

## Effects of Class Size on Academic Performance in the South Africa Institutions of Higher Learning

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### Abstract

The central aim of this article is to determine the effects of Class Size (CS) on academic performance in Higher Education Institutions (HEIs). This article argues that the quality of education is not merely reliant on lecturers, as revealed in the duties or responsibilities performance, but also on other associates like the number of students being lectured in a class and the quantity of work as measured in lessons taught by one lecturer per day, week, month, and year both of which stimulate effectiveness and improvements of learning outcomes. The article acknowledges that lecturers are significant in the quality or excellence of higher education. It is further acknowledging that they are key players in improving student learning and increasing performance. Despite this, the development of higher education enrolment in several countries, including South Africa, Swaziland, Kenya, has steered to various continuing shortages such as classroom due to high volume, inadequate technological and laboratory facilities. To realise the outcome of this article, author(s) formulated the following research question to guide the study: How does class size affect learners' performance and achievement. The article also adopted one of the motivational theory called Maslow's Hierarchy of Needs by Abraham Maslow (1943) to argue that learners' academic performance is influenced by many needs such as physiological, safety needs, loving and belonging, esteem and self-actualization Needs. Finally, this is a quantitative study and supplement by secondary data. The results of the study general indicate that classroom size with high capacity negatively affect interaction and participation between student-lecturer. The study concludes by providing recommendation that universities should build new infrastructures to cover the growing needs.

**Keywords:** Classroom sizes, academic performance, humanism perspective.

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