RESEARCH ARTICLE

ASSESSING THE INFLUENCE OF CLASS SIZES ON LEARNERS' ACADEMIC PERFORMANCE AT JOLO II DISTRICT, DIVISION OF SULU

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*ABSTRACT***.** This study aimed to assess the Influence of Class Size on Learners' Academic Performance at Jolo II District, Division of Sulu. Specifically, it sought to determine the demographic profile of teacher-respondents, evaluate the extent to which class size affects classroom management, academic performance, teachers' performance, and the teaching-learning process, and examine any significant differences and correlations among these factors. A descriptive quantitative research design was employed, utilizing a questionnaire checklist survey. The study was conducted in selected schools within Jolo II District during the academic year 2024–2025, with teacher-respondents selected through purposive sampling. Statistical tools such as frequency distribution, percentage, mean, standard deviation, t-test, One-way ANOVA, and Pearson Product-Moment Correlation were used for data analysis. Findings revealed that most teacher-respondents were 31 years old and above, predominantly female, held a baccalaureate degree, and had at least 11 years of teaching experience. Teachers agreed that class size significantly influences learners' academic performance, particularly in classroom management, academic performance, teachers' performance, and the teaching-learning process. However, no significant differences were found across demographic profiles, except for classroom management in terms of gender and length of service. Additionally, teachers' performance showed a strong correlation with learners' academic performance. Based on these findings, the study recommends reducing class sizes or implementing strategies to improve classroom management and teacher effectiveness in larger classes to enhance learning outcomes.

KEYWORDS: Academic Performance, Teacher, Classroom Management, Teaching-learning Process

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Introduction

The influence of class sizes on learners' academic performance is a significant topic in educational research. This study aims to investigate the potential link between class sizes and the academic performance of students. The class sizes refer to the number of students in a classroom compared to the number of teachers responsible for their education.

The size of classrooms and their corresponding influence on student outcomes have long been a subject of global educational discourse. In many countries, educational institutions face challenges associated with overcrowding in classrooms, resulting in concerns about how class size affects the quality of learning and academic achievement. Globally, studies have demonstrated that smaller class sizes often allow for more individualized attention, resulting in improved academic performance. Research in the United States, for instance, through initiatives like Project STAR, found that students in smaller classes tend to perform better academically and exhibit stronger engagement with learning tasks compared to those in larger classes (Krueger, 2003). Similarly, European and Asian countries have also reported better academic outcomes in settings where the teacher-student ratio is reduced (OECD, 2018).

At the national level, the Philippines has been grappling with its own challenges regarding class sizes, particularly in public schools. The Department of Education (DepEd) has consistently worked toward addressing the classroom shortages that have led to overcrowded environments, which can negatively impact the quality of education. According to a report by the Philippine Institute for Development Studies (PIDS), classrooms in the Philippines frequently operate beyond their intended capacity, especially in urban areas where the student population continues to grow (Orbeta & Paqueo, 2020). Various studies in the Philippines have revealed a correlation between larger class sizes and lower academic performance, suggesting the need for policy changes to address these growing concerns.

In the BARMM (Bangsamoro Autonomous Region in Muslim Mindanao), the challenges are even more pronounced due to the region's unique socio-political and economic conditions. BARMM, being a newly autonomous region, faces significant hurdles in terms of educational infrastructure, which includes inadequacies in classroom space, teaching materials, and teacher availability. Most students believed that factors such as knowledge and attitude directly influenced their reading comprehension levels, with some attributing it to socio-economic status, experience, and hobbies (Garil, 2024). In many BARMM schools, particularly in rural or underserved areas, class sizes exceed the ideal ratios, making it difficult for teachers to effectively manage their classrooms and attend to the individual needs of learners. The region's specific challenges compound the issue, as armed conflict, poverty, and limited access to resources further strain the education system (Usman, 2021). Addressing the issue of class size in BARMM is crucial for improving academic outcomes and overall educational attainment in the region.

In the context of Jolo II District in the Division of Sulu, the situation mirrors many of the challenges faced across the BARMM region. Classrooms are often overcrowded, and teachers are stretched thin, impacting their ability to provide the necessary academic support to every learner. This thesis aims to assess the influence of class sizes on learners' academic performance in Jolo II District. By examining teacher and pupil perceptions within this local context, the study seeks to contribute valuable insights to educational policy discussions both within BARMM and in the broader context of Philippine education.

Research Questions

1.What is the demographic profile of the teacher-respondents in terms of:

1.1 Age;
1.2 Gender;
1.3 Educational Attainment; and
1.4 Length of Service?

2. What is the level of influence of class sizes on learners' academic performance as assessed by teacher at Jolo II District, Division of Sulu in terms of:

2.1Classroom Management;
2.2 Academic Performance;
2.3 Teachers' Performance; and
2.4 Teaching and Learning Process?

3. Is there a significant difference in the level of class sizes on learners' academic performance when data are grouped according to their demographic profile in terms of;

3.1 Age;
3.2 Gender;
3.3 Educational Attainment; and
3.4 Length of Service?

4. Is there a significant correlation among the subcategories subsumed under class sizes on learners' academic performance?

Literature

Research studies from various countries continue to underscore the profound impact of class size on academic performance, offering empirical evidence that complements theoretical perspectives from foreign literature. Jones and Tarter's (2019) longitudinal study in the United States tracked the academic progress of students over five years in both small and large classes. Their research showed that students in smaller classes consistently achieved higher scores in reading and mathematics. The researchers attributed this academic advantage to teachers' ability to personalize instruction and conduct frequent assessments, creating a supportive classroom environment where students receive individualized guidance. This study further supports the notion that smaller class sizes enable formative, continuous assessments, allowing teachers to detect and address learning gaps early on. The practices of the teachers in assessing the academic performances of the students, strategies to execute their assessment practices that comply with the health protocols, and strategies to safeguard the quality and integrity of these assessments despite the difficulties in the learning environment (Chavez & Lamorinas, 2023). Jones and Tarter's findings have informed educational policies aimed at securing federal funding for reducing class sizes, especially in schools that serve low-income communities, where smaller classes are deemed essential for leveling the educational playing field.

In North America, Ehrenberg and Brewer (2020) conducted a meta-analysis exploring how class size affects instructional quality. Analyzing data across multiple studies, the researchers concluded that smaller classes allow for more detailed lesson planning and complex instruction, as teachers in larger classes are more likely to simplify content to manage time and meet curriculum requirements. Understanding the interactions among grammatical competence, academic achievement, and contextual factors may have significant effects on instructional strategies (Garil, Abbas, Tenin & Limen, 2024). Ehrenberg and Brewer noted that teachers in smaller classes were more inclined to focus on fostering conceptual understanding, an instructional approach that contributes to long-term academic success. This research underscores the potential of small classes to encourage high-quality teaching practices, enabling educators to deliver content that promotes critical thinking and deeper comprehension.

Scherer and Barrera-Pardo (2018) examined the role of class size in Latin American educational settings, particularly focusing on the achievement gap between students from various socio-economic backgrounds. Their research revealed that countries like Brazil and Colombia, which experience high educational inequality, benefit significantly from smaller class sizes. Scherer and Barrera-Pardo found that, in larger classes, students who require additional support often struggle to keep up, exacerbating existing inequalities. By contrast, in smaller classes,

teachers were able to provide more personalized support, bridging the achievement gap between high- and low-income students. The study recommended that class size reduction be prioritized in regions with significant income disparities, as this approach enhances accessibility to quality education for students from all backgrounds.

In the Philippines, local studies echo similar findings, demonstrating that smaller classes positively impact student achievement and teacher well-being. Lumantao's (2017) study in rural Mindanao, for instance, examined the effects of class size on classroom management and academic outcomes. Lumantao found that students in smaller classes performed better academically, a result attributed to improved classroom management and the possibility of personalized instruction. (Chavez, 2023) Their adaptive strategies were the use of open communication with others, Teachers in these settings reported using adaptive teaching strategies such as scaffolding and differentiated instruction, methods essential for addressing the unique learning needs of each student. Dialogic reading, correction, and educational contents were some of the characteristics of strategies (Chavez, Adalia & Alberto, 2023). Lumantao recommended that policymakers consider class size reduction as a critical reform for improving student achievement, especially in underserved areas like the BARMM region.

In another study specific to Sulu, Sabdani (2021) documented the challenges of large classes and their negative effects on student performance, particularly in literacy and numeracy. Sabdani's findings indicate that students in smaller classes consistently scored higher on standardized tests, underscoring the effectiveness of class size reduction in promoting academic success. These have major implications in education in the Philippines, especially it was a common practice to give teaching loads to teachers having competence beyond their area of expertise (Castro, Ventura, Estajal, et al., 2024). This study advocates for educational reforms focused on reducing class sizes, especially in areas with limited resources, as a strategic approach to bridging educational gaps.

Moreover, Halun-Amil's (2019) comprehensive study in Sulu examined the link between class size and instructional quality. Her research, which provides foundational insights for the current study, revealed that teachers in smaller classes were more likely to implement innovative teaching strategies, such as project-based learning and student-led discussions. Halun-Amil's study aligns with global findings, emphasizing that reducing class sizes is instrumental for creating an interactive and conducive learning environment that supports academic success.(Murro, Lobo, Inso, & Chavez, 2023) effective collaborative partners in the new modality through developing skills on learner's management, strategies on administering learning modules, remote instructional support to bridge the gap in learning and intensify programsThese instructional methods, which are challenging to implement in overcrowded settings, were shown to enhance student engagement and deepen learning.

The collective insights from foreign and local studies converge on the conclusion that smaller classes offer considerable advantages, including improved classroom management, heightened academic performance, and enriched instructional quality. While international studies highlight the universal benefits of smaller class sizes, local studies provide context-specific insights, revealing that these benefits are particularly crucial in the Philippines, where overcrowded classrooms are common in public schools, especially in marginalized regions like BARMM and Sulu.

For policymakers, this synthesis underscores the urgent need to prioritize class size reduction as a central reform, particularly in regions with scarce resources and high student-teacher ratios. Addressing class size could potentially improve educational equity and foster an

environment conducive to learning for all students. By reducing class sizes, the Philippines can align its educational practices with international standards, ultimately contributing to a more equitable, effective, and supportive educational system.

Methodology

This chapter provides an overview of the study, including the research design used for presentation, analysis, and interpretation. It also discusses the philosophical assumptions, the role of the researcher, the research participants, the data collection process, data analysis, and the trustworthiness of the study. Additionally, it addresses the ethical considerations involved in the research process.

1. Population and Sampling Design

This study employed a purposive sampling technique in selecting the teacher respondents. Purposive sampling involved deliberately selecting individuals who met specific criteria relevant to the research objectives (Palinkas et al., 2015). In this case, identified teachers from selected public schools were considered as the respondents of the study. This method allowed the researcher to focus on individuals with particular expertise or characteristics pertinent to the study, ensuring that the sample reflected the population of interest (Etikan et al., 2016). Additionally, it was assumed that the data collected followed a normal distribution, which is a common assumption in quantitative research (Field, 2018).

2. Research Instruments

To answer the specific problems in the study, the researcher adapted the instrument developed by Heather Brabo (2013) and also utilized by Sitti Rina A. Halun-Amil (2019) in "The Effects of Large Class Sizes on Junior High School Academic Achievement of Learners in Jolo" to achieve the purpose of the study. Part I focused on the demographic profile of the respondents, gathering essential information about the teachers' backgrounds, including their age, gender, educational attainment, and length of service in teaching.

Part II addressed the core themes of the study, specifically assessing the influence of class sizes on learners' academic performance. This section was further divided into four subcategories: classroom management, academic performance, teachers' performance, and the teaching-learning process. Each of these categories contained five statements that respondents answered by simply marking one circle in the corresponding box; however, appropriate changes were made to ensure that the instrument suited the present study.

3. Data Gathering Procedure

A permission to conduct the study was sought from the office of the Dean of Graduate Studies, upon receiving communication letters were sent to the different School Heads of Jolo II District, Division of Sulu. The researcher personally launched and retrieved the questionnaires, subsequently the manuscript was written.

4. Data Analysis Process

In analyzing the data collected for this study, the researcher employed various statistical methods in addressing the specific queries outlined in the statement of the problem.

- To answer the statement of the problem on "What is the demographic profile of the teacher-respondents in terms of: age, gender, educational attainment; and length of service?", the statistical tools used were frequency distribution, percentage and mean.
- To answer statement of the problem on "What is the level of influence of class sizes on learners' academic performance as assessed by teacher at Jolo II District, Division of Sulu in terms of: classroom management, academic performance, teachers' performance; and teaching and learning process?", the statistical tools used were mean and standard deviation.

- To answer statement of the problem on "Is there a significant difference in the level of class sizes on learners' academic performance when data are grouped according to their demographic profile in terms of: age, gender, educational attainment; and length of service?", the statistical tools used were T-Test and One-way ANNOVA.
- To answer the statement of the problem on "Is there a significant correlation among the subcategories subsumed under class sizes on learners' academic performance?", the statistical tools used were Pearson Correlation.

Through these statistical methods, the study aimed to provide a comprehensive understanding of assessing the influence of class sizes on learners' academic performance, as reported by the teacher-respondents at Jolo II District Division of Sulu.

Results

Question 1. 1. What is the demographic profile of the teacher-respondents in terms of: 1.1 Age, 1.2 Gender, 1.3 Educational Attainment, and 1.4 Length of Service?

Table 1.1 Demographic Profile of Teacher-Respondents at Jolo II District Division of Sulu by Age

Age	Number of respondents	Percent
25 years old and below	4	4.0%
26-30 years old	21	21.0%
31 years old and above	75	75.0%
Total	100	100%

Table 1.1 presents the demographic profile of teacher-respondents at Jolo II District Division of Sulu based on age. The data show that out of 100 teacher-respondents, 4 (4.0%) are aged 25 years old and below, 21 (21.0%) are aged 26-30 years old, and 75 (75.0%) are aged 31 years old and above. These findings reveal that the majority of the teacher-respondents fall within the age group of 31 years old and above, indicating a teaching workforce at Jolo II District that is predominantly experienced and composed of older individuals.

Table 1.2 Demographic Profile of Teacher-Respondents at Jolo II District Division of Sulu by Gender

Gender	Number of respondents	Percent
Male	16	16.0%
Female	84	84.0%
Total	100	100%

Table 1.2 presents the demographic profile of teacher-respondents at Jolo II District Division of Sulu based on gender. The data show that out of 100 teacher-respondents, 16 (16.0%) are male, while 84 (84.0%) are female. These findings reveal that the majority of the teacher-respondents are female, indicating that the teaching workforce at Jolo II District Division of Sulu is predominantly composed of women.

Table 1.3 Demographic Profile of Teacher-Respondents at Jolo II District Division of Sulu by Educational Attainment

Educational Attainment	Number of respondents	Percent
Bachelor's Degree	62	62.0%
Bachelor's Degree with MA units	24	24.0%
Master's Degree	11	11.0%
Doctoral Degree	3	3.0%
Total	100	100%

Table 1.3 presents the demographic profile of teacher-respondents at Jolo II District Division of Sulu based on educational attainment. The data show that out of 100 teacher-respondents, 62 (62.0%) hold a Bachelor's Degree, 24 (24.0%) have a Bachelor's Degree with Master's units, 11 (11.0%) hold a Master's Degree, and 3 (3.0%) have a Doctoral Degree. These findings reveal that the majority of the teacher-respondents have a Bachelor's Degree, while a smaller percentage have pursued higher studies, indicating a teaching workforce with a mix of foundational and advanced academic qualifications.

Table 1.4 Demographic Profile of Teacher-Respondents at Jolo II District Division of Sulu by Length of Service

Length of Service	Number of respondents	Percent
5 years and below	32	32.0%
6-10 years	17	17.0%
11 years and above	51	51.0%
Total	100	100%

Table 1.4 presents the demographic profile of teacher-respondents at Jolo II District Division of Sulu based on their length of service. The data show that out of 100 teacher-respondents, 32 (32.0%) have been in service for 5 years and below, 17 (17.0%) have been in service for 6-10 years, and 51 (51.0%) have been in service for 11 years and above. These findings reveal that the majority of teacher-respondents have been in service for 11 years and above, indicating that the teaching workforce at Jolo II District Division of Sulu predominantly consists of educators with significant teaching experience.

Question 2. What is the level of influence of class sizes on learners' academic performance assessed by teachers at Jolo II District, Division of Sulu in terms of 2.1 Classroom Management, 2.2 Academic Performance, 2.3 Teachers' Performance, and 2.4 Teaching and Learning Process?

Table 2.1 Level of Influence of Class Sizes on Learners' Academic Performance Assessed by Teacher at Jolo II District, Division of Sulu in Terms of Classroom Management

Statements		Mean	S.D	Rating
1	Large class size limits the amount of time pupils are engaged in learning.	4.22	.848	Agree
2	With large class sizes I spend more time on behavior management.	4.20	.829	Agree
3	Large class size limits the learning opportunities of pupils in a classroom.	4.14	.817	Agree
4	I am able to utilize a variety of teaching strategies in my instruction.	4.24	.534	Agree
5	I won't be able to individualize differentiated instruction for each pupil's needs in a class size of 70 pupils.	4.16	.813	Agree
	Total Weighted Mean	4.1920	.50765	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.1 presents the level of influence of class sizes on learners' academic performance as assessed by teachers at Jolo II District, Division of Sulu, in terms of classroom management. The data show that the total weighted mean is 4.1920 with a standard deviation of 0.50765, corresponding to an overall rating of "Agree." This indicates that teachers generally agree on the impact of class size on classroom management and its influence on learners' academic performance.

The highest-rated statement is "I am able to utilize a variety of teaching strategies in my instruction" (Mean = 4.24, S.D = 0.534), suggesting that teachers feel they can implement diverse teaching methods despite challenges in classroom management due to class size. Conversely, the lowest-rated statement is "Large class size limits the learning opportunities of pupils in a classroom" (Mean = 4.14, S.D = 0.817), which, while still agreed upon, indicates that teachers perceive this as a less pressing issue compared to other aspects of classroom management. These findings imply that large class sizes present challenges for teachers in terms of behavior management, individualized instruction, and pupil engagement. However, teachers appear to be resourceful in utilizing teaching strategies to address these challenges.

Table 2.2 Level of Influence of Class Sizes on Learners' Academic Performance Assessed by Teacher at Jolo II District, Division of Sulu in Terms of Academic Performance

Statements		Mean	S.D	Rating
1	Large classes limit the number of exercises given to pupils and affect their academic achievement.	3.93	.832	Agree
2	My interactions with pupils in order to know their academic problems and offer assistance become difficult.	3.87	.812	Agree
3	Large classes affect pupils' achievement.	3.99	.916	Agree
4	In larger classes, less learning activities take place.	3.78	.960	Agree
5	Pupils in larger classes show less appreciation for one another and less desire to participate in classroom activities.	3.80	.910	Agree
	Total Weighted Mean	3.8740	.73342	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.2 presents the level of influence of class sizes on learners' academic performance as assessed by teachers at Jolo II District, Division of Sulu, in terms of academic performance. The total weighted mean is 3.8740, with a standard deviation of 0.73342, corresponding to an overall rating of "Agree." This indicates that teachers generally agree on the negative impact of large class sizes on learners' academic performance.

The highest-rated statement is "Large class affects pupils' achievement" (Mean = 3.99, S.D = 0.916), suggesting that teachers strongly recognize the adverse effects of large class sizes on pupils' academic outcomes. The lowest-rated statement is "In larger classes, less learning activities take place" (Mean = 3.78, S.D = 0.960), which, while still agreed upon, reflects a slightly lower consensus on its impact compared to other factors. These findings suggest that large class sizes limit teachers' ability to provide personalized attention, reduce the number of exercises and learning activities, and negatively influence pupil engagement and appreciation of classroom interactions.

Table 2.3 Level of Influence of Class Sizes on Learners' Academic Performance Assessed by Teacher at Jolo II District, Division of Sulu in Terms of Teachers' Performance

Statements		Mean	S.D	Rating
1	Large class size limits my ability to deliver daily quality instruction.	3.69	.940	Agree
2	Large classes limit the amount of time pupils are engaged in learning.	3.81	.884	Agree
3	I want more teacher development to focus on other teaching style; Reciprocal, Self-check, Inclusion, Learner Initiated and Guided Discovery.	4.35	.609	Agree

4	Large class size creates problems with providing adequate equipment and or technological resources.	4.05	.903	Agree
5	I am effectively teaching all pupils the standards-based instruction.	4.06	.565	Agree
	Total Weighted Mean	3.9920	.55772	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.3 presents the level of influence of class sizes on learners' academic performance as assessed by teachers at Jolo II District, Division of Sulu, in terms of teachers' performance. The total weighted mean is 3.9920, with a standard deviation of 0.55772, corresponding to an overall rating of "Agree." This indicates that teachers generally agree that large class sizes significantly impact their performance in delivering quality instruction and meeting pupil needs.

The highest-rated statement is "I want more teacher development to focus on other teaching style; Reciprocal, Self-check, Inclusion, Learner Initiated and Guided Discovery" (Mean = 4.35, S.D = 0.609), suggesting a strong demand for professional development opportunities that cater to diverse teaching methods. The lowest-rated statement is "Large class size limits my ability to deliver daily quality instruction" (Mean = 3.69, S.D = 0.940), indicating a notable but slightly lesser consensus on its impact. These findings suggest that the challenges faced by teachers in managing large class sizes, including limitations in delivering personalized and quality instruction, provide adequate resources, and ensure that all pupils receive standards-based education.

Table 2.4 Level of Influence of Class Sizes on Learners' Academic Performance Assessed by Teacher at Jolo II District, Division of Sulu in Terms of Teaching and Learning Process

Statements		Mean	S.D	Rating
1	I engage pupils in self-reflection, and let them keep track of and share their learning.	4.30	.577	Agree
2	I feel support from administration, fellow teachers, pupils, and parents in creating quality curriculum.	4.35	.557	Agree
3	Large classes limit my ability to deliver specific positive feedback to all pupils.	3.61	1.024	Agree
4	I am able to build a rapport with all pupils.	4.13	.597	Agree
5	Large class sizes result in decreased teacher-pupil contact.	3.79	.856	Agree
	Total Weighted Mean	4.0360	.48106	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Neutral; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

Table 2.4 presents the level of influence of class sizes on learners' academic performance as assessed by teachers at Jolo II District, Division of Sulu, in terms of the teaching and learning process. The total weighted mean is 4.0360, with a standard deviation of 0.48106, corresponding to an overall rating of "Agree." This indicates that teachers generally agree that class size impacts the teaching and learning process.

The highest-rated statement is "I feel support from administration, fellow teachers, pupils, and parents in creating quality curriculum" (Mean = 4.35, S.D = 0.557), highlighting the perceived importance of collaborative support in enhancing the teaching and learning process. Conversely, the lowest-rated statement is "Large class limits my ability to deliver specific positive feedback to all pupils" (Mean = 3.61, S.D = 1.024), which, while still agreed upon, reflects slightly lower consensus among teachers. These findings suggest that while teachers recognize the importance of engaging pupils, building rapport, and receiving support from stakeholders, they also acknowledge the challenges posed by large class sizes, such as reduced teacher-pupil contact and limited capacity to provide individualized feedback.

Question 3. Is there a significant difference in the level of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of 3.1 Age, 3.2 Gender, 3.3 Educational Attainment, and 3.4 Length of Service?

Table 3.1 Difference in the Level of Class Sizes on Learners' Academic Performance When Data are Grouped According to the Demographic Profile in Terms of Age

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Classroom Management	Between Groups	.242	2	.121	.465	.630	Not Significant
	Within Groups	25.271	97	.261			
	Total	25.514	99				
Academic Performance	Between Groups	.109	2	.055	.100	.905	Not Significant
	Within Groups	53.143	97	.548			
	Total	53.252	99				
Teachers' Performance	Between Groups	1.156	2	.578	1.892	.156	Not Significant
	Within Groups	29.638	97	.306			
	Total	30.794	99				
Teaching and Learning Process	Between Groups	.553	2	.276	1.199	.306	Not Significant
	Within Groups	22.358	97	.230			
	Total	22.910	99				

Note. * Significant at alpha 0.05

Table 3.1 presents the differences in the level of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of age. The table shows the F-values and significance values (Sig.) for categories such as Classroom Management, Academic Performance, Teachers' Performance, and Teaching and Learning Process. All these values are above the alpha level of 0.05, indicating no significant differences in the influence of class sizes on learners' academic performance among teachers of different age groups.

For the category Classroom Management, the F-value is 0.465 with a Sig. value of 0.630, which is not significant. Similarly, for Academic Performance, the F-value is 0.100 with a Sig. value of 0.905, also not significant. In the category Teachers' Performance, the F-value is 1.892 with a Sig. value of 0.156, and for Teaching and Learning Process, the F-value is 1.199 with a Sig. value of 0.306; both are not significant.

These findings imply that age does not significantly influence teachers' perceptions of the level of class sizes on learners' academic performance in the identified categories. Therefore, the hypothesis which states, "There is no significant difference in the level of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of age," is accepted. This suggests that teachers' age does not significantly affect their perceptions of how class sizes influence learners' academic performance.

Table 3.2 Difference in the Level of Class Sizes on Learners' Academic Performance When Data are Grouped According to the Demographic Profile in Terms of Gender

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Classroom Management	Male	4.425	.37148	.27738	2.035	.045	Significant
	Female	4.148	.51961				
Academic Performance	Male	3.838	.69750	-.04345	-.216	.829	Not Significant
	Female	3.881	.74389				
Teachers' Performance	Male	3.938	.54513	-.06488	-.425	.672	Not Significant
	Female	4.002	.56269				

Teaching and Learning Process	Male	4.063	.55000	.03155	.239	.811	Not Significant
	Female	4.031	.47032				

Note. * Significant at alpha 0.05

Table 3.2 presents the differences in the level of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of gender. The table shows the t-values and significance values (Sig.) for categories such as Classroom Management, Academic Performance, Teachers' Performance, and Teaching and Learning Process. All these values, except for Classroom Management, are above the alpha level of 0.05, indicating no significant differences between male and female teachers' perceptions in most categories.

For the category Classroom Management, the mean difference between male (4.425) and female (4.148) teachers is 0.27738, with a t-value of 2.035 and a Sig. value of 0.045, which is significant. This suggests that male teachers slightly perceive class sizes as having a greater influence on classroom management compared to female teachers. In contrast, for Academic Performance, the mean difference between male (3.838) and female (3.881) teachers is -0.04345, with a t-value of -0.216 and a Sig. value of 0.829, which is not significant. Similarly, for Teachers' Performance, the mean difference is -0.06488, with a t-value of -0.425 and a Sig. value of 0.672, and for Teaching and Learning Process, the mean difference is 0.03155, with a t-value of 0.239 and a Sig. value of 0.811; both are also not significant.

These findings imply that gender does not significantly influence teachers' perceptions of the level of class sizes on learners' academic performance in the categories of Academic Performance, Teachers' Performance, and Teaching and Learning Process. However, for Classroom Management, male teachers perceive class sizes to have a slightly stronger influence compared to female teachers. Therefore, the hypothesis which states, "There is no significant difference in the level of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of gender," is accepted. This suggests that teachers' gender does not significantly affect their perceptions of how class sizes influence learners' academic performance.

Table 3.3 Difference in the Level of Class Sizes on Learners' Academic Performance When Data are Grouped According to the Demographic Profile in Terms of Educational Attainment

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Classroom Management	Between Groups	.122	3	.041	.154	.927	Not Significant
	Within Groups	25.391	96	.264			
	Total	25.514	99				
Academic Performance	Between Groups	.122	3	.041	.073	.974	Not Significant
	Within Groups	53.131	96	.553			
	Total	53.252	99				
Teachers' Performance	Between Groups	.323	3	.108	.339	.797	Not Significant
	Within Groups	30.471	96	.317			
	Total	30.794	99				
Teaching and Learning Process	Between Groups	.450	3	.150	.641	.591	Not Significant
	Within Groups	22.461	96	.234			
	Total	22.910	99				

Note. * Significant at alpha 0.05

Table 3.3 presents the differences in the level of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of educational attainment.

The table shows the F-values and significance values (Sig.) for categories such as Classroom Management, Academic Performance, Teachers' Performance, and Teaching and Learning Process. All these values are above the alpha level of 0.05, indicating no significant differences in teachers' perceptions across educational attainment levels.

For the category Classroom Management, the F-value is 0.154 with a Sig. value of 0.927, which is not significant. Similarly, for Academic Performance, the F-value is 0.073 with a Sig. value of 0.974, also not significant. In the category of Teachers' Performance, the F-value is 0.339 with a Sig. value of 0.797, which is not significant. Lastly, for Teaching and Learning Process, the F-value is 0.641 with a Sig. value of 0.591, which is also not significant.

These findings suggest that educational attainment does not significantly influence teachers' perceptions of the level of class sizes on learners' academic performance in the identified categories Therefore, the hypothesis which states, "There is no significant difference in the level of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of educational attainment," is accepted. This suggests that teachers' educational attainment does not significantly affect their perceptions of how class sizes influence learners' academic performance.

Table 3.4 Difference in the Level of Class Sizes on Learners' Academic Performance When Data are Grouped According to the Demographic Profile in Terms of Length of Service

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Classroom Management	Between Groups	.161	2	.080	.308	.736	Not Significant
	Within Groups	25.353	97	.261			
	Total	25.514	99				
Academic Performance	Between Groups	.211	2	.106	.193	.825	Not Significant
	Within Groups	53.041	97	.547			
	Total	53.252	99				
Teachers' Performance	Between Groups	.827	2	.413	1.338	.267	Not Significant
	Within Groups	29.967	97	.309			
	Total	30.794	99				
Teaching and Learning Process	Between Groups	.426	2	.213	.919	.402	Not Significant
	Within Groups	22.484	97	.232			
	Total	22.910	99				

Note. * Significant at alpha 0.05

Table 3.4 presents the differences in the level of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of length of service. The table shows the F-values and significance values (Sig.) for categories such as Classroom Management, Academic Performance, Teachers' Performance, and Teaching and Learning Process. All these values are above the alpha level of 0.05, indicating no significant differences in teachers' perceptions across educational attainment levels.

For the category Classroom Management, the F-value is 0.308 with a Sig. value of 0.736, which is not significant. Similarly, for Academic Performance, the F-value is 0.193 with a Sig. value of 0.825, also not significant. In the category Teachers' Performance, the F-value is 1.338 with a Sig. value of 0.267, and for Teaching and Learning Process, the F-value is 0.919 with a Sig. value of 0.402; both are not significant.

These findings imply that length of service does not significantly influence teachers' perceptions of the level of class sizes on learners' academic performance across the identified categories. Therefore, the hypothesis which states, "There is no significant difference in the level

of class sizes on learners' academic performance when data are grouped according to the demographic profile in terms of length of service," is accepted. This suggests that teachers' length of service does not significantly affect their perceptions of the influence of class sizes on learners' academic performance.

Table 4 Correlations among the Sub-categories Subsumed Under Class Sizes on Learners' Academic Performance

Variables Dependent	Independent	Pearson *r*	Sig.	N	Description
Classroom Management	Academic Performance	.550**	.000	100	High
	Teachers' Performance	.543**	.000	100	High
	Teaching and Learning Process	.511**	.000	100	High
Academic Performance	Teachers' Performance	.746**	.000	100	Very High
	Teaching and Learning Process	.567**	.000	100	High
Teachers' Performance	Teaching and Learning Process	.680**	.000	100	High

Note. **Correlation coefficient is significant at alpha .01
Correlation Coefficient Scales Adopted from Hopkins, Will (2002):
0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Table 4 presents the correlations among the sub-categories subsumed under class sizes on learners' academic performance. The computed Pearson correlation coefficients (r) between these variables are significant at alpha 0.01, indicating statistically significant relationships. These findings suggest that the sub-categories subsumed under class sizes are closely interrelated, with strong positive correlations between them. This implies that enhancements in one subcategory are likely to positively influence the others, thereby improving the overall learning experience and addressing challenges related to class sizes.

Hence, it is safe to say that generally, the sub-categories subsumed under class sizes on learners' academic performance are highly correlated. Therefore, the hypothesis which states that "There is no significant correlation among the sub-categories subsumed under class sizes on learners' academic performance" is rejected.

Conclusion

The result showed that the majority of the respondents are in their early 30s and above, female teachers outnumbered the male teachers, only a few pursued graduate studies, and most of them can be considered a veteran teacher. The fact that the respondents agreed that class size does influence the learners' academic performance is a cause for concern for the management of the district. Something has to be done to minimize the class size. The result clearly indicates that a large class size is very difficult to manage. Hence, there is a difference found in classroom management in terms of gender. The very high to high correlation between class size and academic performance of students confirms the need to reduce class size in order to improve teachers' performance and students' academic performance.

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