

**Difficulties Encountered by Sudanese Instructors in Managing Large Classes at  
Secondary Schools**

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## Abstract

This study investigated the challenges of severe overcrowding in Sudanese secondary school classrooms, which negatively impacts teaching quality and teacher well-being by shifting focus to managerial tasks. It aimed to identify key challenges, analyze contributing factors, document teacher adaptation strategies, assess training adequacy, and provide recommendations. The population consisted of all secondary school teachers in Sudanese public schools managing large classes, with a purposive sample of 50 teachers selected. Adopting a descriptive-analytical approach, quantitative data were collected via a structured questionnaire (Cronbach's  $\alpha = 0.82$ ). Results revealed significant challenges: disciplinary difficulties (86%), loss of instructional time (74%), heavy assessment burdens (74%-78%), and negative impacts on teacher well-being (84%). Teachers widely adopted strategies like group work (84%), using technology (80%), establishing clear rules (88%), and supporting weaker students (80%). While administrative support was viewed positively (78%), specialized training was deemed insufficient (60%). Recommendations are provided for policymakers (reduce class sizes, improve infrastructure, mandate training), school leaders (foster collaboration, simplify procedures, engage parents), and teachers (share practices, use technology, implement proactive management).

Keywords: Classroom management, large classes, Sudan, teaching challenges, coping strategies, institutional support, teacher stress.

## المستخلص

بحث هذه الدراسة في تحديات الاكتظاظ الشديد في فصول المرحلة الثانوية السودانية، الذي يؤثر سلباً على جودة التعليم ورفاهية المعلمين من خلال تحويل التركيز نحو المهام الإدارية. وهدفت إلى تحديد التحديات الرئيسية، وتحليل العوامل المساهمة، وتوثيق استراتيجيات تكيف المعلمين، وتقييم كفاية التدريب، وتقديم توصيات. تألف مجتمع الدراسة من جميع معلمي المرحلة الثانوية في المدارس الحكومية السودانية الذين يديرون فصولاً كبيرة، حيث تم اختيار عينة قصدية مكونة من 50 معلماً. وبعتماد نهج وصفي تحليلي، جُمعت بيانات كمية عبر استبيان موجه (معامل كرونباخ ألفا = 0.82). وكشفت النتائج عن تحديات كبيرة: صعوبات في الضبط (86%)، وفقدان وقت التدريس (74%)، وأعباء تقييم ثقيلة (78%- 74%)، وتأثير سلبي على رفاهية المعلم (84%). واستخدم المعلمون استراتيجيات مثل العمل الجماعي (84%)، والتكنولوجيا البسيطة (80%)، ووضع قواعد واضحة (88%)، ودعم الطلاب الضعاف (80%). وبينما كان الدعم الإداري مُقدراً (78%)، كانت فرص التدريب المتخصص غير كافية (60%). وتم تقديم توصيات لصانعي السياسات (تخفيض الكثافة، تحسين البنية التحتية، تدريب إلزامي)، وقادة المدارس (تعزيز التعاون، تبسيط الإجراءات، إشراك أولياء الأمور)، والمعلمين (تبادل الممارسات، استخدام التكنولوجيا، تطبيق إدارة استباقية).

الكلمات المفتاحية: إدارة الفصل، الفصول المكتظة، السودان، تحديات التدريس، استراتيجيات المواجهة، الدعم المؤسسي، ضغط المعلم

## 1.0 Background of the Study

Education in Sudan faces numerous challenges, one of the most critical being the rapid increase in the number of students per class in secondary schools. Large class sizes have become a common phenomenon, particularly in urban and public schools, due to limited resources, population growth, and inadequate infrastructure. Managing such large classes is a difficult task for teachers who must ensure discipline, maintain student engagement, and deliver lessons effectively despite the overcrowded environment. This situation often results in decreased learning outcomes, teacher burnout, and limited student participation. This study investigates the challenges faced by Sudanese teachers in managing large classes in secondary schools. It aims to analyze the causes of these problems and suggests practical solutions to improve classroom management and enhance teaching and learning quality.

### 1.1 Statement of the Problem

The central problem addressed in this study is the difficulty Sudanese secondary school teachers face in managing large classes effectively. The increasing number of students in each class creates an environment where maintaining discipline, providing individual attention, and ensuring active participation become major challenges. These conditions negatively affect both the teaching process and student achievement. Therefore, it is essential to explore the problems, identify their causes, and propose appropriate management strategies.

### 1.2 Objectives of the Study

The main objectives of this study are:

1. To identify the major problems faced by Sudanese secondary school teachers in managing large classes.
2. To analyze the factors contributing to these problems.
3. To examine the current strategies that teachers use to manage large classrooms.
4. To propose practical and innovative methods to improve classroom management in large classes.
5. To explore the relationship between class size and teacher performance or student outcomes.

### 1.3 Questions of the Study

The study seeks to answer the following research questions:

1. What are the main behavioral and academic challenges teachers face in large classrooms?
2. What factors contribute to the difficulties do teachers experience in managing large classes?
3. Do teachers possess the skills and training required to manage large classrooms effectively?
4. What strategies do teachers and education experts suggest to overcome these challenges?
5. How does class size affect the quality of teaching and learning outcomes?

### 1.4 Hypotheses of the Study

Based on the research questions, the following hypotheses are proposed:

1. Large class sizes negatively affect the quality of classroom management and students' learning outcomes.
2. Teachers who receive proper training in classroom management demonstrate better control and organization in large classes.
3. A lack of resources and infrastructure contributes significantly to the difficulties teachers face in managing large classes.
4. There is a significant relationship between class size and teacher job satisfaction.

### 5. Significance of the Study

This study is significant because it highlights one of the key obstacles in Sudan's education system. By identifying the challenges of managing large classes and proposing effective strategies, the study contributes to improving teaching quality and enhancing student learning experiences. The findings will be valuable to teachers, educational administrators, policymakers, and researchers who aim to promote effective classroom management practices and improve the overall educational process in Sudan.

### 1.6 Method of the Study

The study employed a descriptive analytical method to collect, analyze, and interpret data related to the challenges teachers face in managing large classes. Data obtained through questionnaires, interviews, and classroom observations. The sample included Sudanese secondary school teachers from different schools, ensuring a diverse and representative understanding of the problem.

### 1.7 Limitation of the Study

This study is limited to Sudanese secondary schools due to time, financial, and logistical constraints. The focus is on teachers' perspectives regarding classroom management in large classes. Other factors such as students' perceptions or administrative issues may not be fully explored. Despite these limitations, the study aims to provide a clear and valuable insight into the main challenges and possible solutions for managing large classrooms effectively.

## 2-Literature Review

### 2.1 The Concept of Classroom Management

Classroom management is one of the most critical components of effective teaching and learning. It encompasses all the actions teachers take to establish and maintain an orderly learning environment that promotes academic success and positive student behavior (Marzano, 2017). It is not limited to discipline; rather, it involves planning, organization, communication, and the creation of a climate conducive to learning (Emmer & Sabornie, 2015).

#### 2.1.1 Definition of Classroom Management

Classroom management has been defined in various ways depending on the theoretical perspective adopted. According to (Brophy, 1988), it refers to "the actions teachers take to create a supportive environment for academic and social-emotional learning." (Evertson & Weinstein, 2006) describe it as the process of structuring the classroom, establishing rules and procedures, and maintaining order to enable effective instruction. In modern educational research, classroom management includes four interconnected aspects: organization, behavior management, instruction, and emotional support (Jennings & Greenberg, 2009). A well-managed classroom allows for maximum learning time, smooth transitions between activities, and minimal disruptions, enabling students to focus on learning tasks (Marzano, 2017).

#### 2.1.2 Theoretical Perspectives on Classroom Management

Theories of classroom management are rooted mainly in behaviorist and constructivist traditions. From a behaviorist perspective, classroom management relies on reinforcement and punishment to shape student behavior (Skinner, 1953). Teachers set clear expectations and reward positive actions to strengthen desired behavior. For example, using praise, points, or privileges helps reinforce engagement and discipline. The constructivist approach, based on (Vygotsky, 1978), emphasizes social interaction, communication, and student autonomy. Here, the teacher acts as a facilitator who guides students toward self-regulation through collaborative learning and shared responsibility. This approach promotes intrinsic motivation and critical thinking rather than compliance through external control. More recently, scholars

such as (Pianta, Hamre, & Allen, 2012) have introduced ecological and socio-emotional models, emphasizing the relationship between teacher student interactions and classroom climate. These perspectives highlight that emotional warmth, respect, and empathy are as vital as clear rules and structure in maintaining a positive classroom environment.

### 2.1.3 Importance of Classroom Management

In Teaching Effective classroom management directly impacts both teaching quality and learning outcomes. According to (Marzano, 2017), teachers who manage classrooms well can gain up to 50% more instructional time than those who do not. Furthermore, students in well-managed environments show higher levels of engagement, motivation, and academic performance (Emmer & Sabornie, 2015). In contrast, poor classroom management often results in chaos, reduced instructional time, and increased stress for both teachers and students (Jennings & Greenberg, 2009). For teachers in large classes, the importance of management becomes even more critical, as they must maintain order and attention among a high number of learners with diverse abilities and behaviors. Therefore, classroom management should be viewed not merely as a set of control techniques but as an integral part of pedagogy and teacher professionalism. It reflects a teacher's ability to combine structure, empathy, and instructional clarity to create an environment where students can learn effectively.

## 2.2 Large Classes in Educational Contexts

The issue of large classes has become a significant concern in both developed and developing countries. Increasing student enrollment, population growth, and limited educational resources have led to overcrowded classrooms, particularly in public secondary schools (UNESCO, 2020). Large class size affects not only teaching methods but also the quality of interaction, classroom management, and student achievement (Hardman, Ackers, Abrishamian, & O'Sullivan, 2008).

### 2.2.1 Definition and Characteristics of Large Classes

There is no universal definition of what constitutes a "large class." The threshold varies depending on country, educational level, and available resources. However, most researchers consider any classroom with more than 40 students to be large, while in low-resource settings, this number can exceed 70 or even 100 (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007). Large classes are commonly characterized by high student-teacher ratios, limited space, insufficient instructional materials, and restricted opportunities for individualized feedback (Hayes, 1997). These conditions force teachers to adopt teacher-centered methods such as lecturing and rote learning instead of interactive and student-centered approaches (Mulryan-Kyne, 2010). Moreover, in large classes, it becomes challenging to maintain discipline, assess student progress effectively, or provide adequate attention to lowperforming learners (Blatchford, Bassett, & Brown, 2011). Such environments often hinder creativity, participation, and the development of critical thinking skills (Anderson, 2003).

### 2.2.2 Pedagogical Implications of Large Classes

Large class size directly influences teaching quality and methodology. Teachers in overcrowded settings often focus on completing the curriculum rather than engaging students in meaningful learning activities (Hardman et al., 2008). This results in less feedback, minimal student–teacher interaction, and reduced motivation (OECD, 2020). According to (Marzano, 2017), effective instruction in large classes requires careful planning, active learning strategies, and classroom routines that minimize disruptions. However, such strategies are difficult to implement when physical space, resources, and time are limited. Furthermore, large classes tend to promote surface learning rather than deep understanding. Teachers may depend on memorization and examinations rather than discussion and problem-solving (Tienken & Orlich, 2019). As a result, students become passive recipients of information, which weakens their engagement and retention (Blatchford et al., 2011).

### 2.2.3 Large Classes in Developing Countries and Sudan.

In developing countries, large classes are not only a pedagogical problem but also a structural one. Factors such as teacher shortages, inadequate funding, and lack of classroom space contribute to overcrowding (UNESCO, 2020). In many African nations, classes of 60-90 students are common, making individualized instruction nearly impossible (Hardman et al., 2008). In Sudan, the problem is particularly acute. Economic challenges, rapid population growth, and insufficient teacher recruitment have resulted in large secondary school classes that often exceed 70 students (Ahmed, 2019). Teachers report difficulties in controlling behavior, giving feedback, and using participatory teaching methods (Musa, 2021). Moreover, the lack of physical infrastructure such as adequate seating, ventilation, and teaching aids further complicates classroom management (Hassan, 2020). Despite these challenges, some Sudanese teachers have shown creativity by adopting group work, peer learning, and oral questioning techniques to maintain engagement and discipline. Overall, large classes in developing countries like Sudan reflect deeper systemic issues in educational policy and resource allocation. Addressing these challenges requires both pedagogical innovation and institutional reform to ensure equitable and effective learning opportunities for all students.

## 2.3 Challenges of Managing Large Classes

Managing large classes poses a wide range of challenges that impact both teachers and students. These challenges are not only instructional but also behavioral, psychological, and logistical in nature (Mulryan-Kyne, 2010). Teachers in overcrowded classrooms must divide their attention among many learners, manage frequent disruptions, and find ways to maintain engagement despite limited resources (Brock & Cammish, 1997).

### 2.3.1 Instructional and Pedagogical Challenges

One of the most significant challenges of managing large classes is the difficulty in delivering effective instruction. Teachers often find it hard to apply student-centered strategies such as group discussions, peer feedback, or project-based learning because of time constraints and overcrowded spaces (Hardman, Ackers, Abrishamian, & O’Sullivan, 2008). According to (O’Sullivan, 2006), teachers in large classes tend to rely heavily on lecture methods and choral

responses, which limit active participation. Assessment also becomes problematic; grading written assignments for 70 or more students consumes excessive time and reduces the quality of feedback (Benbow, Mizrachi, Oliver, & Said-Moshiro, 2007). Furthermore, (Marzano, 2017) emphasizes that instructional differentiation is almost impossible in large classes. Teachers are unable to cater to the varying learning styles, language proficiencies, and academic levels of their students. Consequently, advanced students may feel bored, while slower learners fall behind.

### 2.3.2 Behavioral and Disciplinary Challenges

Classroom discipline is another major difficulty in large classes. According to (Emmer & Sabornie, 2015), maintaining order requires constant monitoring, clear expectations, and consistent consequences. However, when the number of students exceeds the manageable limit, even experienced teachers struggle to maintain control. Behavioral problems such as talking out of turn, inattention, and disruptive conduct become more frequent as supervision becomes weaker (Brophy, 1988). In such contexts, teachers often spend a large portion of instructional time managing misbehavior rather than teaching (Chang, 2013). In Sudanese secondary schools, teachers report that discipline is one of the most stressful aspects of large-class management. Overcrowding makes it difficult to identify troublemakers or intervene quickly (Musa, 2021). This leads to frustration, fatigue, and decreased motivation among teachers.

### 2.3.3 Psychological and Professional Challenges

Beyond instructional and behavioral concerns, teachers in large classes face significant emotional and professional stress. Studies indicate that managing overcrowded classrooms leads to teacher burnout, reduced job satisfaction, and emotional exhaustion. Teachers often feel ineffective because they cannot meet students' individual needs or maintain a personal connection with them (Jennings & Greenberg, 2009). According to (Chang, 2013), emotional strain in large classes is compounded by feelings of isolation and lack of administrative support. Teachers in developing contexts often work without adequate training or resources to handle such conditions (UNESCO, 2020). In Sudan, these pressures are intensified by limited salaries, large workloads, and lack of professional development opportunities (Ahmed, 2019). Teachers may adopt authoritarian approaches to maintain order, which can damage student teacher relationships and classroom climate (Hassan, 2020). In summary, the challenges of managing large classes encompass instructional inefficiencies, discipline problems, and teacher stress. These issues are interconnected and contribute to lower educational quality. Effective solutions must therefore address both pedagogical methods and systemic support mechanisms.

## 2.4 Strategies for Managing Large Classes

Although managing large classes presents numerous difficulties, research indicates that teachers can employ a range of strategies to create productive and supportive learning environments. These strategies focus on instructional adaptation, effective classroom organization, and positive teacher–student interaction (Marzano, 2017; Mulryan-Kyne, 2010).

Teachers who strategically plan lessons, use group work, and foster active participation are more likely to achieve positive outcomes even under challenging conditions (Carbone, 2018).

#### 2.4.1 Instructional Strategies

Effective instruction in large classes requires a shift from traditional lecture-based teaching to methods that promote engagement and active learning. According to (O'Sullivan, 2006), techniques such as group work, peer tutoring, and cooperative learning enable teachers to involve more students simultaneously. These strategies not only improve participation but also help develop collaboration and communication skills. Furthermore, (Tella, Indoshi, & Othuon, 2010) suggest that using questioning techniques, think-pair-share, and interactive discussions allows teachers to check students' understanding while maintaining classroom control. Technology-based tools, such as PowerPoint slides, short videos, and mobile-assisted activities, can also enhance engagement when available (Carbone, 2018). Teachers can also use formative assessment strategies such as short quizzes, oral questioning, or peer evaluation to monitor progress efficiently (Marzano, 2017). These techniques reduce grading time and provide quick feedback to learners without overburdening the teacher.

#### 2.4.2 Classroom Organization and Physical Arrangement

Proper organization of the classroom space plays a key role in managing large classes effectively. According to (Emmer & Sabornie, 2015), well-organized seating arrangements, clear movement paths, and visibility for all students help reduce disruptions and increase teacher control. In large classes, teachers should arrange desks in clusters or semi-circles rather than traditional rows to facilitate group interaction and easier monitoring (Brophy, 1988). Establishing clear routines and rules from the beginning of the school year is equally essential. As (Marzano, 2017) emphasizes, routines for entering the classroom, distributing materials, and transitioning between activities minimize wasted time and confusion. Visual aids, such as charts, rule posters, and classroom schedules, also help students internalize expectations. In resource-limited contexts such as Sudan, teachers can compensate for limited space and materials by improvising using local resources, rotating group activities, and creating low-cost visual materials (Hassan, 2020). Flexibility and creativity in classroom arrangement can significantly enhance the learning experience even under difficult conditions.

#### 2.4.3 Enhancing Teacher-Student Interaction and Motivation

Strong teacher student relationships are fundamental to successful classroom management, especially in large classes. (Jennings & Greenberg, 2009) argue that emotional support, empathy, and respect build trust and encourage cooperation. Teachers who greet students warmly, learn their names, and acknowledge their efforts foster a sense of belonging that reduces behavioral problems (Pianta, Hamre, & Allen, 2012). Furthermore, (Chang, 2013) suggests that using positive reinforcement such as praise, recognition, and rewards motivates students to behave appropriately and stay engaged. Teachers can also enhance interaction by providing opportunities for student leadership, such as assigning class monitors or discussion leaders. Encouraging student autonomy through self-assessment and goal-setting activities can

also reduce dependence on teacher supervision. When students understand their responsibilities, they are more likely to regulate their behavior, even in crowded classrooms (Vygotsky, 1978). In the Sudanese context, where resources are scarce, fostering motivation through encouragement, fairness, and personal connection is often more effective than material incentives (Musa, 2021). Teachers who demonstrate enthusiasm and empathy can transform large classes into cohesive and respectful learning communities.

### 3. Methodology

This paper outlines the research design and methodological procedures employed to investigate the challenges and coping strategies associated with large class sizes in Sudanese secondary schools. It details the population and sample, describes the study's method, and presents the tool used for data collection.

#### 3.1 Population of the Study

The target population for this study comprised all secondary school teachers in Sudanese public schools who were actively teaching and experiencing large class sizes. The study focused on teachers as the primary unit of analysis because they are the direct implementers of the educational process and are most affected by classroom conditions. The population was geographically dispersed across various states, representing a diverse range of experiences within the common context of resource constraints and large student enrollments typical of the Sudanese secondary education system.

#### 3.2 Sample of the Study

A purposive sampling technique was used to select participants who could provide rich, relevant information about the phenomenon under investigation. The sample consisted of 50 secondary school teachers from different schools. This sample size was deemed adequate for an in-depth exploratory study and allowed for a manageable yet substantive quantitative analysis. The selection criteria required participants to have at least one year of teaching experience in a class with 30 or more students. As detailed, the sample included a mix of genders, age groups, academic qualifications, and years of experience, ensuring that diverse perspectives within the teaching community were represented.

#### 3.3 The Method of the Study

The study adopted a **descriptive survey research design** within a quantitative framework. This method was chosen because it is effective for collecting standardized data from a sample to describe attitudes, perceptions, and prevailing conditions. A cross-sectional approach was used, gathering data at a single point in time to provide a snapshot of the challenges and strategies related to large class teaching. The quantitative approach facilitated the systematic measurement of variables and the generalization of findings from the sample to the broader population of interest.

#### 3.4 The Tool of the Study

The primary instrument for data collection was a **structured questionnaire**. It was designed by the researcher based on a thorough review of related literature and the specific objectives of the study.

#### 4-Data Analysis and Discussion

H1 - Large class sizes negatively affect the quality of classroom management and student learning outcomes.

**Table 4.1**

Statement	Response	Frequency	Percentage
Noise and distractions affect students' concentration.	Agree	43	86%
	Disagree	7	14%
	Not sure	0	0%

A very high percentage of teachers (86%) agree that maintaining discipline in large classes is difficult due to noise and distractions. This indicates that classroom overcrowding negatively affects students' concentration and behavior.

**Table 4.2**

Statement	Response	Frequency	Percentage
Students' participation in class activities and discussions is weak.	Agree	31	62%
	Disagree	17	34%
	Not sure	2	4%

The majority of respondents (62%) agree that students' participation in class activities and discussions is weak. This suggests that large class size limits interaction between teachers and students.

**Table 4.3**

Statement	Response	Frequency	Percentage
Time spent organizing the class reduces actual teaching time.	Agree	37	74%
	Disagree	11	22%
	Not sure	2	4%

About 74% of teachers agree that a significant amount of teaching time is wasted on organizing the class. This shows that classroom management consumes time that could otherwise be used for instruction.

**Table 4.4**

Statement	Response	Frequency	Percentage
The workload of correcting assignments and tests is heavy.	Agree	35	70%
	Disagree	13	26%
	Not sure	2	4%

Most teachers (70%) report that correcting assignments and tests creates a heavy workload. This highlights one of the major burdens faced by teachers in large classes.

**Table 4.5**

Statement	Response	Frequency	Percentage
	Agree	39	78%

Active learning is difficult due to limited space and large numbers.	Disagree	8	16%
	Not sure	3	6%

A large proportion of respondents (78%) agree that active learning is difficult to implement due to limited space and large student numbers. This suggests that overcrowding restricts the use of modern teaching strategies.

**Table 4.6**

Statement	Response	Frequency	Percentage
It is hard to monitor attendance and absenteeism in large classes.	Agree	31	62%
	Disagree	17	34%
	Not sure	2	4%

About 62% of teachers find it difficult to monitor attendance and absenteeism. This reflects administrative challenges caused by large class sizes.

**Table 4.7**

Statement	Response	Frequency	Percentage
Teachers feel exhausted and stressed due to class overcrowding.	Agree	42	84%
	Disagree	5	10%
	Not sure	3	6%

An overwhelming majority (84%) agree that teachers feel exhausted and stressed due to class overcrowding. This indicates that large classes have a negative impact on teachers' well-being and job satisfaction.

H2- Teachers who receive proper training in classroom management demonstrate better control and organization in large classes.

**Table 4.8**

Statement	Response	Frequency	Percentage
It is difficult to conduct fair individual assessments for each student.	Agree	37	74%
	Disagree	8	16%
	Not sure	5	10%

Most respondents (74%) agree that fair individual assessment is difficult to conduct in large classes. This suggests that assessment quality may be compromised due to overcrowding.

**Table 4.9**

Statement	Response	Frequency	Percentage
Weak students do not receive sufficient attention due to class size.	Agree	36	72%
	Disagree	14	28%
	Not sure	0	0%

A high percentage of teachers (72%) believe that weak students do not receive sufficient attention. This highlights equity issues in learning opportunities within large classes.

**Table 4.10**

Statement	Response	Frequency	Percentage
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Continuous assessment is hard to apply to all students.	Agree	39	78%
	Disagree	10	20%
	Not sure	1	2%

About 78% of respondents agree that continuous assessment is hard to apply to all students. This further confirms the assessment challenges associated with large class sizes.

**Table 4.11**

Statement	Response	Frequency	Percentage
Teachers use group work to facilitate classroom management.	Agree	42	84%
	Disagree	5	10%
	Not sure	3	6%

Most teachers (84%) report using group work to manage large classes. This indicates that teachers adopt collaborative strategies to reduce classroom management difficulties.

**Table 4.12**

Statement	Response	Frequency	Percentage
Teachers involve outstanding students as assistants in the classroom.	Agree	34	68%
	Disagree	9	18%
	Not sure	7	14%

A majority (68%) involve outstanding students as classroom assistants. This shows that peer support is commonly used to help manage large classes.

**Table 4.13**

Statement	Response	Frequency	Percentage
Teachers divide the class into groups or learning stations.	Agree	39	78%
	Disagree	6	12%
	Not sure	5	10%

About 78% of teachers divide classes into groups or learning stations, reflecting an effort to enhance organization and participation despite overcrowding.

**Table 4.14**

Statement	Response	Frequency	Percentage
Teachers use short quizzes to reduce the grading workload.	Agree	32	64%
	Disagree	11	22%
	Not sure	7	14%

Nearly two-thirds of respondents (64%) use short quizzes to reduce grading workload, suggesting that teachers modify assessment methods to cope with time constraints.

**Table 4.15**

Statement	Response	Frequency	Percentage
	Agree	40	80%
	Disagree	6	12%

Teachers use simple technological tools to support students outside class.	Not sure	4	8%
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A high percentage (80%) use simple technological tools to support students outside the classroom. This indicates that technology is seen as a helpful solution to manage large classes.

**Table 4.16**

Statement	Response	Frequency	Percentage
Teachers use multimedia (videos, slides, audio materials) to enhance learning in large classes.	Agree	35	70%
	Disagree	12	24%
	Not sure	3	6%

Most teachers (70%) use multimedia materials to enhance learning, which suggests an attempt to maintain student engagement in large classes.

**Table 4.17**

Statement	Response	Frequency	Percentage
Teachers set clear rules for behavior and discipline at the beginning of the school year.	Agree	44	88%
	Disagree	4	8%
	Not sure	2	4%

An overwhelming majority (88%) agree that setting clear rules at the beginning of the school year helps maintain discipline. This highlights the importance of preventive classroom management strategies.

**Table 4.18**

Statement	Response	Frequency	Percentage
Teachers allocate extra time to follow up with weak students.	Agree	40	80%
	Disagree	5	10%
	Not sure	5	10%

About 80% of teachers allocate extra time to support weak students, showing teachers' commitment despite the challenges of large classes.

**Table 4.19**

Statement	Response	Frequency	Percentage
The school administration provides adequate support to teachers of large classes.	Agree	39	78%
	Disagree	6	12%
	Not sure	5	10%

Most respondents (78%) agree that school administration provides adequate support. This suggests a generally positive perception of administrative involvement.

**Table 4.20**

Statement	Response	Frequency	Percentage
	Agree	33	66%
	Disagree	12	24%

There are effective policies to distribute students among classes to reduce overcrowding.	Not sure	5	10%
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Approximately 66% agree that effective policies exist to distribute students and reduce overcrowding, though a noticeable minority disagrees, indicating room for improvement.

**Table 4.21**

Statement	Response	Frequency	Percentage
The school provides sufficient facilities and teaching aids.	Agree	36	72%
	Disagree	11	22%
	Not sure	3	6%

About 72% believe that schools provide sufficient facilities and teaching aids, suggesting moderate institutional support.

**Table 4.22**

Statement	Response	Frequency	Percentage
Training opportunities are available on managing large classes.	Agree	30	60%
	Disagree	13	26%
	Not sure	7	14%

Only 60% agree that training opportunities are available, indicating a need for more professional development programs focused on managing large classes.

**Table 4.23**

Statement	Response	Frequency	Percentage
There is cooperation among administration, teachers, and parents to address classroom problems.	Agree	40	80%
	Disagree	7	14%
	Not sure	3	6%

A high percentage (80%) agree that cooperation among administration, teachers, and parents exists, emphasizing the importance of collaborative efforts in addressing classroom problems.

### Overall Interpretation

The findings clearly indicate that large class size poses serious challenges for Sudanese secondary school teachers, particularly in classroom management, student participation, assessment, and teacher well-being. However, teachers actively employ various coping strategies, such as group work, peer assistance, and technology use. While administrative support is generally positive, the results highlight the need for better training programs, improved policies, and reduced overcrowding to enhance teaching and learning effectiveness.

### 5.1 Findings

Based on the comprehensive data analysis, the study's principal findings are summarized as follows:

1. **Profile of Respondents:** The participating teachers were predominantly female (62%), held bachelor's degrees (76%), and possessed considerable teaching experience, with 72% having 10 or more years in the profession. Most (94%) taught classes exceeding 50 students, confirming the relevance of the study's focus.
2. **Predominant Challenges:**
  - **Classroom Management & Instruction:** An overwhelming majority of teachers identified severe challenges in maintaining discipline due to noise (86%), weak student participation (62%), and significant loss of teaching time to organizational tasks (74%).
  - **Assessment & Workload:** Teachers reported considerable difficulty in conducting fair individual (74%) and continuous (78%) assessments. Correcting assignments and tests was cited as a heavy burden by 70% of respondents.
  - **Pedagogical Limitations:** The implementation of active learning strategies was severely constrained by limited space and large numbers, as agreed by 78% of teachers.
  - **Teacher Well-being:** A critical finding was the negative impact on teachers, with 84% reporting feelings of exhaustion and stress directly due to class overcrowding.
  - **Equity Concerns:** A significant majority (72%) felt that weak students do not receive sufficient attention in large class settings.
3. **Adaptive Coping Strategies:** Teachers demonstrated resourcefulness in adapting their practice:
  - **Structural Adaptations:** Strategies like group work (84%), dividing the class into stations (78%), and using student assistants (68%) were widely adopted to improve manageability and participation.
  - **Assessment Modifications:** To manage workload, many teachers (64%) utilized short quizzes.
  - **Technological Integration:** A high percentage used simple technological tools for outside-class support (80%) and multimedia in the classroom (70%) to enhance engagement.
  - **Proactive Rules & Individual Support:** Setting clear rules at the year's start (88%) and allocating extra time for weak students (80%) were common preventive and remedial measures.
4. **Perceptions of Support:** While most teachers agreed that school administration provides adequate support (78%) and that there is effective cooperation among stakeholders (80%), only 60% confirmed the availability of specific training opportunities on managing large classes, indicating a gap in professional development.

### 5.2 Recommendations

To address the challenges identified and enhance the teaching-learning environment in large classes, the following recommendations are proposed:

#### A. For Educational Administrators and Policymakers:

1. **Develop and Enforce Class Size Policies:** Formulate and implement clear policies aimed at progressively reducing the pupil-teacher ratio in secondary schools to a manageable level, with strict enforcement mechanisms.
2. **Invest in Infrastructure:** Prioritize the construction of more classrooms and the expansion of existing facilities to physically accommodate students adequately and create space for active learning.
3. **Mandate Targeted Professional Development:** Design and institutionalize compulsory in-service training programs focused on practical skills for managing large classes, including differentiated instruction, crowd control techniques, alternative assessment methods, and stress management.
4. **Provide Teaching Aids and Technology:** Ensure schools are equipped with essential teaching aids, audio-visual equipment, and reliable internet access to facilitate the use of technology-enhanced teaching strategies.

#### **B. For School Administrations:**

1. **Foster Collaborative Support Systems:** Formalize peer-support mechanisms among teachers, such as mentoring programs and regular sharing sessions for strategies on handling large classes.
2. **Streamline Administrative Tasks:** Introduce and support systems to ease teachers' non-instructional burdens, such as digital attendance tracking or teaching assistants, where feasible.
3. **Enhance Parental Involvement:** Create structured channels for regular communication with parents to ensure consistent support for student discipline and learning outside the classroom.

#### **C. For Teachers:**

1. **Continue and Share Adaptive Practices:** Continue to develop and refine context-appropriate strategies like group work and peer tutoring. Share successful practices with colleagues through formal and informal channels.
2. **Leverage Available Technology:** Actively seek to use available low-cost or free technological tools (e.g., messaging apps for Q&A, online quizzes) to extend support and assessment beyond classroom hours.
3. **Prioritize Proactive Classroom Management:** Emphasize the establishment of clear, consistent rules and routines from the first day to prevent disciplinary issues.

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