

**INFLUENCE OF CLASS SIZE ON THE LEARNING OF BUSINESS STUDIES IN
SECONDARY SCHOOL IN BENIN METROPOLIS**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL
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CERTIFICATION

This is to certify that this project was carried out by **Okeoghene Oluwaseun Thomas** with Matriculation number **EDU1603576** in the Department of Vocational and Technical Education Faculty of Education, University of Benin, Benin City as adequate in scope and quality for the partial fulfillment for the award of B.sc(Ed) ACCOUNTING EDUCATION (BSCEDAC)

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DEDICATION

This project work is dedicated to God Almighty who makes all things perfect in His own time.

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Abstract

The purpose of this research project is to examine the influence of class size on the teaching and learning of Business Studies, with special reference to junior secondary schools in Benin Metropolis. The specific objective of this study is to: Examine the influence of class size on the academic performance, classroom management, presentation of lesson, use of instructional materials

And students interest in learning Business Studies in public junior secondary schools in Benin Metropolis.

The target population of this study consist of 30,536 senior secondary students in the 45 public secondary schools in Benin metropolis. Benin metropolis which comprises of Egor, Ikpoba – Okha and Oredo LGA. A sample size of 120 students were selected for the purpose of this study. The research instrument used to collect data for the study was a structured questionnaire and responses from the. The validity of instrument was ascertained by the researcher’s supervisor and two other lecturers. The questionnaire was analyzed using frequency count and simple percentage.

The findings revealed that class size influence the academic performance of students in public junior secondary school, the classroom management, presentation of lesson, use of instructional materials and student’s interest in learning. Based on this findings, the researcher recommends that government should take in to consideration of the special needs of the programme by funding or increasing the allocation giving to the institution and Ministry of Education should adopt ‘30 students per teacher’ policy as a strategy to address overcrowding in junior secondary school

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the bedrock and also the foundation of all social, economic and political development of a nation. The success of a nation to a significant extent depends on the educational system and its success. The establishment of schools in Nigeria has witnessed tremendous growth since independence. Likewise, enrolment has been on the increase due to national population growth and the increased demand for education coupled with the abolishing of the shifting system of education (i.e. morning and afternoon class session) in Nigerian schools has brought about the establishment of more schools has led to overcrowding in the school and the classroom where students are expected to learn is no exception (Ajayi, 2015).

Class-size is an educational tool that can be used to describe the average number of students per class in a school. Class size according to Adeyemi (2018) is an educational tool that can be described as an average number of students per class in a school, it is a tool that can be used to measure performance of the education system. It is the total number of

students in a class at a given period of time. The National Policy on Education stipulated that a class size in secondary schools should have a ratio of 1:40. Regrettably, the classes are so large that teachers cannot recognize the students by names and sometimes by their faces. This situation makes the teachers to develop the feeling of apathy to interact with the students on individual bases so as to meet their academic, psychological, guidance or counselling needs where necessary. Class size has also impinged on the quality of assessment, evaluation and feedback system carried out by teachers in our secondary schools.

Kamuche (2011) compared the class size of teaching Business Studies with the class size of other subject in public and private schools and concluded that in the public schools, student of Business Studies and other disciplines ranges from 100-150 whereas most of the private schools are likely to have a population of 40 and below students' per class. Kamuche (2011) stated that few students per class are uneconomical as they do not occupy the space in the class but noted that higher population in a class could lead to loss of classroom control by the teacher and inefficient

utilization of instructional materials. Hence, large class size could affect the environment especially if accommodation and other facilities are inadequate.

Teaching and learning of Business Studies, like every other subject requires learner centered activities. Business Studies is part of vocational and technical education that enables one to acquire knowledge, skills, values and experiences needed to be self-reliant or fit in well in world of work. Aliyu (2001) noted that Business Studies are pre-vocational and general courses offered at the junior secondary school level which consists of five components, office practice, commerce, book-keeping, Shorthand, and Typewriting. A lot of argument has gone on the impact of class size on performance, some fingering large class size as a factor responsible for falling standard of education, most especially in the junior secondary level of education in Nigeria, however others see this as mere coincidence seeing other factors as being responsible. Thus, Aina, (2009) explained that fiscal constraints and increased in population from larger classes could result to poor performance, poor classroom management and insufficient teaching materials for teaching and learning particularly in the public schools where there is usually increase in students enrolment.

Academic performance could be defined as the learning outcome of a student. Academic performance in school is evaluated in a number of ways. It could be by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. A student is said to have good academic performance when the student scores above the expected standard set by the examiners while poor academic achievement is a performance that is adjudged by the examiner and some significant others as falling below an expected standard

Classroom management is the action teachers take to create an environment that supports and facilitates learning in the classroom (Wigwe, 2013). It involves the judicious organization of both academic and non-academic functions which are essential for effective teaching such as keeping of records of class progress, checking class attendance, controlling students conduct and activities, manipulating instructional programmes. For a teacher to be effective in his duty, he must be competent in lesson note preparation and lesson presentation. Business studies teachers should be able to present the lesson in a manner that students will understand what is taught. This will help in achieving the goals of teaching and learning process.

On the other hand, the importance of instructional materials cannot be underestimated in the teaching of business studies. Instructional materials as essential and significant tools needed for teaching and learning of school subjects to promote teachers efficiency and improve students' performance. They serve as guide to the teaching and learning processes through the logical and sequential preparation and presentation of lessons. Instructional materials can be collectively said to be all the things that are used to support, facilitate, influence or encourage acquisition of knowledge, competency and skill. However, availability of instructional materials is to a large extent could be a determinant of students performance. Moreover, this study will examine student's interest in learning Business studies. Oni (2014) asserted that a person's interest has direct relationship with the person's ability and willingness to partake in such programme, therefore, the interest of students in studying business studies cannot be ruled out if the aims of the subject must be actualized.

Statement of Problem

The National Policy on Education stipulates that the maximum teacher –student ratio is one teacher is to thirty students. The obvious reason

for this standard is to ensure that the teacher not only controls the class but also ensure that he understands the learning capabilities of each of the learner in the classroom. However, in most of our secondary schools today the teacher –student ration has gone far beyond the stipulation of the National Policy on Education. Students stay more than fifty in each class, seating arrangement altered, thereby making teaching and learning difficult. In buttressing this, Fabunmi, Brai & Adeniyi (2014) pointed out that classroom congestion are common features of public schools in Nigeria which could negative impact on both teacher’s productivity and student’s academic performance. In addition, the researcher haven observed that majority of the classrooms in public schools today in Benin metropolis are usually overcrowded without corresponding increase in the number of facilities both material and human and the resultant influence it could have on teachers and students particularly as it relates to the teaching of Business Studies.

Consequently, the academic performance of the students could be negatively affected. Teachers may also find it difficult to management classroom effectively and so may not be able to arouse the interest of

students in the learning of business studies. Therefore, this study seeks to examine the influence of class size on the learning of business studies in secondary schools in Benin metropolis.

Purpose of the Study

The purpose of this research project is to examine the influence of class size on the teaching and learning of Business Studies, with special reference to junior secondary schools in Benin Metropolis. The specific objective of this study is to:

1. Examine the influence of class size on the academic performance of students in public junior secondary school in Benin metropolis
2. Examine the influence of class size on teacher classroom management in public junior secondary school in Benin metropolis
3. Examine the influence of class size on presentation of Business Studies lesson in public junior secondary school in Benin metropolis
4. Examine the influence of class size on the use of instructional materials teaching Business Studies in public junior secondary school in Benin metropolis
5. Examine the influence of class size on students interest in learning Business Studies in public junior secondary school in Benin metropolis

Research Questions

The following research questions were raised to guide the study:

1. To what extent does class size influence the academic performance of students in public junior secondary school in Benin metropolis
2. To what extent does class size influence teacher classroom management in public junior secondary school in Benin metropolis
3. To what extent does class size influence presentation of Business Studies lesson in public junior secondary school in Benin metropolis
4. To what extent does class size influence the use of instructional materials teaching Business Studies in public junior secondary school in Benin metropolis
5. To what extent does class size influence students interest in learning Business Studies in public junior secondary school in Benin metropolis

Significance of the Study

The Nigerian education system is progressively becoming more and more complex, but the catalogue of sources shows that secondary schools classes in Nigeria are congested and thereby leads to a decline in the teaching and learning of Economics. Based on this, the research work contains the researcher's contributions that would be of help to Education Curriculum Planners, Educationist, Ministry of Education authorities, Stakeholders, School Administrators, Teachers and others.

To curriculum planners, the findings from this study would assist in re-apprising class size policies and strategies to maintain effective class size in public secondary schools so as to enhance teaching of Business Studies.

The study finding will provide information to the Ministry of Education Officials as an educational authority and agency about the effect of large size in teaching/learning of Business Studies in public secondary schools. Also, the finding from this study will assist in educational policy adjustments on class size in schools for effective teaching/learning.

The findings of this study will be of immense benefit to school administrators by suggesting practical means managing large classes and achieving the goals of learning and better academic performance for students. To secondary schools teachers, the findings of this study would enable the teachers particularly business studies teachers to see the dangers associated with over-crowded classroom in the teaching and learning process and equip them with skills that will help in controlling large classes so as to enhance students' performance in examination.

In addition, the content and findings of the study will also serve as resource materials for other researchers who want to carry out further

research.

Scope/Delimitation of the Study

The thrust of this study is to examine the influence of class size on the teaching and learning of Business Studies in junior secondary schools in Benin metropolis. This study is limited to public junior secondary schools located in Benin metropolis of Edo State

Definition of Terms

Academic Performance: This refers to the learning outcomes of a student in public secondary schools.

Class Size: Class size refers to the number of students a teacher faces during a given period of instruction.

Overcrowded Classroom: This refers to filling the allocated space of the class beyond what is usual or comfortable with students.

Classroom Management: refers to actions which teachers take to create an environment that supports and facilitates learning in the classroom

Lesson Presentation: Process and skills acquired by teachers in delivering the prepared lesson to students so that learning can occur.

Instructional Materials: refers to tools employed by a teacher to deliver a lesson. They can be prints media (textbooks, maps, charts, graphs etc.),

Students Interest

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature was discussed under the following sub- headings:

- Theoretical Framework
- Concept of Class Size
- Concept of Academic Performance
- Influence of Class size on Academic Performance
- Influence of Class size on Teachers Classroom Management
- Influence of Class size on Presentation of Lesson
- Review of Related Empirical Studies
- Summary of Related Literatures

Theoretical Framework

This study is based on the theory of instruction propounded by Jerome Bruner in 1966. The theory of instruction is highly influenced by the idea of Jean Piaget, and Lev Vygotsky. The theory holds the view that the process of learning is active and involves transformation, deriving meaning from experience, forming hypothesis, and decision making. The theory hold the view that children could be active problem solvers and capable of exploring more subject of instruction if the environment of learning is stimulating and

conducive. Finally, the theory holds the view that children develop their knowledge in the form of uninformed words and symbols. Relating this theory to the present study, it is vital to note that the theory emphasizes the importance of giving students opportunities in learning process. Therefore, opportunities such as qualified teachers, quality instructional methods and materials, conducive learning environment, quality classroom and facilities, etc must be made available to enhance student's learning and for students to perform well in Business studies. The theory emphasizes that the process of learning is active and involve transformation. The theory also emphasizes the importance of image and symbols in every instruction. Therefore, maintaining a class size that is within the control of the teacher will certainly be a boost to students performance

Concept of Class Size

Class size refers to educational tools that can be used to describe the average number of students per class in a school Class size according to Michael (2010) refers to the actual number of pupils taught by a teacher at a particular time. Michael defined class size as the number of students for whom a teacher is primarily responsible for during a school year. The class

size could be large or small. He noted that class can be said to be large when the student number is more than 25. Class size as defined by Adeyemi (2018), is an educational tool that can be described as an average number of students per class in a school, while Hoffman (2010) described it as the number of students per teacher in a class. Ogbu (2019) described it as a tool that can be used to measure performance of the education system.

In emphasizing the importance of class-size to the learning teaching process, All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) recommended a maximum of forty students per class for efficient and effective teaching. Idu, (2009) explained that large class size affect the environment especially if accommodation and other facilities are inadequate. Larger classes reduce the level of personal interaction between the students and teachers, but improve on the interaction depending on the situation. Richard (2005) stated that student in smaller classes perform and learn better than those in larger classes in the attainment of higher order academic skill such as problem solving, critical thinking and written expressions. Smaller classes provide more opportunities for feedback and discussion than large classes Eunice (2013), believed that learning occur in

proportion to class size as teacher's find it difficult to manage large classes effectively. In a study conducted on Chinese rural school teachers

\Oni (2015) asserted that small classes as a beneficial factor not directly related to student achievement, but facilitate class room management, a better learning atmosphere, the teacher's also believe that quality teaching is also possible in larger classes and concluded that they did not see any link between class size and student achievement. Large classes present more challenges for classroom management, pupil control, and marking, planning, and assessment. Teachers are put under more strain when faced with large classes. In smaller classes, it can be easier for teachers to spot problems and give feedback, identify specific needs and gear teaching to meet them, and set individual targets for pupils. Teachers also experience better relationships with, and have more knowledge of individual students. Ajayi and Adeosun (2004) opined that in order to control rising capital cost of education, the average class-size could be increased. These points were also supported by Toth and Montagna (2002) who reported that the increase in enrollment in many institutions which has become major concerns of students could definitely lead to an increase in class size. Commeyras (2000)

reported that effective teaching seems impracticable for teacher educators having large class sizes of 50, 75, 100 or more. In Nigeria, Okoro cited in Oni (2015) reported that the class-size in University of Nigeria, Nsukka should range between 35 or 40 students. He argued that few students per class are uneconomical, as they do not make full use of space, teachers and teaching materials. Nwadiani (2000) argued that the higher the class-size, the lower the cost of education. He contended however, that most classrooms are over-crowded spreading resources thinly and thereby affecting the quality of education. One of the pillars of a successful implementation of effective business education programme is the availability and adequacy of teaching and learning resources.

Class size is refers to as students to teacher ratio per class (Ali, 2012). Class size According to Adeyemi (2008) referred to as an educational tool that can be used to describe the average number of students per class in a school. In the view of Ikolo (2011), class size equally means group which is a set of persons among whom there exist a definable or observable set of relations. The word group then can refer not only to a set of persons but to a place where the interaction occurs. Dror (2009) noted that class size has

become a phenomenon often mentioned in the educational literature as an influence on students' socializing pattern and academic performance, quality of instruction, administration and school budgets. The scholar added that class size is an administrative decision which teachers have little or no control.

Kedney (2013) described class size as a tool that can be used to measure performance of the education system. Imoke (2006) remarked that optimum class size in a school system implies rational coordination of educational infrastructures, subject to available number of students in order to attain high level of productivity. Ogunyemi and Hassan (2011) maintained that the issue of small or large class size can be counterproductive. In remote and even local areas, classes are found to be over-congested which is indeed an indication of the dearth of educational facilities in schools. The issue of large class sizes and the associated consequences is paramount. The phenomenon of large classes is fast becoming the vogue of senior secondary schools in Nigeria and in most developing countries. The large class syndrome has been attributed to the expansion in annual students' enrolment. Sesugh (2012) discovered that there is tremendous increase in the enrolment

of students and in the average size of classrooms in Nigeria senior secondary schools these days from 30 - 40 students to 60 - 75 or even more. Though, open enrolment in schools is laudable, yet, the deficiency is in the corresponding provision of adequate

Concept of Academic Performance

Academic performance or academic achievement of a child could be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation. It is the outcome of determination, hard work, of student in academic pursuit. Pandney, (2008) defined academic achievement as the performance of the pupils in the subjects they study in the school. This determines the pupils' status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges.

According to the Cambridge University Reporter (2003), academic achievement is frequently defined in terms of examination performance. It is an indication of what the students have learned or what skills the students have mastered. This is usually measured through assessments like

standardized tests, performance assessments and portfolio assessments. The most well-known indicator of measuring academic performance is grades which reflect the student's "score" for their subjects and overall tenure. Success is measured by academic performance in most educational institutions. In this case, how well a student meets standards set out by an institution itself or an external examination body either set up by the government or an independent outfit signifies success or good performance.

Academic performance refers to a person's performance in a given academic area (e.g. reading or language arts, mathematics, science and other areas of human learning. Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010). It includes excellence in sporting behaviour, it includes excellence in sporting behaviour, confidence, communication skills, and others. However, Steinberger (2005) posit that academic performance encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a

student's life in public school and into post-secondary years and working life. Academic performance refers to how well a student is accomplishing his tasks and studies.

Academic achievement of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Academic achievement of learners has attracted attention of scholars, parents, policy makers and planners. Adeyemo (2001) opined that the major goal of the school is to work towards attainment of academic excellence by students. According to him, the school may have other peripheral objectives but emphasis is always placed on the achievement of sound scholarship. Every learner is expected to record high academic achievement at the end of his or her course of study. Academic performance in school is evaluated in a number of ways. For regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic

achievement is a performance that is adjudged by the examiner and some significant others as falling below an expected standard

Influence of Class size on Academic Performance

The need to determine whether a relationship exists between class size and student academic achievement is one that can be traced back to the foundation of the educational system in America (Biddle & Berliner, 2017). According to Callahan (2018), the need for educational administrators to become more efficient and effective in the expenditure of educational funds was one of the reasons for the initial studies regarding class size. Adeyemi (2008) in his findings on the influence of class size on the quality of output in secondary schools revealed that schools having an average class size of 35 and below obtained better results in the secondary school certificate examination (SSCE) than schools having more than 35 students per class. Oguntoye (2011) in his own study found that class-size had negative coefficient with student's academic performance in examination. Earthman (2002) revealed that comfortable classroom temperature and smaller classes enhance teachers' effectiveness and provide opportunities for students to receive individual attention, ask more questions, participate fully in

discussion, reduce discipline problems and perform better than students in schools with larger classes. Fafunwa (2010) postulated that there is a gap in the quality of students in crowded classrooms, using inadequate and absolute equipment, disillusioned teachers. These combined deficiencies perhaps affected the student's academic performance. Adeyela (2000) found in her study that large class size is not conducive for serious academic work. Similarly, Egede (2005) pointed out that an alarming class- size of 100 or more students in the secondary schools leave the teacher overworked and therefore unable to exercise patience and positive attitude. They are also reluctant to offer extra time to build and help the intellectually ill students.

Despite this and the plethora of studies available, investigators remain divided on whether smaller classes actually have positive effects on student outcomes in Basic Education . For instance, Afolabi (2002) investigating school factors and learner variables as correlates of senior secondary achievements found no significant relationship among class size and students' learning outcomes. On the other hand, Adeyemi (2008) working on the influence of class size on the quality of output in senior secondary schools in Nigeria found that schools having an average class size of less

than 35 obtained better results than those having higher than 35 students per class.

Influence of Class Size on Teacher Classroom Management

Class management is one of the most significant aspects of teaching because of the reason that teaching could be more effective when a proper class management is applied. It does not matter how excellent a teaching is set, it is not possible to be successful unless a class is managed accurately. As a result class management should be regarded as the basic ingredient at making the teaching successful (Halstead & Jiamei, 2009). The term class management is not only the physical arrangement of the class, efficient use of sources and generating a class where there is no problem and making the students join all the teaching activities. A teacher is responsible with teaching a particular subject at a high state in a certain period of time to all students. In accordance, a teacher should take into consideration any of the clues and feedbacks from the students and after evaluating them, the teacher is responsible with demonstrating the required behavior. It does not matter how much a teacher is effective at teaching a subject, the teacher cannot

force students to learn, if the class management and control is lacked, he or she could not be successful (Demirel, 2009)

The size of classes has become increasingly unmanageable, leaving the teachers with the impossible task of giving individual attention to the learner's needs. The teachers' eye contact with the learner in class becomes so dissipated that a number of poorly motivated learners can form small committees at the back of the class to engage in non-school discussion, while the teacher is busy teaching. Continuous assessments are dreaded by teachers when they consider the staggering number of scripts to be marked and recorded. In modern education, attention is centered on the needs and comfort of the learner, how the learning is distributed by social background and may be influenced by the structural and organizational properties of the school. Thus, attention is centered on class size which allows pupils to learn effectively without disturbing one another. Often times, class size which implies number of students is seen as the challenge teachers have to face in maintaining effective classroom management and engagement. In a learning community based on social constructivist theory, the teacher acts as a collaborator in the production of knowledge within the classroom. The

premise is that when teachers help students construct knowledge through classroom engagement. The number of students in a class has the potential to influence not just the students' interaction pattern in different ways but also the management of such a class.

Effective classroom management implies more than eliciting student cooperation in maintaining order. It also implies that worthwhile learning activities engaging to students are taking place continuously in the classroom. In a wellmanaged classroom, the teacher prepares a physical environment suitable for learning, develops rules of conduct, maintains student attention and participation in lessons, and monitors students' assignments and progress toward the desired learning outcome (Doyle, 2014).

Makinde (2011) opine that to build effective classroom management, teachers should model appropriate behaviour and use appropriate classroom discipline methods. Class sizes have been incriminated as being responsible for the in conducive teaching and learning environment (Tobi, 2013). On one side, classroom congestion in terms of large class is blamed and on the other hand, low utilization of classrooms in the sense of small class size

have been identified as a common feature of senior secondary school in Nigeria. Conflicts have often appeared on the ideal class size. Students' classroom engagement has been enlisted amongst key elements of educational success (Creemers, 2012). One way for students to shoulder the responsibility for learning is for them to be the readers, writers, speakers, listeners, thinkers in the classroom through active classroom engagement (Vacca, 2011). Student engagement have been defined as the level of participation and intrinsic interest that a student shows in the classroom (Newmann, 2009). Classroom engagement also involves both behaviours and attitudes towards learning (Johnson, 2014). Some studies have shown that class size have no relationship with pupils' classroom engagement (Roland, 2015) while some studies have shown that class size have positive relationship with pupils' classroom engagement (Aliu, 2015).

Communication process is vital to effective learning within a classroom environment. Classroom instruction that produce positive result acknowledges the need for a liberal use of non-verbal cues, student involvement and term communication. Students' involvement during classroom discussions typically fosters a healthy communication process

(Nwaubani, 2007). Some studies have shown that class size have no relationship with classroom communication (Nosiri, 2012) while some studies have shown that class size have strong relationship with classroom communication

Blatchford, Edmonds, and Martin (2013) observed that students in smaller classes (average of 19 students per class) exhibited more time being utilized for instructional purposes and less time being utilized for no instructional purposes, such as talking to one's peers about non-academic topics, than students in larger classes (average of 32 students per class). Cakmak (2009) found that larger classes are often cited as being harder for the teachers to maintain student discipline, resulting in the focus of the classroom environment being more on student behavior than on student academic achievement. Edmonds, and Martin (2003) observed that students in smaller classes (average of 19 students per class) exhibited more time being utilized for instructional purposes and less time being utilized for non-instructional purposes, such as talking to one's peers about non-academic topics, than students in larger classes (average of 32 students per class). In the same vein, Halbach, (2011) found that larger classes prevented teachers

from being able to provide in-depth content coverage due to the loss of instructional time occurring since the teachers were spending more time handling student behavior issues. However, Harmon and Achilles (2007) found that smaller classes enabled teachers to provide increased focus to activities through the designing of specialized learning environments throughout the room, allowing students to separate from the whole group learning experience physically and academically.

Influence of Class size on Presentation of Lesson

Large classes could become an obstruction to achievement of learning objectives and they also reduce the completion of learning activities. In such situations, achieving quality lesson delivery may be difficult for the teachers and quality learning may not take place. Lesson delivery in large classes seems difficult because of the tendency of the teachers to pay attention on centered lessons alone. Yaman & Uygulamada (2009) pointed out that large classes can force teachers to dump student centred learning and focus more on teacher centred lessons. As a result of this, teaching strategy then becomes the culture of teaching. Large class sizes influence students to exhibit learning behaviours such as not responding to the

teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises.

Ajayi, Christiana & Ajayi (2017) claimed that effective teaching is difficult in overcrowded classes and majority of teachers are faced with instructional, physical, discipline and evaluation problems in large classes. There are reasons why smaller classes may lead to students' improved classroom participation and teachers' improved lesson delivery than large classes. Reasons such as easier and regular discussions with students, timely and frequent feedback to students and active problem solving were pointed (Davies 2000). However, large class size was identified by Ajayi, Christiana & Ajayi (2017) as one of the major causes of students' ineffective classroom discipline, engagement and communication and they also stressed that insufficient or dilapidated classrooms, insufficient teaching staff, inadequate infrastructural facilities, budgetary constraints ranked the major causes of large class size in senior secondary schools. Pedder (2006) opined that teachers are more effective in smaller classes due to the increased opportunities for individual student feedback and more individualized student attention. Additionally, teacher surveys and interviews have revealed

that teachers felt they were better able to differentiate instructional lessons to accommodate the diverse needs of students within smaller classes. Being able to have greater flexibility in the variety of instructional activities, including the use of more small group work and less whole group lectures, was another advantage of smaller classes cited by teachers within the research of Egelson, Harmon, and Graue, Hatch, Rao, and Oen (2007). In smaller classes, teachers felt they were able to provide extensive coverage of the curriculum due to being able to utilize a variety of activities for instruction.

Review of Related Empirical Studies

Idemudia (2011) reports that “there is a positive relationship between class size, teachers student factors and performance in examination”, schools with larger class size and high teacher student factors record poor performance, while better academic performance is associated with schools with small size and lower teacher student rate. Bozimo, (2015) argue that “there is no relationship between the class-size and the students result”. Finding reveals that, “the class-size is found to be negatively related to school academic performance”.

Dean (2003), compared the class size of teaching Business Studies with the class size of other field and concluded that in the Public Schools student of Business Studies and other disciplines ranges from 100-150, and fewer than 20 students in Business statistics class Kamuche (2011) whereas most of the private schools are likely to have a population of 40 and below students' per class. Few students per class are uneconomical as they do not occupy the space in the class but noted that higher population in a class leads to loss of classroom control by the teacher and inefficient utilization of instructional materials. A lot of argument has gone on the impact of class size on performance, some fingering over-bloated class size as the main factor responsible for falling standard of education, most especially in the secondary level of education in Nigeria, however others see this as mere coincidence seeing other factors as being responsible. Effect of class size on the students' academic performance has been reported. However, it is expected that a strong relationship exists between students' attitudes and performance but the impact of class size on the former has not much been investigated.

Fabunmi and Okorie (2000) also investigated the relationship between average class-size and secondary school academic performance in Epe Local Government Area of Lagos state in Nigeria. The researchers used both Pearson Product Moments Correlation and Spearman Rank Correlation to test the only hypothesis, which was formulated. The reveal significant and positive relationship between average class-size and students' academic performance. ols in the study areas.

Halbach, Ehrle, Zahorik, and Molnar (2011) found that larger classes prevented teachers from being able to provide in-depth content coverage due to the loss of instructional time occurring since the teachers were spending more time handling student behavior issues. Not only do teachers cite smaller classes as having less discipline problems than larger classes, but they also stated that the more intimate environment of smaller classes enabled them to prevent behavior management issues from developing through the personal relationships they were able to develop with their students (Halback 2011 class size on presentation of Business Studies class size on the use of instructional materials junior secondary school in Benin metropolis class size on students interest in learning Business Studies

Odeyale, Gokum & Odeyale (2018) conducted a study on effect of large class on teachers' lesson delivery and students' classroom participation in junior secondary schools. The instruments for data collection were two instruments known as relationship between large class size to standard class size questionnaire. The data were analysed using mean percentages and bar charts to answer the research questions. One of the cogent findings of the study established that 90% of teachers found it difficult to achieve classroom control and management, 68% of teachers found it difficult to start lessons on time, 96% of teachers found it difficult to attend to individual students' need, 86% of teachers found it difficult to notice student absenteeism, 78% of teachers found it difficult to end lessons on time, 54% of teachers found it difficult to identify students by name, 88% of teachers found it difficult to evaluate students at the end of the lesson, 92% of teachers found it difficult to assess students at the end of the lesson, 70% of teachers found it difficult to instil discipline on stubborn students during lesson and 94% of teachers found it difficult to walk round the classroom space during lesson

Summary of Literature Reviewed

This study treasures relating to the influence of class size on the learning of business studies in secondary schools in Benin metropolis. The theory of instruction propounded by Jerome Bruner in 1966 was used in the study. The theory hold the view that children could be active problem solvers and capable of exploring more subject of instruction if the environment of learning is stimulating and conducive. Therefore, if the classroom in the school is conducive, students learning will be enhanced and academic performance will improve. The importance of class-size to the learning teaching process is so important, hence, All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) recommended a maximum of forty students per class for efficient and effective teaching. To this end, learning and students' academic performance could be influenced by the size of class where students learn. Large classes have been seen to hinder effective teaching, impair academic performance and as well reduce teacher's effectiveness in classroom management whereas smaller classes provide more opportunities for feedback and discussion than large classes. Literatures shave shown that students academic performance in secondary schools have been shaky and scholars have at various times asserted that the classroom where students learn is an important factor that must be considered if performance will be improved. In

addition, literatures in this study has showed that the teacher's ability to present the lesson planned is also influenced by the classroom. From the above, since the students' academic performance is one focal point of school objectives, this research is apt in seeing that the educational objectives of secondary education in Nigeria is achieved, there is need to examine the influence of classroom size on the academic performance of students.

CHAPTER THREE

METHODOLOGY

This chapter deals with the procedures that will be used for this study and it is presented under the following sub-headings.

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validation of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis.

Research Design

The researcher employed the use of Survey design in the study. The survey design is an appropriate method. This design is considered appropriate for this study as the variables of the study will not be manipulated. Thus, the researcher described and reported appropriately the findings as seen in the respondents or subject of the study.

Population of Study

The target population of this study consist of the senior secondary students in public secondary schools in Benin metropolis. Benin metropolis comprises of Egor, Ikpoba – Okha and Oredo LGA. There are 45 Public Senior Secondary Schools in Benin metropolis. i.e. 12 public secondary schools in Egor LGA with 5628 students; 20 public secondary schools in Ikpoba- Okha Local Government Area with 13724 students and 13 public secondary schools in Oredo LGA with 10321 students. Therefore the target population for this study is 30, 536 students. (Ministry of Education, Benin City, 2021 Students Enrollment)

Sample and Sampling Procedure

The sample of 3 schools and 120 students was used in this study and they were drawn randomly. That is, one secondary school was randomly selected from each of the local government area and 40 students were randomly selected from each of the schools representing the entire population

Research Instrument

The instrument used to collect data for the study is a structured questionnaire. The questionnaire was divided into two sections, A and B. Section A was used to collect Demographic data of the respondents while the section B contains items that were used to elicit responses from the respondents. The questionnaire was modified on a four linker's scale of measurement:

- Strongly Agreed (SA);
- Agreed (A);
- Disagreed(D); and
- Strongly Disagreed (SD).

Validity of the Instrument

In order to establish the validity of the instrument, the researcher presented the instrument (questionnaire) to the project supervisor and two other lecturers in the Department of Vocational and Technical Education for screening before administering the instrument on the respondents.

Reliability of the Instrument

To determine the reliability of the instrument, was administered to five (5) respondents from the randomly selected school who were not be part of the study. After two weeks, the same instrument was administered to the

same respondents. The two set of result gathered was analyze to establish the reliability of the instrument.

Method of Data Collection

The researcher personally administered the questionnaire to the selected schools. The researcher explained to the respondents in each school the purpose of the study and how to respond to the items on the questionnaire. The questionnaire were administered and collected on the spot by the researcher.

Method of Data Analysis

Data obtained from the questionnaire administered were tabulated according to the research questions raised and analyzed by frequency count and simple percentage

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

This Chapter presents the analysis of data collected, interpretations and discussion of results. A total of 100 questionnaires were Administered to the respondents by the Researcher. The Researcher was able to make a 100% collection of the instrument, i.e. the entire 200 questionnaire were collected from the various respondents.

Table 1: Analysis of Demographic Information based on gender

S/N	Gender	Frequency	Percentage (%)
1	Male	42	35%
2	Female	78	65%
3	Total	120	100%

Source: Researcher's field work 2021

Table 1 above shows that 35% of the students are male while 65% are female. Hence, majority of the respondents are female students.

Research question one: To what extent does class size influence the academic performance of students in public junior secondary school in Benin metropolis

Table 1: Influence of Class Size on the Academic Performance of Students in Public Junior Secondary Schools in Benin Metropolis

SN	ITEMS	SA	A	D	SD
1	Learning in small classroom makes students pass	37%	50%	7%	6%
2	Students who learn in large class perform poorly in examination	54%	32%	10%	4%
3	Students are comfortable learning in large classes	2%	4%	39%	55%
4	Learning in large classroom is good for teachers	9%	7%	20%	64%

From the table above, 87% of the respondent agreed that learning in small classroom makes students pass, in the second item, 86% of the respondents also agreed that students who learn in large classrooms perform poorly in examination. While 94% of the respondents disagreed that students are comfortable learning in large classes, 84% of the respondents similarly disagreed that learning in large classroom is good for teachers. Therefore, it can be said that class size influence the academic performance of students in public junior secondary school to a large extent.

Research Question 2: To what extent does class size influence teacher classroom management in public junior secondary school in Benin metropolis

Table 2: Influence of class size on teacher classroom management in public junior secondary school in Benin metropolis

SN	ITEMS	SA %	A %	D %	SD %
5	Teachers are unable to monitor students in large class	68%	21%	7%	4%
6	Teachers are able to supervise students in large class	7%	10%	12%	71%
7	Students who learn in large class misbehaves	87%	9%	3%	1%
8	student-teacher interaction is cordial in large classes	5%	11%	20%	64%

From the table above, it is revealed that in the first item, 89% of the respondents agreed that teachers are unable to monitor students in large class. Also, in the second item, responses showed that 83% of the respondents disagreed that teachers are able to supervise in large classrooms. While in the third item, 96% of the respondents agreed that students who learn in large class misbehave, 84% of them disagreed that student-teacher

interaction is cordial in large classes. Therefore, class size can be said to influence teacher’s classroom management very well.

Research Question three: To what extent does class size influence presentation of Business Studies lesson in public junior secondary school in Benin metropolis

Table 3: influence of class size on presentation of Business Studies lesson in public junior secondary school in Benin metropolis

SN	ITEMS	SA	A	D	SD
9	Teaching in large class is tiring for teachers	66%	22%	7%	5%
10	Teachers write fast on the board when teaching large classes	39%	21%	24%	16%
11	Teachers take enough time to explain only in small class	59%	19%	12%	10%
12	When teaching in large class, teachers monitor student writing progress	9%	10%	11%	70%
13	In large class, teachers dictate most times	14%	13%	22%	51%

From the above table, it is shown that 88% of the respondents agree that teaching in large class is tiring for teachers, and 60% of the respondents agree that teachers write fast on the board when teaching large classes. Similarly, 78% of the respondents also agreed that teachers take enough time to explain only in small class, while 81% disagreed that teaching in large

class, teachers monitor student writing progress , 73% of the respondents equally disagree that in large class, teachers dictate most times. Hence, class size can influence lesson presentation by teachers.

Research Question 4: To what extent does class size influence the use of instructional materials teaching Business Studies in public junior secondary school in Benin metropolis

Table 4: influence of class size on the use of instructional materials teaching Business in public junior secondary school in Benin metropolis

SN	ITEMS	SA	A	D	SD
15	Teachers have enough instructional material	10%	17%	21%	52%
16	Students do not learn well without instructional materials in large class	61%	19%	9%	11%
17	In large class students can't see what is illustrated	45%	31%	13%	11%

From the table above, the analysis revealed that in the first item, 73% of the respondents disagree that teachers have enough instructional materials, in the second item, responses indicated that 80% of the respondents equally agreed that students do not learn well without instructional materials in large class while 76% of them agreed that in large class, students focus on what id

illustrated. Therefore, class size influence the use of instructional materials influence in teaching and learning Business studies

Research Question 4: To what extent does class size influence students interest in learning Business Studies in public junior secondary school in Benin metropolis

Table 5 influence of class size on student’s interest in learning Business Studies in public junior secondary school in Benin metropolis

	ITEMS	SA	A	D	SD
18	Students are motivated to learn in small class	59%	21%	8%	12%
19	Learning in small class is interesting for students	61%	24%	4%	11%
20	Students pay attention learning in small class	55%	21%	15%	10%
21	Students gets tired learning in large class	30%	47%	11%	12%
22	Learning is large class is difficult	67%	14%	9%	10%

The table above shows that 80% of the respondents agreed that students are motivated to learn in small classrooms, and 85% of these respondents similarly agreed that learning in small class is interesting for students. While 76% of the respondents agree that students pay attention learning in small class, 77% of them agree that students get tired learning in large class and 86% of them agreed that learning in large class is difficult. Consequently,

class size can influence student's interest in learning Business Studies in junior secondary schools.

Discussion of Findings

From research question one, it was disclosed that class size influence the academic performance of students in public junior secondary school to a large extent this agrees with Yaman & Uygulamada (2009), who asserted that small class was found to have enhanced students' effective learning and academic success, and there is a relationship between the number of students in a class and their academic success. They also claimed that the quality of learning and academic success is higher in small classes than in large classes and that small class can also enhance the quality of support for individual students. This can have a positive impact on their overall academic performance. Also, Green & Doran (2000) have also shown that the reduction of class size especially in the early grades can improve long-term high student academic performance. This finding is in line with Dillon and Kokkelenberg (2002) who pointed out from their research that large classes negatively affect the performance of students more than others. They claimed that large classroom size and over populated schools have direct

impact on the achievement of students. They maintained that overcrowded classrooms have increased the possibilities for mass failure and make students to lose interest in school. This is because large classroom size do not allow individual student to get attention from teachers which invariably lead to low reading scores, frustration and poor academic performance.

From research Question two, class size can be said to influence teacher's classroom management. This finding aligns with Toth, and Montagiga (2002).who opined that large classes present more challenges for classroom management, pupil control, and marking, planning, and assessment. They maintained that teachers in large classes are put under more strain when faced with large classes. However, they claimed that in smaller classes, it can be easier for teachers to spot problems and give feedback, identify specific needs and gear teaching to meet them, and set individual targets for students. Also, Ajayi, Christiana & Ajayi (2017) claimed that effective teaching is difficult in overcrowded classes and majority of teachers are faced with instructional, physical, discipline and evaluation problems in large classes. There are reasons why smaller classes may lead to students' improved classroom participation and teachers' improved lesson delivery

than large classes. Reasons such as easier and regular discussions with students, timely and frequent feedback to students and active problem solving. However, large class size was identified by Ajayi, Christiana & Ajayi (2017) as one of the major causes of students' ineffective classroom discipline, engagement and communication and they also stressed that insufficient or dilapidated classrooms, insufficient teaching staff, inadequate infrastructural facilities, budgetary constraints ranked the major causes of large class size in senior secondary schools

Findings From research question three revealed that class size also influence presentation of lesson. Yaman & Uygulamada (2009) pointed out that large classes can force teachers to dump student centered learning and focus more on teacher centres lessons. As a result of this, teaching strategy then becomes the culture of teaching. Large class sizes influence students to exhibit learning behaviours such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises. Also, Yaman & Uygulamada (2009) revealed that large classes are obstruction to achievement of learning objectives and they also reduce the completion of learning activities. In such situations, achieving quality lesson delivery may be difficult for the teachers and quality learning may not take place.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The purpose of this research project is to examine the influence of class size on the teaching and learning of Business Studies, with special reference to junior secondary schools in Benin Metropolis. . To guide the study, five research questions were raised. Also, related literatures were reviewed. The Research Questions were:

1. To what extent does class size influence the academic performance of students in public junior secondary school in Benin metropolis
2. To what extent does class size influence teacher classroom management in public junior secondary school in Benin metropolis
3. To what extent does class size influence presentation of Business Studies lesson in public junior secondary school in Benin metropolis
4. To what extent does class size influence the use of instructional materials teaching Business Studies in public junior secondary school in Benin metropolis
5. To what extent does class size influence students interest in learning

Business Studies in public junior secondary school in Benin metropolis

The findings from research questions raised revealed that:

1. Class size influence the academic performance of students in public junior secondary school
2. Class size influence teacher's classroom management in Business studies in junior secondary school
3. Class size influence lesson presentation by teachers in Business studies in junior secondary school
4. Also, class size influence the effective use of instructional materials in teaching Business studies
5. Class size influences students' interest in learning Business Studies in junior secondary schools.

Conclusion

In conclusion, Class size is thought to influence students teaching and learning. The study have revealed that that large class-size affect the academic achievement of students. Large class size makes teaching and

learning of Business Education difficult and it does not promote seriousness among students in tertiary institution. The programme gives individuals the skills to live, learn and work as a productive citizen in a global society. It contributes greatly to the economic development of any nation and a tool for development.

Recommendations

From the findings of this research, It is therefore, recommended that

1. Government should take in to consideration of the special needs of the programme by funding or increasing the allocation giving to the institution.
 - a. Ministry of Education should adopt ‘30 students per teacher’ policy as a strategy to address overcrowding in junior secondary schools. Each school administrator should also see to it that classes exceeding forty students should be broken into arms and liaise with appropriate authority to make provision for infrastructural and other necessary facilities
2. More instructional materials should be provided to include public address system so that the students in a large class could be instructed

as appropriate.

3. New schools should be established and furnished by government with relevant and sufficient instructional materials. Non-governmental organization and parent-teacher association should be encouraged to erect blocks of classroom in both newly established and existing schools
4. Workshops and seminars should be organized for Business studies teachers periodically to enhance and improve their classroom efficiencies.
- b. There is need to effect the teacher-students ratio policy stated in the National Policy on Education so as to reduce the congestion in our classes.

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**DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
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BENIN CITY**

Dear Respondents,

Please complete the structured questionnaire by ticking the relevant box or filling the blank spaces. If you have any question, please ask before you start. Provide the details below and then proceed to answer the questions. Please note that the information you are giving would be used for research purposes and would be treated with confidentiality.

NOTE: SA = Strongly Agreed
 A = Agreed
 D = Disagreed
 SD = Strongly Disagreed

Thank you for your cooperation.

Section A: Demographic Data

Name of School.....

Sex : Male () Female ()

SN	influence of class size on the academic performance of students in public junior secondary school in Benin metropolis	SA	A	D	SD
1	Learning in small classroom makes students pass				
2	Students who learn in large class perform poorly in examination				
3	Students are comfortable learning in large classes				
4	Learning in large classroom is good for teachers				
	influence of class size on teacher classroom management in public junior secondary school in Benin metropolis				
5	Teachers are unable to monitor students in large class				
6	Teachers are able to supervise students in large class				
7	Students who learn in large class misbehaves				
8	student-teacher interaction is cordial in large classes				
	influence of class size on presentation of Business Studies lesson in public junior secondary school in Benin metropolis				
9	Teaching in large class is tiring for teachers				
10	Teachers write fast on the board when teaching large classes				
11	Teachers take enough time to explain only in small class				
12	When teaching in large class, teachers				

	monitor student writing progress				
13	In large class, teachers dictate most times				
	influence of class size on the use of instructional materials teaching Business in public junior secondary school in Benin metropolis	SA	A	D	SD
15	Teachers have enough instructional material				
16	Students learn well with instructional in large class				
17	In large class students focus on what is illustrated				
	influence of class size on students interest in learning Business Studies in public junior secondary school in Benin metropolis				
18	Students are motivated to learn in small class				
19	Learning in small class is interest for students				
20	Students pay attention learning in small class				
21	Students gets tired learning in large class				
22	Learning in large class is difficult				