

A Comparative Study of Class Size and Academic Achievement of Pupils in Boarding and Non-Boarding Schools

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KEYWORDS Learner-Teacher Ratio. School Environment. Certification. Extracurricular Activities. Rural. Additional Support

ABSTRACT This study compares class size (learner-teacher ratio) between boarding and non-boarding schools, along with the correlation between them and academic achievement of Grade 12 learners of the Capricorn District in the Limpopo Province of South Africa. A simple random sample was drawn from the population of 339 schools, comprising of 51 principals, 158 teachers and 290 learners from 51 schools. The School Environmental Questionnaire (SEQ) collected data on the school environment, while the Capricorn District Academic Summary Report of the Grade 12 collected data on academic achievement. The data analysis technique used was the t-test. The results showed no significant difference in learner-teacher ratio between boarding and non-boarding schools. It also revealed no significant difference in class size exists between low and high achieving schools indicating that the class has no significant relationship with academic achievement. The implications of this study are that sending a child to boarding school in order to take advantage of learner-teacher ratio may not yield intended results.