www.uj.ac.za/faculties/facultyofeducation/alimazruicentre/Michael%20Cross%20Publications/Re-Imagining%20Teachers%20Experience%20with%20Overcrowded%20Classrooms\\_Matsepe%20et%20al%20JGIDA.pdf](https://www.uj.ac.za/faculties/facultyofeducation/alimazruicentre/Michael%20Cross%20Publications/Re-Imagining%20Teachers%20Experience%20with%20Overcrowded%20Classrooms_Matsepe%20et%20al%20JGIDA.pdf). [Accessed: 16 April 2021].
53. Meador, D. (2019) Solutions for teaching in an overcrowded classroom crowded classrooms create problems, but solid coping strategies help. [www.thought.com/teachinginanovercrowdedclassroom](http://www.thought.com/teachinginanovercrowdedclassroom)
54. Minaz, M., Baig, G. N., & Ali, M. (2024). The Pedagogical Competencies of Multi-Grade Teachers: A Literature Review. *ProScholar Insights*, 3(1), 78-86. <https://doi.org/10.62997/psi.2024a-31019>
55. Moreno, V., Cavazotte, F., & Dutra, J. P. (2020). Psychosocial and organisational antecedents of knowledge sharing in the workplace. *Revista de Administração Contemporânea*, 24(4), 283-299A.
56. Mukhtar, K., (2019). The effect of overcrowded classrooms on teachers' performance. vol.10 University of Mohammed Ben Ahmed Oran2; Algeria.
57. Mustafa HMH, Mahmoud S, Assaf IH, Al-Hamadi A & Abdulhamid ZM 2014. Comparative analogy of overcrowded effects in classrooms versus solving 'cocktail party problem' (neural networks approach). *International Journal of Engineering Science and Innovative Technology (IJESIT)*, 3(2):175-182. Available at [http://www.ijesit.com/Volume%203/Issue%202/IJESIT201402\\_23.pdf](http://www.ijesit.com/Volume%203/Issue%202/IJESIT201402_23.pdf).
58. Muthusamy, N. (2015). Teachers' experiences with overcrowded classrooms in mainstream school (Masters dissertation). University of Kwazulu-Natal.SouthAfrica. Retrieved from <https://research.space.ukzn.ac.za>
59. Muthusamy, N. (2015). Teachers' experiences with overcrowded classrooms in mainstream school (Masters dissertation). University of Kwazulu-Natal.SouthAfrica. Retrieved from <https://research.space.ukzn.ac.za>
60. Muzenda, A. (2013). Lecturers' competences and students' academic performance. *International Journal of Humanities and Social Science Invention*, 3(1), 6-13.
61. Narad, A., & Abdullah, B. (2016). Academic performance of senior secondary school students: Influence of parental encouragement and school environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities Special Issue*, 3(2), 12-19.
62. O'Flaherty, J., and Costabile, M. (2020). Using a science simulation-based learning tool to develop students' active learning, self-confidence and critical thinking in academic writing. *Nurse Educ. Pract.* 47:102839. doi: 10.1016/j.nepr.2020.102839

63. 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).
64. Opoku-Asare NA, Agbenatoe WG & DeGraft-Johnson KG 2014. Instructional strategies, institutional support and student achievement in general knowledge in art: Implications for visual arts education in Ghana. *Journal of Education and Practice*, 5(21):121-134. Available at <http://ir.knust.edu.gh/bitstream/123456789/6242/1/Nana%20%20Asare%20Instructional%20.pdf>. Accessed 26 April 2016.
65. 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.
66. 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*. Retrieved from <https://www.iojpe.org>
67. Patrick, A. D., & Borrego, M. (2016). A review of the literature relevant to engineering identity. Proceedings of the 2016 Annual American Society of Engineering Education (ASEE) Conference and Exposition, New Orleans, LA. <https://doi.org/10.18260/p.26428>
68. Philip, L. (2020). Peer-Tutoring, Students' Achievement, Confidence Level and the Teachers' Role Biology in the Middle Institute Partnership Action Research Project Report. Department of Mathematics University of Nebraska-Lincoly.
69. Phillips, A. (2011). Union Claims Highest Number of Oversize Classes in Decade. The New York Times (WNYC) School Blooc. New York City (22nd Sept:).
70. Quora (2023). What is meant by an overcrowded classroom? [www.quora.com](http://www.quora.com).
71. Rodriguez, S.L., Lu, C., & Bartlett, M. (2018). Engineering identity development: A review of the higher education literature. *International Journal of Education in Mathematics, Science and Technology*, 6(3), 254-265. <https://doi.org/10.18404/ijemst.428182>
72. Rono, K., Onderi, H., & Owino, J. (2014). Perceptions of causes of poor academic performance amongst selected secondary schools in Kericho Sub-County: Implications for school management.
73. Ruffina, A. N., Esther, A. E., & Anastecia, I. N. (2018). Impact of class size on students' academic performance in biology in Idemili North Local Government Area of Anambra State. *International Journal of Education and Evaluation*, 4(8), 22-32.
74. Sarkingobir, A., Dange, I., & Dange, A. Influence of Overcrowded Classrooms on Students' Academic Performance: A Case Study. *Advances in Research*, 2019;19(1):1- 10.
75. Sax, L. J. (2008). *The Gender Gap in College: Maximizing the Developmental Potential of Women and Men*. Jossey-Bass
76. Shah, J., & Inamullah, H. M. (2012). Overcrowded classrooms: A serious problem for teachers. *The Journal of Educational Strategies*, 5(1), 772-789.
77. Shah, J., and Inamullah, M. (2012). The Impact of Overcrowded Classroom on the Academic Performance of the Students at Secondary Level. *International Journal of Research in Commerce, Economics, and Management*. Volume No.2, Issue No.6
78. Shah, J.; Inamullah, M. The impact of overcrowded classroom on the academic performance of the students at secondary level. *Int. J. Res. Commer. Econ. Manag.* 2012, 2, 141–153.
79. Sharma, Divya. 2016. How Confident are our Pre Service Teachers of Primary Training Colleges—A Peep into the Effect of Academic Performance on the Confidence Levels. *Asian Journal of Research in Social Sciences and Humanities* 6: 45. [CrossRef]

80. Shaukat, S., & Bhasir, M. (2016). University students' academic confidence: comparison between social sciences and natural science disciplines. *Journal of Elementary Education*, 25(2), 113-123
81. Shirley, M. (2017). The effects of overcrowding on student academic performance in kentucky high schools. [www.UKnowelgde.com](http://www.UKnowelgde.com).
82. Siddique, A. (2018). Investigating the Dilemma of noise within overcrowded classroom of a Public Sector School Hyderabad Pakistan. *English for specific purpose world*, 20(56), 1-8.
83. State, O., & Oyebanji, O. A. (2020). Predictive influence of class size, school location and environment on academic achievement of secondary school students in Oyo South Senatorial. *International Journal of Science, Management and Engineering* 6 (4), 20–30.
84. Syam, A., & Amri, A. (2017). Pengaruh kepercayaan diri (self-confidence) berbasis kaderisasi imm terhadap prestasi belajar mahasiswa (studi kasus di program studi Pendidikan biologi fakultas keguruan dan ilmu Pendidikan universitas Muhammadiyah parepare). *Jurnal Biotek*, 5(1), 87-102. doi: 10.24252/jb.v5i1.3448
85. Teachmint (2023). Classroom meaning and Definition of classroom. [www.teachmint.comglossary classroom](http://www.teachmint.comglossary classroom)
86. Tekele, A. (2024). Impact of Overcrowded Classrooms on Pupils' Performance in Public Primary Schools: A Case of Morogoro Municipality, Tanzania. *International Journal of Humanities and Social Sciences*, 9(1), 24-34.
87. Trpin, A. (2023). Contemporary approaches and challenges in classroom management. *Studies in Humanities and Social Sciences*, 15, <https://centerprode.com/conferences/9IeCSHSS/coas.e-conf.09.03027t.pdf>
88. Usher, E. L., Li, C. R., Butz, A. R., & Rojas, J. P. (2019). Perseverant grit and self-efficacy: Are both essential for children's academic success? *Journal of Educational Psychology*, 111(5), 877–902. <https://doi.org/10.1037/edu0000324>
89. Vedel, A., & Poropat, A. E. (2017). Personality and academic performance. In V. Zeigler-Hill, & T. K. Shackelford (Eds.), *Encyclopedia of personality and individual differences* (pp. 1–9). Springer. [https://doi.org/10.1007/978-3-319-28099-8\\_989-1](https://doi.org/10.1007/978-3-319-28099-8_989-1)
90. Walden University (2023). 5 ways that overcrowded classrooms affect education. [www.walden.edu/onlinemastersprograms](http://www.walden.edu/onlinemastersprograms)
91. West, J. & Meier, C. (2020). Overcrowded classrooms – The Achilles heel of South African education?. *South African Journal of Childhood Education*, 10(1):1-10.
92. West, J. & Meier, C. (2020). Overcrowded classrooms – The Achilles heel of South African education?. *South African Journal of Childhood Education*, 10(1):1-10.
93. Wikipedia (2023). Academic Achievement. [wikipedia.org/wiki/academicachievement](http://wikipedia.org/wiki/academicachievement).
94. Yeager, D., Muhich, J., & Gray, N. (2011, December). What we're learning about productive persistence: Early evidence from the Statway. Presentation
95. York, T. T., Gibson, C., & Rankin, S. (2015). Defining and measuring academic success. *Practical assessment, research, and evaluation*, 20(1), 5.
96. Yusuf, T. A., Onifade, C. A., & Bello, O. S. (2016). Impact of class size on learning, behavioral and general attitudes of students in secondary schools in Abeokuta, Ogun State Nigeria. *Journal of Research Initiatives*, 2(1), 12.