

Unpacking the Limitations of Physical Instructional Approaches in South African Classroom Setting

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Abstract

The article seek to closely look at the problems faced by education sector in South African classroom setting, it highlights the issues which are ongoing regarding teaching methods and structures which makes learning difficult. The study discusses burning issues such as lack of resources, infrastructure, teachers training and lesson preparations, exploring that how traditional that is 'in person teaching' does not always help learners in engaging in their lesson, having equal access to learning and understanding the materials being used. After reviewing various research covering these issues the study has found four main problems which are: crowded classrooms, lack of resources in schools, infrastructure and curriculum not matching well with the teaching methods. Since these obstacles affects learners' academic performance, leading to fewer learners succeeding in their education and keeping unfair differences between different social and language groups going, teachers needs more trainings in smart and engaging teaching ways. From the finding of this study, it is suggested that making classes smaller, using resources more effectively, providing ongoing training for teachers, and using more of physical instructional approaches can improve the learners' engagement and academic performance. By considering those options we can keep the benefits of traditional classroom while addressing its challenges. Using an interpretivist research paradigm informed by qualitative research design, non-probability purposive sampling will be used, and data will be collected through teachers interviews and classroom observations. Four schools in Vhembe District will be visited and one teacher from foundation phase will be interviewed using a set of flexible questions and their classroom observed. The findings of this study will help in informing policymakers, school leaders, and teachers in improving physical instructional teaching approach.

Keywords— *Elevated learners, Large-class teaching, Learner engagement, Physical instruction, Resource constraints.*

I. INTRODUCTION

Even though there are continuous efforts to improve South African Foundation Phase settings (Grade R-3) there is still a huge problem with teaching methods in public schools. Overcrowded classrooms, lack of resources, and less teaching support makes it difficult for educators to deliver good and focused lessons, which according to (Molai, 2024) highlighted that how these factors negatively affects teaching and learning in South African classroom settings, "Many schools across the

country are overcrowded, with insufficient classroom space to accommodate learners. Additionally, many schools lack essential facilities such as libraries, laboratories, and sports grounds". A study in the Tswane West area found that the number of learners compared to teachers often goes beyond 50 to 1, which is much higher than the national recommendation of 35:1 ratio. This abnormal ration makes it difficult to almost impossible for teachers to give learners individual

attention, keeping order in the classroom and effectively supporting early reading and maths skills.

These problems gets more worse in communities which are poor and learners often go to school without enough food, school supplies, or help from their parents with their schoolwork. (Sanz, 2024) discussed this challenge when she highlighted that it is important that family support learning and school, she went on to say when parents get involved in their children education, it really helps them at school, from assisting with homework to providing emotional support. Family with lower incomes often have difficulties which makes it hard for them to be involved in their child's education. Teachers have to handle both learning needs and also attends to their emotional needs which mostly takes away from the time they have to teach. Also, many teachers are not well trained in teaching methods which include all learners fit their age and development, especially when helping different learners with reading skills. As the results, many classrooms end up using boring teaching methods that focuses on the teacher as the centre of learning and not match the learning and emotional needs of young learners.

This article seeks to unpack the limitations of physical, contact-based instruction within South African public schools by exploring the following key research questions:

1. How do large class sizes impact the quality of instructional delivery and learner engagement in Foundation Phase classrooms?
2. In what ways do socioeconomic factors intersect with physical instructional challenges to affect teaching and learning?
3. What pedagogical limitations arise from insufficient teacher training in inclusive, early-grade instructional strategies?

Many studies have shown that South African public schools face big problems such as overcrowded classrooms, lack of resources, and poor performance in early grades. However, we still don't understand how these issues specifically affect in-person teaching in the classroom. most studies look at learners' results or issues with education policies, but not many examine how things like big classroom sizes, poor facilities. And lack of teaching support impact the way basic reading and math skills are taught. According to (Koopman, et.al, 2023) it is important to prepare future teachers to work in different classrooms by having a flexible training program that focuses on the needs for learners of all types. Also, there hasn't been much research on how

teachers deal with challenges in real situations, more especially in low-income areas whereby learners might not have their basic needs met and parents are less able to help with schoolwork. Supported by ideas by (Alordian,2023) who emphasised the importance of analysing the gap in your study, therefore this study seeks to address this gap by offering a context-specific, qualitative exploration of how Foundation Phase teachers in Vhembe West experience and respond to the limitations of physical instruction.

This study focuses on the view of teachers and what happens in the classroom, it closely looks at how too many learners, not enough training in teaching everyone, and lack of resources work together in making teaching and learning harder. This helps us better understand the teaching methods and issues that make it hard to learn basic skills. This insight is important for changing policies and improving teacher training in schools that don't have many resources. So, these issues will be looked at closely in order to help people to understand how problems in physical education make it hard for learners underfunded South African schools to develop basic needs, which also impacts their long-term education.

II. LITERATURE REVIEW

Strategies to curb the limitations of Physical Instructions.

To overcome the many challenges of teaching in South African Foundation Phase classrooms, we need to use a mix of strategies at the classroom level, school level, and throughout the whole system. Previous researchers have already pointed out that this problem makes it harder for learners to develop fully. (Kahts-Kramer, 2022) "large classrooms sizes and limited resources can make teaching and learning to be more difficult, but studies show that specific strategies when adapted to situation can help teachers do a better job and keep learners interested in the lesson even when it seems difficult." This section explains effective and flexible ways that match inclusive teaching and the needs of young learners, it focuses on how teachers can deal with overcrowded classrooms and financial challenges to help learners improve their reading and maths skills.

In the classroom level, teachers can use effective teaching methods that helps learners learn without needing too much individual attention. One way to teach is the "I Do, We Do. You Do" method. First, the teacher shows how to do a skill, then learners practice it together, and finally, they try it on their own. This

method backs Vygotsky's idea of the Zone of Proximal Development (ZPD) by slowly giving learners more responsibility and helping them improve their skills through consistent practice, (McLeod,2024) supported this by saying breaking up big tasks into smaller, easier steps can help avoid too much thinking at once, for example using pictures or checklists can make it easier for learners to follow along. These tools show and make it easier to use teaching support, especially in classrooms where there isn't much individual help.

Also, using graphic organizers (like story maps, Venn diagrams) and sentence frames can help learners organise their thoughts and improve their language skills. This makes difficult tasks like writing and understanding easier. When these tools are consistently used together, they work like helpful supports that allow learners to learn on their own, even if the teacher isn't always there to assist. This agrees with research by (Wise,2020) who says that organizers created by teachers are valued supports for learners learning. They help learners organise a lot of information, look at difficult text more clearly, and see patterns and different viewpoints.

Another capable procedure is the utilisation of peer collaboration and organised bunch work, where learners work in little mixed ability bunches. This draws on the concept of more Learned Others (MKOs) and leverages peer platform to share the cognitive stack. In fully packed classrooms such gather structures permit the instructor to centre back where it is most required whereas advancing learners independence and engagement, as highlighted by (Explore Psychology,2024) "Scaffolding is a teaching strategy closely related to the ZPD. It involves providing temporary support to learners as they develop new skills or knowledge. As learners become more competent, the support is gradually withdrawn, much like how scaffolding is removed from a building once construction is complete".

At school and system level extra underpins can altogether expand the teachers' capacity to platform learning. Presenting classroom collaborations or learners screens such as more seasoned understudies, guardians, or community volunteers can help oversee gather exercises, screen learner advance, and give peer back amid lessons. Prove from both nearby and universal settings appears that such assistant work force can move forward separation and learner certainty, according to (Emily, 2024) supported by (Ansong, 2024) schools can moreover actualise adaptable classroom zoning, making assigned zones for

perusing, gather work, and free assignments. Indeed, negligible reorganization of physical space can move learner development forward, bolster changed actions sorts and empower separated instruction without expanding staffing or asset requests.

Community and parental engagement is another basic however underutilized technique. Empowering guardians' community individuals to take an interest in narrating, shared perusing, or asset arrangement can offer help, bridge the crevice between domestic and school, improving the learning environment pat the classroom dividers (Onyebuchi,2024). In settings where formal black systems are missing, community engagement can offer socially important system complements instructor endeavours.at the same time low-cost mechanical devices such as sound books, e-readers, or instructive recordings, can give conveyed system to fortify concepts presented in lesson especially where one-on-one instructor time is restricted. According to (Kelty,2020) in spite of the fact that infrastructural disparities posture boundaries to large scale innovation integration, indeed restricted get to interactive media asset can upgrade comprehension, lexicon improvement, and learner engagement when utilised intentionally.

At long last, progressing educator advancement and proficient back is central to tending to the academic impediments of physical instruction. Focused on proficient advancement workshops centring on platform strategies, gather work administration, and comprehensive instructional

Method can altogether upgrade educator certainly and competence in large-class settings. Similarly critical is the advancement of collaborative arranging and asset sharing among instructors as highlighted by (Ross, 2023) "when teachers co-create lesson plans, share visual helps, but moreover cultivates proficient learning communities and guarantees coherence in guidelines approaches over grades and classrooms."

Together, these methodologies highlight a multi-layered approach to reinforcing physical instruction in under-resourced South African Schools. Instead of depending exclusively on systemic changes, which may take a long time to actualise, these classroom-based and school-driven arrangements offer prompt, common sense implies of progression foundational learning experiences. According to (Abbas, 2024) "preparing instructors with versatile devices and strengthening the part of peers, communities, and organised schedules, these methodologies give a way forward in tending to

the critical require for equitable, high-quality instruction within the Foundation Phase.”

Factors which limit the implementation of physical instructions.

The success of physical instruction in South African’s early classroom settings is greatly affected by a mix of problems related to structure, teaching methods, and the surrounding environment. One of the biggest problems is that classrooms are too crowded, with the number of learners per teacher often higher than the recommended ratio of 40:1 learner per every teacher in accordance (DOE,2019). In areas like Tswane West where resources are low, studies show that there can be 50:1 learner for every teacher. This makes it hard for teacher to give personal assistance, tailor lessons to individual learners, and assess their progress effectively. This situation greatly affects how well teachers can teach and how engaged learners are, which answers the first research question about how large classroom sizes influence teaching and learning. Teachers often can’t move around the classroom, check properly how learners are doing, or give extra help needed for learning basic skills, especially in reding, writing, and maths.

Teaching method that work well in small size classrooms such as “I Do, We Do, you Do” approach can be hard to use in crowded classrooms according to (Killian, 2023). The structured models helps learners learn and grow, but they need teachers to pay close attention to how learners are doing, give different types of feedback, and adjust the speed of the lesson. This can be hard when teachers have to manage more than 50 learners in one classroom. in the same way, teaching methods like breaking tasks into smaller parts, using sentence starters, or graphic organisers can help make learning easier. However, according to (Paas, 2020) these methods are often used unevenly because of a lack of time, not enough resources, and the absence of organised training for teachers on inclusive teaching strategies. This connects to the second research question about how social and economic problems affects teaching and learning. Specifically, it looks at how issues like poverty, hunger and not having enough support from home make teaching in classroom harder.

When there aren’t enough school wide support systems to help with lessons in the classroom, it makes teaching harder. Even though working together with classmates and mixing different learners’ groups can help support learning, it’s hard to keep doing these activities without a special area in the classroom or someone to guide them. Schools in crowded, low-income neighbourhoods

usually don’t have teaching assistants or learners’ helpers (Main, 2020). This makes it hard for teachers to give enough support to all learners, also not having specific areas in the classroom for things like reading or group work makes it difficult for teachers to handle different learning activities at a go. These environmental challenges makes it hard for educators to move around and teach effectively, also limiting their ability to use hands on and learner-focused teaching methods.

Looking at the overall system, when communities or parents are only a little involved in activities like reading clubs, storytelling or sharing materials, which makes the classroom feel even more separate from helpful support. Some studies showed that learning in the community can improve teaching and help learners learn more outside of school (Bond,2024). However, in many South African schools this practice is still not every developed because of economic challenges and practical difficulties. However, in most South African schools this practice is still very developed because of economic challenges and the practical difficulties. Also, technology tools like visual aids, educational videos, or e-books are often hard to access because of differences in infrastructure and internet availability, more especially in rural or small-town areas.

Finally, an important point related to the third research question about teacher training is that there is a significant lack of training for teachers in areas like inclusive teaching, adapting lessons for different learners and leading group activities. Workshops on building support techniques, managing big classes, and working together in planning are still rare or not provided consistently. As a results, most teachers rely on basic teaching methods where they do most of the talking, which do not help young learners learn and grow properly. Working together to plan and share resources can make teachers more effective and keep lessons consistent, (Mpuangnan, 2024). However, these practices are seldom adapted in schools which are already overwhelmed with heavy workloads and administrative tasks.

In summary, overcrowds, poor facilities, lack of proper teacher training, and weak connections with the community creates problems that make it hard to provide good physical education in South African schools. This study seeks to understand in detail how teachers feel and what happens in classrooms. The goal is to learn more about how to improve basic education in places that have limited resources.

Theoretical underpinnings of the article.

The study will be underpinned under Social Constructivism & Scaffolding (Vygotsky). Vygotsky's social constructivist framework emphasizes that learning is fundamentally a social process mediated through interaction, language, and culturally relevant tools (Saleem, 2021).

This study is grounded in Vygotsky's sociocultural theory of learning, with particular emphasis on the concepts of the **Zone of Proximal Development (ZPD)**, **scaffolding**, and the role of the **More Knowledgeable Other (MKO)**. The ZPD refers to the gap between what a learner can accomplish independently and what they can achieve with appropriate support, typically from a teacher, peer, or assistant (Berk, 1984). According to (Rohde, 2015), in early classrooms good teaching depends on teachers being able to recognise the literacy and maths skills that learners are close to mastering. Teachers can help learners improve by providing guided practice, showing examples, and asking right questions. Scaffolding is an idea created by Bruner from Vygotsky's theory. It means giving help that is temporary and adjusts based on what the learner needs at a time, slowly taking away that help as they learn new skills and are able to do on their own.

According to (Alber, 2014), some effective methods include reading together while asking specific questions using visual tools like story maps and providing examples which helps learners learn together. The MKO (More Knowledgeable Other) is important in helping learners. They find out with each learner needs and provide the right support, especially in reading. They use group work and guided reading sessions to help learners to become more independent. Case studies in South Africa, especially in Limpopo show that when teachers and learners get help from each other, learners improve in reading and comprehension (Motseke, 2024) which support what has been highlighted by Vygotsky on how important it is to talk with others and use cultural tools like language, stories, and pictures to assist with learning.

According to (Evans, 2019) a multilingual classroom where teachers use learners' home languages can help them understand better, get more involved, and feel more confident. However, when class sizes get too big for the number of teachers, chances for learning and social interactions decreases a lot. Too many learners in one class makes it hard for educators to identify each learners' needs, limits useful interaction between classmates, and makes it difficult to use practical learning tools. This study uses Vygotsky's ideas to look at the problems with regard to teaching methods in

schools which lacks resources, also examining how specific support strategies can help in improving basic learning results.

Purpose of the Article

This study aims to critically investigate the inherent limitations and pedagogical constraints of traditional, physical (face-to-face) instruction in overcrowded South African Foundation Phase classrooms. It seeks not only to unpack how these limitations impact the development of early literacy and numeracy skills but also to propose practical, evidence-based strategies that can mitigate these instructional challenges which (West, 2020) had emphasized "The South African education system is characterised by a shortage of teachers and inadequate school infrastructure which is contributing to the overcrowded nature of South African classrooms".

To achieve this, the study pursues the following key objectives:

1. To examine how large class sizes and socio-economic constraints influence the quality of instructional delivery and learner engagement in Foundation Phase classrooms.
2. To identify and evaluate practical, theory-informed scaffolding strategies that teachers can implement to support diverse learning needs in resource-constrained, physical classroom environments.

III. RESEARCH PARADIGM AND METHODOLOGY

This study follows an interpretivist approach, which means it believes that reality is created by people and is best understood through their personal experiences and the meanings they give to their social lives, (Pervin, 2022). The study wants to understand how teachers feel about and deal with the challenges of teaching in crowded classrooms. So, using an interpretive approach is the best choice, it helps us understand the different factors which influence teaching and learning in South Africa's early school years.

Research Design.

A qualitative research method was used to understand teachers' experiences, their teaching methods, and the challenges they encounter in their daily classroom activities. Qualitative methods are great for understanding the complexities of human behaviour, teaching choices, and the social and cultural background of schools, which are important to this study.

Sampling and Participants

The study employed purposive sampling to select participants who are information-rich and have direct experience with the phenomenon under investigation. The sample consisted of Foundation Phase teachers from public schools in the Tshwane West education district, where classroom overcrowding and resource constraints are particularly acute. Criteria for inclusion included a minimum of three years' teaching experience in the Foundation Phase and current engagement in physical (face-to-face) instruction.

Data Collection Procedures

Data were collected using two primary qualitative methods:

1. Semi-Structured Interviews

Teachers participated in one-on-one interviews guided by open-ended questions aligned with the study's research objectives. This format allowed for flexibility, enabling the researcher to probe deeper based on participants' responses. Questions focused on their instructional practices, challenges faced in overcrowded classrooms, and the strategies they employ to support learners.

2. Classroom Observations

Non-participant observations were conducted in selected classrooms to triangulate interview data and provide contextual understanding of teacher-learner interactions, classroom management techniques, and the application of scaffolding strategies. An observation checklist, informed by Vygotsky's theory and the ZPD framework, was used to document instructional patterns, group dynamics, and environmental constraints.

IV. DATA ANALYSIS

We used thematic analysis to carefully organize and understand the data. According to (Neem, 2023) his step-by-step methods shows that the researcher become acquainted with the data, created first code, looked for patterns that kept appearing, and come up with themes connected to the study's questions. Special focus was given to topics like crowded classrooms, teaching in different ways for different learners, getting them interested in learning, using step-by-step support methods.

Trustworthiness and Rigor

To ensure credibility and trustworthiness, the study employed member checking, where participants reviewed and confirmed the accuracy of transcribed data. Triangulation was achieved by combining interview and observation data to validate findings. A reflexive journal by (Ahmed, 2024) was maintained to account for the researcher's positionality and mitigate potential bias during data interpretation.

Ethical Considerations

Ethical clearance was obtained from the relevant university ethics committee and the provincial Department of Basic Education. Participants were informed of the study's purpose, and written consent was obtained. Anonymity and confidentiality were strictly maintained, and participants were assured of their right to withdraw at any stage without consequence.

This comprehensive methodology ensures the study remains ethically sound, contextually relevant, and methodologically robust, thereby enabling a deeper understanding of the instructional challenges and possibilities in South African Foundation Phase classrooms.

V. FINDINGS AND DISCUSSION

The analysis of interviews with four Foundation Phase teachers and observations from their classrooms yielded rich data organized around three key themes: (1) Challenges of Overcrowding and Resource Constraints, (2) Instructional Adaptations and Scaffolding Strategies, and (3) Impact of Socio-Economic Context on Learning. These themes reflect the intertwined realities of physical instruction in resource-constrained South African settings.

Challenges of Overcrowding and Resource Constraints

Teacher Responses:

- **Teacher A:** "I'm teaching 52 learners in a space meant for 40. It's really hard to give each child the attention they need. Often, I just cannot reach all of them during activities."
- **Teacher B:** "Managing discipline is tough because there are just too many learners. I'm constantly moving around, but it feels like I'm always behind."

- **Teacher C:** “We don’t have enough books or posters. Sometimes learners have to share a single workbook, which slows down learning.”
- **Teacher D:** “The overcrowding affects how I teach – I have to resort to whole-class teaching instead of working with individuals.”

Researcher Observation Notes:

- The classrooms observed were densely packed, with limited walking space between desks and learners seated shoulder-to-shoulder.
- In Teacher A’s class, the teacher was seen struggling to monitor individual reading groups due to the large number of learners clustered in a small area.
- In Teacher B’s classroom, frequent disciplinary interruptions were observed, often distracting the flow of lessons.
- Materials such as books and charts were visibly scarce, often displayed at the front, limiting access for learners at the back.
- Teacher D’s class relied heavily on teacher-led instruction with limited opportunities for learner interaction or individualized support.

All four teachers consistently reported that overcrowding significantly limits their ability to deliver effective, individualized instruction. Teacher A described managing a class of 52 learners, noting, “It’s difficult to circulate and give attention; many learners are left behind because I cannot reach everyone.” Observations confirmed these reports: classrooms were densely packed with limited physical space, making movement and individualized engagement challenging. Teacher B highlighted the impact on classroom management: “Discipline is an ongoing challenge because with so many learners, you cannot monitor behaviour closely.” This aligns with broader research on the consequences of overcrowding, which dilutes the teacher’s capacity to scaffold within learners’ Zones of Proximal Development (ZPD) (Vygotsky, 1978), reducing opportunities for responsive, guided support. The scarcity of learning materials and limited classroom infrastructure further exacerbated these issues, as observed in classrooms where resources such as books and visual aids were minimal and often shared among learners.

Instructional Adaptations and Scaffolding Strategies

Teacher Responses:

- **Teacher C:** “I use the ‘I Do, We Do, You Do’ method, especially in reading lessons. I model first, then we read together, and finally, learners try on their own.”
- **Teacher D:** “I group learners by ability and encourage stronger learners to help those who struggle. It’s not perfect but it helps me manage.”
- **Teacher A:** “Sometimes I use visual aids like story maps or sentence starters to help learners organize their ideas.”
- **Teacher B:** “Honestly, I mostly stick to repetition and memorization because of time and class size.”

Researcher Observation Notes:

- In Teacher C’s classroom, the teacher explicitly modelled reading aloud before engaging groups of learners in guided reading activities, which promoted participation.
- Group work was evident in Teacher D’s class, where learners worked in small clusters with occasional peer support noted; however, the teacher was unable to circulate fully due to overcrowding.
- Visual scaffolds like story maps were displayed in Teacher A’s classroom and occasionally referenced during lessons.
- Teacher B’s classroom was dominated by whole-class recitation, with minimal individualized scaffolding observed.

Despite these constraints, teachers reported employing various strategies to scaffold learning and maximize engagement. Teacher C detailed the use of the “I Do, We Do, You Do” approach during literacy lessons: “I model reading first, then we read together, and finally they try on their own. It helps me manage the large class by structuring the learning.” Classroom observations supported this, showing teacher-led modelling followed by group or paired reading activities. Teachers also emphasized the use of peer collaboration as a key scaffolding technique. Teacher D explained, “I group learners so stronger readers can help those who struggle. It lightens my load and encourages peer learning.” Observations revealed learners working in small clusters, often supported by learner monitors, which helped extend scaffolding beyond the teacher’s

direct involvement. However, the study found that the implementation of these strategies was often uneven due to limited formal training in differentiated instruction and inclusive pedagogies. For instance, Teacher B relied heavily on rote memorization and whole-class recitation, reflecting a more traditional and less scaffolded approach, likely a response to overwhelming class sizes and limited preparation time.

Impact of Socio-Economic Context on Learning

Teacher Responses:

- **Teacher A:** “Many learners come to school hungry or tired. It’s hard for them to focus when their basic needs aren’t met.”
- **Teacher B:** “Some learners don’t have books or stationery. I often lend them materials, but it’s not sustainable.”
- **Teacher C:** “There’s little parental support. It feels like the school has to do everything.”
- **Teacher D:** “Behavioural issues often stem from challenges at home, which affect learning and classroom atmosphere.”

Researcher Observation Notes:

- Several learners appeared distracted and fatigued during lessons, with some leaving the classroom to fetch water or snacks.
- A few learners shared worn and incomplete stationery, and some borrowed books from peers, confirming limited access to materials.
- In Teacher C’s classroom, the teacher frequently paused to address behavioural disruptions linked to home stressors.
- Engagement levels fluctuated, with learners from more stable backgrounds participating more actively, highlighting socio-economic disparities.

All participants highlighted the profound influence of learners’ socio-economic backgrounds on instructional outcomes. Teachers reported that many learners arrive at school hungry, fatigued, and lacking basic learning materials, which interrupts concentration and participation. Teacher A reflected, “When learners are hungry or worried about home issues, they cannot focus on learning, no matter what we do.” Observations during lessons showed instances where teachers paused instruction to address behavioural disruptions linked to learners’ unmet needs. This finding underscores the dual burden teachers face not only managing large, diverse classrooms but also responding

to non-academic challenges that affect learning readiness. The lack of parental involvement or community support, especially in under-resourced areas, further limits the potential for reinforcing learning outside the classroom. These contextual factors compound the difficulties inherent in physical, face-to-face instruction and call for integrated, community-linked interventions.

VI. CONCLUSION AND RECOMMENDATIONS.

These topics show a complicated education system where too many learners crowded in one classroom and lack of resources and infrastructure make it hard for educators to give physical lessons. However, educators try to use different methods in helping learners learn despite these challenges. The teachers’ experience show that it’s important to have prof training that focuses on helpful teaching methods. This includes practicing together, working with other teachers, and using tools which are fit to the culture of learners. Also, the social and economic problems shown indicates that to improve results in the early school years, we need to consider everything together.

This means focusing not just on teaching methods in the classroom, but also on the well-being of learners and getting the community involved. According to (Renn,2023) “without changes to reduce overcrowding and fix resource shortages, these teaching adjustments, while useful, are not enough to fully address the teaching challenges we see’. From this information we can draw conclusion that too many learners and not enough resources makes it difficult for educators to help each learner learn well.

This means they can’t give personal attention or adjust their teaching to meet individual needs. Even so, teachers use helpful teaching methods like showing examples, group activities, and visual aids. However, these methods doesn’t always work well because of challenges like overcrowded classrooms, and lack of enough training. Socio-economic problems make learning more difficult as explained by (Kruiper,2021). These challenges requires help which includes new teaching methods and support from the entire community.

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