

## THE IMPACT OF CLASS SIZE ON ACADEMIC PERFORMANCE: UNDERSTANDING THE CAUSE AND EFFECT AMONG LEARNERS

*by:*

**Mc Ronn C. Bugay**

*Teacher III, Lalawigan Elementary School*

Class size has been a topic of ongoing debate in the field of education, with educators, policymakers, and researchers exploring its impact on students' academic performance. The question of whether class size directly influences learning outcomes has significant implications for educational policy and classroom management. This article aims to examine the cause-and-effect relationship between class size and academic performance among learners, shedding light on the factors that influence this complex relationship.

The number of pupils in a classroom with just one teacher is referred to as the class size. The teacher-to-student ratio is lower in smaller courses and higher in bigger ones. The impact of class size on academic performance has been a subject of extensive research, seeking to understand how this factor affects students' learning experiences and achievements.

One of the primary causes behind the class size effect on academic performance lies in the level of teacher-student interaction and engagement. Smaller class sizes allow professors to focus on each student individually, pinpoint their areas of strength and weakness, and deliver prompt feedback. This personalized approach fosters a supportive learning environment, where students feel valued and motivated to excel academically. In contrast, larger classes may limit the teacher's ability to cater to each student's needs, potentially hindering academic progress.

Class size also influences classroom management and discipline. In smaller classes, teachers can maintain better control over the learning environment, minimizing disruptions and creating a conducive space for learning. On the other hand, larger classes may present challenges in maintaining order and discipline, which can affect the overall learning experience and academic performance.

Research studies have shown mixed results regarding the direct impact of class size on academic achievement. Some studies suggest that smaller class sizes lead to improved academic performance, particularly in early grades and for students with specific learning needs. Smaller classes allow for more focused instruction, increased student participation, and deeper understanding of subject matter. However, other studies have found that the effect of class size on academic achievement diminishes when other factors, such as teacher quality and instructional practices, are taken into account.

Class size can also influence students' social and emotional well-being. In smaller classes, students may develop stronger bonds with their peers and teachers, fostering a sense of belonging and support. This positive social environment can positively impact students' motivation, confidence, and willingness to participate in class activities. In contrast, larger classes may lead to feelings of anonymity and isolation, potentially affecting students' emotional well-being and engagement in learning.

There is a complicated and multifaceted relationship between student academic achievement and class size. While smaller class sizes may offer benefits such as increased teacher-student interaction, improved classroom management, and enhanced social and emotional well-being, their direct impact on academic achievement remains a subject of ongoing research and debate. Other variables, such as teacher quality, instructional practices, and curriculum design, also play significant roles in shaping students' learning experiences and outcomes.

As educators and policymakers seek to optimize classroom environments for enhanced learning, it is essential to consider class size as one of several factors that contribute to academic performance. Striking a balance between class size and other educational considerations can lead to more effective teaching and learning experiences for students. Moreover, investing in professional development for teachers, utilizing innovative instructional strategies, and providing targeted support for students with diverse needs are essential components of an effective educational approach that ensures academic success, regardless of class size.

## *References:*

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