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Instructional Leadership Practices for Team-Teaching in Overcrowded Classrooms: Principals' Experiences in Mpumalanga Province

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Abstract

Overcrowding in schools is an epidemic that hinders the provision of effective teaching and learning to learners. Various strategies have been employed to mitigate the challenges posed by overcrowding without success. The purpose of this study was to explore the experiences of principals as instructional leaders in addressing the challenges posed by overcrowded classrooms in primary schools in Mpumalanga Province. A qualitative research approach was employed, using a case study design. The interpretive paradigm was employed. The instructional leadership theory provided the lens to guide the study. Sixteen principals from primary schools in the Nkangala district were purposely selected to participate in the study. Semi-structured interviews and document analysis were used to generate data. Thematic analysis was used to analyze the collected data from semi-structured interviews, and content analysis was used to analyze documents. Findings revealed that despite repeated reports to the department, not much help is forthcoming to assist schools in resolving this challenge. Furthermore, the study revealed that instructional leaders contemplate the option of team-teaching; however, staff compliments are a hindrance to the implementation of effective team-teaching. The researchers recommend the use of a team-teaching model as an approach to address challenges that are posed by overcrowding. The team-teaching model involves the presence of two teachers in one educational setting to oversee teaching and learning in that classroom. The study further submits that the team-teaching model would assist schools to implement mother tongue-based Bilingual Education and international studies.

Keywords

Instructional Leadership, Overcrowding, Team-Teaching, Mother Tongue Bilingual Education, Instructional Leadership Theory

1. Introduction

Overcrowding has become a disturbing phenomenon in some South African schools. This study is foregrounded on the assumption that overcrowding in classrooms presents challenges of instructional management, learner discipline, and assessment (Benbow, Mizrachi, Oliver, & Moshiro, 2007). According to Matsepe, Maluleke, and Cross (2019), more emphasis is placed on contextual factors at the expense of challenges, including failure to stimulate learners' critical thinking, problem-solving, and interest. These challenges tend to affect teaching and learning negatively. Therefore, these challenges require innovative strategies that will advance Sustainable Development Goal number for Quality Education. One of the options to deal with overcrowded classrooms is team-teaching. Some of the key roles of school principals as instructional leaders include allocating resources to instruction, managing the curriculum, and creating a conducive school climate in their practice (Geleta, 2015).

Principals as instructional leaders work in different contexts. The focus of this study was on school principals as instructional leaders managing overcrowding in classrooms through team-teaching as a strategy. Principals as instructional leaders are required to ensure that effective teaching and learning take place in schools. The process of teaching and learning should be directed by a vision, mission, and values that are crafted by the school leadership and communicated to all stakeholders (Shava, Heystek, & Chasara, 2021). Principals are required to collaborate with the school management team, school governing body, and teachers to have systems in place for all to implement toward the realization of the vision (DBE, 2015).

2. Problem Statement

Provision of quality education, as advocated by Sustainable Development Goal number 4, is difficult in overcrowded classrooms. According to regulations relating to the minimum uniform norms and standards for public school infrastructure, a classroom should accommodate 40 learners (DBE, 2013). Numbers above 40 are referred to as overcrowding (DBE, 2013). The maximum recommended learner-educator ratio for South African primary schools is 40:1 and for secondary schools 35:1; therefore, overcrowding is when the number of learners in a class exceeds the stated ratio (Marais, 2016). Teaching and learning effectively in overcrowded classrooms is a challenge in many South African public schools. Teachers take much of the time to deal with classroom management issues instead of embarking on teaching. Teachers must deal with challenges in an overcrowded class-

room before a lesson commences. In an overcrowded classroom, learners make noise, gossip, tease, and copy from each other (Ayub, Saud, & Akhtar, 2018). Sitting arrangement does not allow easy movement of teachers between rows to monitor curriculum activities (Ayub et al., 2018). Well-mannered learners are deprived of effective learning by ill-behaved learners, as they must be called into order (Hiliya, Madawaki, & Naabu, 2022). The teacher cannot easily monitor and identify problem behavior from learners since some of them may hide during others due to the large number (Hiliya, Madawaki, & Naabu, 2022). According to Tahir, Khan, and Aurangzeb (2019), teachers cannot mark, control, and assess each learner's work as required due to a bigger number accommodated in one class. It takes time for teachers to mark and assess learners' work, which will in turn affect the time of feedback to learners (Hiliya et al., 2022: p. 262). Learners will find it difficult to follow the lesson if feedback from the written activity takes time to reflect on. Learners will underperform, which will affect the school's performance.

3. Theoretical Framework

The study is rooted in instructional leadership theory, where the principal is responsible for teaching and learning at school, as postulated by Weber (1987: p. 2). The theory is relevant to the study as it provides lenses through which instructional leadership was researched and studied in creating conditions that foster team-teaching. The theory envisions a principal who prioritizes teaching and learning over other administrative duties. The model was developed and designed on six intertwined functions referred to herein as frameworks. These frameworks guide the principal to focus on teaching and learning to improve learner performance.

Firstly, the principal sets the school's academic goals. Weber (1987) indicated that the first function of the principal is to develop academic goals of the school that would be directed by the vision, mission, and values.

Secondly, it is the framework of organizing the instructional program with which the instructional leader will enhance learner performance (Weber, 1987). It is through this framework that the "degree of centralization in leadership seems to have a marked effect on whether schools foster team teaching or not" (Weber, 1987). The instructional leader develops a program to implement the school curriculum and academic goals.

The third framework for instructional leadership, as postulated by Weber (1987), is the hiring, supervising, and evaluating of teachers. The principal has an instructional obligation to advise the selection committee on a suitable candidate for the vacant post at the school. The principal is accountable for the teacher recruitment process through advising the selection panel about the needs of the school that must be accomplished. The framework guides the principal to have knowledge of the school and, therefore, to recruit the most suitable teacher for the vacant post. It should be the teacher who aspires to the vision, mission, and values

of the school.

According to Weber (1987), protecting instructional time and programs is the fourth framework of instructional leadership. It is imperative that instructional time be secured, as teachers use it for other activities such as marking attendance, materials distribution, discipline matters, and others, because the amount of learning depends on the amount of time a learner is willing to spend and the amount of time allocated to the task by the subject teacher (Weber, 1987). This framework also guides the principal to engage teachers in time on tasks and task on time. The instructional leader should guide teachers to prioritize teaching and learning over other work-related matters.

The fifth framework of the instructional leader is creating a climate for learning. Weber (1987) indicated that the creation of a learning climate is where "norms, beliefs, and attitudes are reflected in schools by stakeholders and impact learning and teaching." The principal involves the school management team and school governing body to develop policies that would be used to set standards and regulate conduct. The sixth framework for instructional leaders, according to Weber (1987), is monitoring achievement and evaluation of programs. The success of any educational program comes down to the performance of learners. Evaluation of programs unfolds through diagnostic, formative, and summative. This framework guides the principal to monitor the implementation of programs and to assess the achievement of programs' goals.

Weber's (1987) instructional leadership model was important because it provided the lenses and guided and shaped the types of questions asked. The theory assisted the researcher in understanding participants, as it offered a broad explanation of attitudes and behavior. The theory is a manual for every educational practitioner practicing instructional leadership to succeed in protecting the educational goals of learners.

4. Methodology

This study adopted a qualitative research approach. Creswell and Creswell (2018: p. 62) observe that "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences". Qualitative researchers "study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Creswell, 2013). The study was conducted in the schools where principals are employed. The study explored the thoughts and feelings of participants in their location to the research problem. The researcher was able to interact directly with principals, allowing them to share their experiences in leading teaching and learning in overcrowded classes. The interaction with participants occurred directly from schools, not from the laboratory or artificial settings, affecting their daily work life. This enhanced the trustworthiness of the study, as information was shared in the normal context in which participants encounter the phenomenon.

4.1. Research Design

The multiple case study design was employed in this study, in which 16 primary school principals of Nkangala district in Mpumalanga province participated. A case study is "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used" (Maree, 2007). The study enquired about the contemporary phenomenon of overcrowded classrooms within its real-life existence. Overcrowding in schools is contemporary and still experienced as such because regulations on minimum norms and standards for public schools have not been met; hence, schools are experiencing overcrowding (Matsepe, Maluleke, & Cross, 2019).

4.2. Sampling

Purposive sampling was used in this study because selected principals, as participants, have some defining characteristics that make them the holders of the data needed for the proposed study (Maree, 2007). In purposive sampling, "the researcher identifies information-rich participants for the reason that they are possibly knowledgeable about the phenomenon under" study to provide answers to the research question (McMillan & Schumacher, 1993). Participants were purposively selected on the basis that they supplied relevant and rich information to the questions under study (Maree, 2007). The participants were principals from Kwa-Mhlanga circuits' schools in Nkangala district in Mpumalanga Province. There was one participant per school. There were 16 schools. Schools that have 800 or more learners were selected as participants in the study. These are schools that have more than 40 learners accommodated in one classroom. The information about learner enrolment was obtained from the circuit office.

4.3. Data Collection Techniques

Semi-structured interviews and document analysis were employed as data collection tools in this study. According to Creswell and Creswell (2018: p. 185), the term data refers to the rough materials researchers gather from the participants they have selected, which form the basis of analysis. Such data is actively recorded as interview transcripts. Interviews entail communication between the interviewer and the participants, where the interviewer asks the participants questions to get their meaning, ideas, beliefs, views, opinions, and behaviours about the study at hand (Maree, 2007). Semi-structured interviews and document analysis were employed as data collection tools in this study. Creswell and Guetterman (2019) and Maree (2007) referred to interviews as a communication between the interviewer and the participants where the interviewer asks the participants questions to get their meaning, ideas, beliefs, views, opinions, and behaviours about the study at hand.

The interview schedule was developed and prepared in advance, although the order was decided to provide reliable and comparable data. The study made use

of face-to-face semi-structured interviews to interact with participants to get their input on the questions under study. Semi-structured interviews enabled the researcher to acquire information about principals' ideas, beliefs, opinions, views, and insights on their experiences (Creswell & Guetterman, 2019) of employing instructional leadership in mitigating challenges in overcrowded classrooms. The use of semi-structured interviews enables probes (Creswell & Guetterman, 2019). Probing allowed for exchanging ideas between the researcher and the participants while empowering the researcher to ask for more details and clarifications based on the participants' responses and permitting participants to orally express themselves (Naz et al., 2022).

Creswell & Guetterman (2019) indicated that "one-on-one interviews are considered for getting information from participants who are articulate, and who can share ideas comfortably". This was achieved with ease with principals as the head of the institution, as they are accustomed to speaking on behalf of the school. It was within reach of the goal that principals are the accounting officers of their schools; therefore, they are mostly informed about anything happening in the school.

The researchers further employed document analysis as a data generation method in addition to the use of semi-structured interviews in this study. Documents are viewed by Creswell & Guetterman (2019) as an unbendable part of the qualitative research approach. In the study, documents were requested on the day of the visit to the school. The following documents were provided by the principal: post-establishment of the school, school profile, and policy on job allocation or work distribution. In the study, the researcher evaluated who developed the policies, how policies were developed, what the purpose of the development of policies was, and the implementation of policies. The researchers also evaluated compliance with the implementation of policies and the benefits derived from policies. The researcher examined the duration of policies as to when they can be reviewed. This was done to respond to how the legislative framework supports team teaching.

4.4. Data Analysis

Thematic analysis was used as a method to analyze data. Data analysis involved reducing and organising the data, synthesizing, searching for significant patterns, and discovering (Ary, Razavieh, & Sorensen, 2006). Thematic analysis, a common method of analyzing qualitative data, was employed to analyze data from semi-structured interviews, and content analysis used to analyze data from document analysis (Leech & Onwuegbuzie, 2007) helped identify themes and patterns. The researcher used open coding to identify themes from raw data that was collected through semi-structured interviews and document analysis (Henning et al., 2013). The researcher coded and reduced data into categories. The collected raw data in the study was reduced by categorizing several statements under one core concept or category guided by research questions. The researcher then merged similar categories that formed the themes that are the basis of the discussion in the study.

The information drawn from this process was incorporated into the remainder of the research questions and the theoretical framework based on the use of similar words, phrases, and categories.

Content analysis is referred to by Cohen, Manion and Morrison (2007) as the process of reducing mass data into meaningful fragments to provide meaning from the collected documents. Cohen et al. (2007) further explain that content analysis entails scrupulously accurate analysis, evaluation and verification of the collected documents, thus eliciting meaning in responding to the research question. The researcher summarised findings from the collected data and compared these summaries to the body of the reviewed literature and the theoretical framework (Creswell & Creswell, 2018). In the final written report, as suggested by Creswell and Creswell (2018), when presenting and analysing data, the researcher used participants' direct responses to strengthen the findings that emerged from the data.

5. Ethical Consideration

Ethical issues in research relate to beliefs about what is wrong and what is right from a moral perspective in the conduct of research (McMillan & Schumacher, 2001). Codes of ethics are generated to control the interactions between the inquirer and the participants (Creswell & Creswell, 2018). Prior to conducting the study, the researcher applied for permission to conduct research from the Mpumalanga Department of Basic Education. Upon being granted permission, the researcher applied for ethical clearance from the Ethical Committee of the University of Pretoria before commencing with the fieldwork. The ethical clearance certificate was needed before going to schools to request participation. Informed consent was required from each participant, where written consent was granted to voluntarily participate in the research (Flick, 2009).

Participants' confidentiality and anonymity were always upheld. Names, ages, place, gender, and any other information that might reveal the identity of the participants were not released or recorded. Participants were assured of their rights to withdraw from the research if they did not want to continue. Participants were informed that their participation in the research was voluntary. Participants were also assured about their safety. There were unknown risks that might befall participants during the research.

The researcher in this study guaranteed honesty by acknowledging the source of the thoughts, ideas, and works of others (Walliman, 2011). The terminology that is used in the study is neutral (Walliman, 2011) as the researcher guarded against being patronizing or disparaging and avoided bias, stereotyping, discrimination, prejudice, intolerance, and discrimination (Walliman, 2011).

6. Findings

The findings are presented in three themes that emerged from the data, guided by the research questions and the theoretical framework, to comprehend instruc-

tional leadership practices using team-teaching as a management tool in overcrowded classrooms. Marzocchi, Druken and Brye (2021: p. 79) define team-teaching as "two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space".

The following research questions were asked: How can instructional leaders practice team-teaching for effective teaching and learning in primary schools? How does the legislative framework support instructional leadership in team-teaching in schools? How does the use of team-teaching lead to learner achievement? How does team-teaching contribute towards supporting learners with different learning capabilities? How can team-teaching be used to manage overcrowded classrooms? The themes that emerged from the data were: Team teaching perceptions/applications, Team teaching support, and Overcrowded classroom management through team teaching.

Theme 1: Team teaching perceptions/applications. Research questions: How can instructional leaders practice team-teaching for effective teaching and learning in primary schools? How does the use of team-teaching lead to learner achievement?

The findings revealed that instructional leaders understand the concept of team teaching. Team teaching is understood to be collaborative teaching of two or more teachers interacting to share ideas. The findings revealed that team teaching is practised in various ways depending on the situation that the school finds itself in. Team teaching can be practised between teachers sharing the subject but teaching different modules. It can be practised between teachers in the same grade and in the same phase. The following quotations from participants bear testimony.

School N: "*According to my definition, team teaching is collaborative teaching or teamwork where two or more teachers or educators exchange contact time with the same learner in the same grade. That is my understanding about team teaching*".

In addition to this:

School C: *Said*, "*Yes, to plan, instruct, and assess learners. So, the one that we use most is the one where we plan together with grades like grade fours. They plan together different subjects and even the foundation phase. They plan together, and they using they are using the same assessments for their learners. So, in that way, they are practicing team teaching*".

The study revealed that learners are likely to perform well under the tutelage of team teaching. The improved performance is attributed to learners receiving the best subject matter presented by team teachers. Learners will receive the best information as shall be given by team teachers. The availability of two teachers in the same educational setting will enable learners to receive individual attention and assistance according to their learning characteristics. Team teaching closes the content gap, as teachers have developed each other on the topic of interest. Novice teachers tap skills from the expert/veteran teachers.

School M: "*Learners are performing excellently because eh they are not taught*

by one person. Because in a subject, no one person can know everything in a topic, even if you know the content, but you can't present everything in a very, very good way, excellent way. So, with team teaching, different characters are brought into one content and then different techniques and tactics, methods, and methods and ways of dealing with problems experienced in different subjects".

Theme 2: Team teaching supports. Research questions: How does the legislative framework support instructional leadership in team-teaching in schools? How does team-teaching contribute towards supporting learners with different learning capabilities?

The study revealed that the legislative framework supports any endeavour that is directed to enhance learners' competencies in responding correctly to assessment. The following pieces of the legislative framework support team teaching in various ways (National Education Evaluation and Development Unit (NEEDU) of 2011, South African Schools Act 84 of 1996 section 16A, National Education Policy Act no. 27 of 1996, Employment of Educators Act 76 of 1998, the SIAS policy, and the White Paper 6). The South African Schools Act No 84 of 1996, as amended, section 16A requires that the principal, in undertaking the professional management of a public school as contemplated in section 16 (3), carry out duties which include, but are not limited to, the implementation of all the educational programmes and curriculum activities.

The Policy on the South African standard for principalship (DBE, 2015) requires the school principal to demonstrate leadership through participating in professional learning, encouraging the development of shared leadership, participation in decision-making, teambuilding and teamwork, and fostering the success of all learners and empowering staff to become instructional leaders who share the responsibility for achieving the mission, vision and goals.

National Education Evaluation and Development Unit Act of 2011 indicates that schools that work employ various strategies to enhance teaching and learning. These include subject splitting, inter-phase teaching, and joint planning but separate teaching.

The Screening, Identification, Assessment and Support (SIAS) policy framework is structured in such a way that it ensures that teachers and schools understand the support needs of all learners (DBE, 2014).

DBE (2001) requires schools to acknowledge that all children can learn and need support. This should be done through education structures, systems and learning methodologies to meet the needs of all learners. DBE (2001) requires that all schools to incorporate inclusivity in their daily teaching and learning to support learners with special educational needs.

The findings are supported by the following quotations from participants.

School C: "*Alluded that When, we check different policies, we can see that team teaching is, is supported. Because if you practice team teaching as a school or as teachers, you can see by the results that are produced by learners. The workshop that we attended, NEEDU, National Education Evaluation Development, supports*

team teaching a lot."

The findings revealed that diverse learners are supported through team teaching. Diversity of learners is referred to in the study as slow achievers, average achievers, and high achievers. Each group of achievers can be grouped together and given an activity that suits their capabilities. The presence of two teachers in a classroom ensures that any misconduct is detected earlier and given the necessary attention. Learners will receive the best information as shall be presented by team teachers.

School L: "*Ah, teachers will, will have the knowledge that whenever they prepare lessons, they are always focusing on the three types of learners that we have in the class. It will be your low-achieving, your average, and the high-achieving. So, their activities will always be geared in such a way that the three types of learners benefit. So in in our, in our school, we always encourage that a lesson plan should indicate that whenever you go to class, you will always have the three types of learners*".

Theme 3: Overcrowded classroom management through team teaching. Research question: How can team-teaching be used to manage overcrowded classrooms?

Team teaching is practised for various reasons, amongst others, teacher development on subject matter, capacitation on code of professional ethics, and improvement of learner performance, thus, to manage overcrowded classrooms. Team teaching can be the solution for problems posed by overcrowded classrooms. The presence of two teachers in a classroom ensures that any misconduct is detected earlier and given the necessary attention.

School C: "*Our classes say they are very big. Some of the classes are* 70 *in a class, and we use groups. Team teaching encourages us to use groups. We do station teaching where the strategy of station teaching allows each teacher to work with a small group of learners. And then we use differentiated lessons. We use one teach one assist*".

School E: "*Both of them are actively involved in the lesson. And then meanwhile, the educator is giving the instruction, the other educator can be able to maybe monitor the learners, whether they are able to follow the instructions, and some of the learners are unable to follow the instructions, they can intervene immediately*".

7. Discussions

The findings revealed that overcrowded classrooms are still a challenge, which would take years to be addressed. The principal, as he/she is accountable for the educational goals of learners, is required to act on challenges posed by overcrowding in schools. The major role of the principal is to ensure that the basic functionality of the school is implemented. This is in conjunction with the instructional leadership theory, which postulates that instructional leaders prioritize teaching and learning over other work-related matters (Weber, 1987). The theory is rele-

vant and appropriate for principals to focus on teaching and learning to improve learners' performance. The theory is modelled on six intertwined functions referred to as frameworks. The first framework indicates that principals should develop a vision, mission, and values for the school. The second framework indicates that principals should organize the instructional program with which the instructional leader will enhance learner performance (Weber, 1987). The third framework for the instructional leadership model, as postulated by Weber (1987), is the hiring, supervising, and evaluating of teachers. According to Weber (1987), protecting instructional time and programs is the fourth function of the instructional leadership model. The fifth function of the instructional leadership model is creating a climate for learning (Weber, 1987). The sixth framework for instructional leaders, according to Weber (1987), is monitoring achievement and evaluating programs.

The first three frameworks of Weber's instructional leadership model are the guiding principles of Theme 1, which is the development of school academic goals that would be directed by the vision, mission, and values; organization of the instructional program; and the hiring, supervising, and evaluating of teachers. Theme 1 of the study, which entails team teaching perceptions/applications. This involves the instructional leader doing situational analysis of the school. Acknowledging the presence of overcrowding and the challenges it poses. Develop strategies to ameliorate challenges with the purpose of achieving the school's academic goals. The achievement of school academic goals can be done by having qualified human resources and a directive program.

Theme 2: Team teaching supports is guided by Weber's instructional leadership model comprising frameworks 4 and 5, respectively (protecting instructional time and programs; creating a climate for learning). The instructional leader should establish conditions that foster the employment of team teaching. The instructional leader should further develop systems that enhance instructional time and protect the team-teaching program.

Theme 3: Overcrowded classroom management through team teaching is guided by the sixth framework, which entails monitoring achievement and evaluation of programs. The instructional leader should develop monitoring tools that will ensure the effectiveness of team teaching as a program that is employed to mitigate challenges posed by overcrowded classrooms.

The six interrelated frameworks provide guidelines for principals to focus on teaching and learning to improve learners' performance. Learners' performance can only be improved if all learners, irrespective of their learning capabilities, are supported to achieve the best. The principal is responsible for organizing the instructional program by putting policies and procedures in place. If there are disturbances in the provision of quality educational teaching and learning, the instructional leaders should intervene and develop mitigation strategies.

Overcrowding is revealed by the study as the major disturbance to quality education. The instructional leader should address the challenges posed by over-

crowded classrooms. The study revealed that team teaching could be the solution to address the challenges encountered in an overcrowded classroom. Team teaching involves two teachers placed in one educational setting to oversee the educational benefits of all learners. Team teaching enables educators involved in the learning of kids to curb any irregularity that could interfere with the educational program. The presence of two teachers would share planning, implementation, monitoring, assessment, evaluation, analysis, and reporting of educational programs.

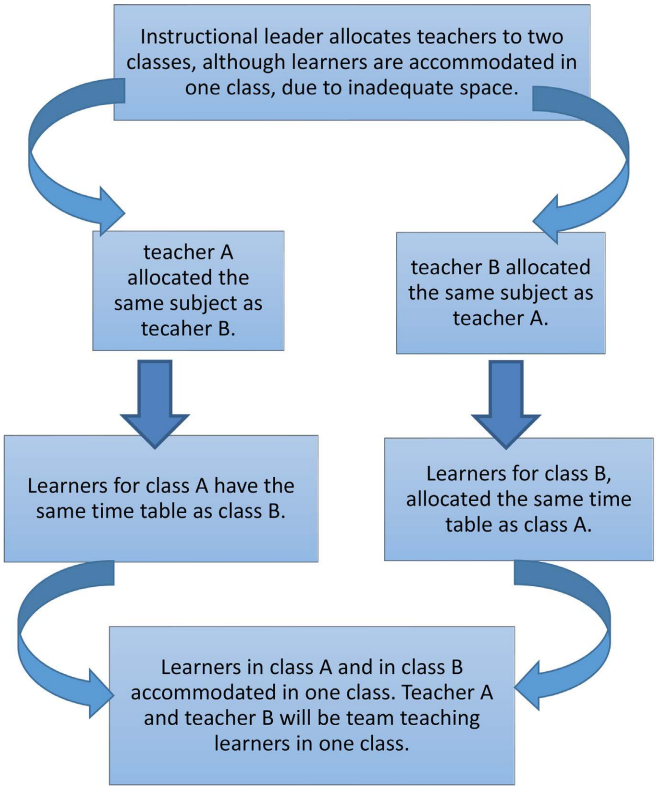


Figure 1. The team-teaching model, as contemplated by the researcher referred to as the twin teaching model.

Instructional leadership plays a vital role in the successful implementation of the team-teaching model (**Figure 1**), as it provides the vision, guidance, support and coordination needed to promote effective collaboration among teachers. Through strong instructional leadership, school leaders create an environment that encourages shared responsibility, professional learning, joint planning and the exchange of teaching strategies (Akomodi, 2025). In a team-teaching model, teachers work collaboratively to plan lessons, deliver instruction, assess learners and reflect on teaching practices to improve learning outcomes. Instructional leaders facilitate this process by ensuring that teachers have clear roles, adequate resources, opportunities for professional development and a shared understanding of curriculum goals. Furthermore, effective instructional leadership fosters trust, accountability and open communication among teaching teams, enabling

teachers to combine their knowledge, skills and expertise to address diverse learner needs. Therefore, instructional leadership provides the foundation for the effective implementation and sustainability of the team-teaching model, ultimately contributing to improved teaching practices and enhanced learner achievement. The team-teaching model above (**Figure 1**) clarifies how instructional leadership is practiced in a team-teaching environment.

It is recommended that the instructional leader employ team teaching as an approach to address the challenges in overcrowded classrooms. Where there are more learners accommodated in a classroom than it can carry, the instructional leader should divide the number of learners by the availability of the educator's post. The instructional leader should place learners of the same grade in the same classroom. As there should be one classroom accommodating learners who can be accommodated in two classrooms, then the instructional leader should allocate two teachers to the same classroom. The two teachers should resume the role of team teaching. For example, if there are 80 learners accommodated in one classroom instead of two, then the teacher in another classroom should be placed in the classroom that has learners. There should be two teachers for two classes; however, accommodated in one class due to the shortage of classrooms. If there are 80 learners, these learners require to be accommodated in two classrooms. The classes will be marked as class A and class B. The instructional leader allocates subjects to teachers in both class A and class B. Due to the unavailability of classrooms, learners in class B will be accommodated in class A. Teachers who are allocated to teach class B will be placed in class A for their duties. The two teachers should embark on team teaching. The instructional leader should distribute duties in a way that whenever there is a mathematics period in class A, there should also be a mathematics period in class B. The timetable of class A should be like that of class B, such that it will be easier for a mathematics teacher in class B to move to class A.

The twin teaching model would enable teaching and learning to be easier during the implementation of Mother Tongue-based Bilingual Education (MTbBE) as directed by the Department of Basic Education (DBE, 2024). This would be easy to code-switch to the mother tongue taught at the school. The twin teaching model enhances the rate of comprehension during Mother Tongue-based Bilingual Education.

8. Conclusion

It is concluded that overcrowding in schools is a challenge that is not going to be addressed soon. Overcrowding is negatively affecting the provision of quality educational teaching and learning. There are numerous antics done by learners in an overcrowded classroom, such as teasing, noise making, paper throwing, improper sitting arrangements, and cheating during assessments. The principal, as an instructional leader, should employ team teaching in the form of a twin teaching model as a strategy to ameliorate the challenges posed by overcrowded class-

rooms. The practice of twin teaching, where two teachers are placed in one educational setting and oversee teaching and learning, will possibly curb the challenges posed by overcrowded classrooms. Twin teaching could be the solution to overcrowded classrooms.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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