

**IMPACT OF CLASS SIZE ON STUDENTS' ACADEMIC  
PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOL IN  
OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE**

**BY**

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## CERTIFICATION

We the undersigned hereby certify that this work was carried out by **Tara Adesuwa OHONBAMU** with Matriculation Number: **EDU1804037** of the Department of Educational Management, Faculty of Education, University Of Benin, Benin City, Nigeria in partial fulfillment of the requirements for the award of Bachelor Degree (B.Sc. Ed) degree in Educational Management.

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## **DEDICATION**

I dedicate this project to God the father, the son and the Holy Spirit.

## **ACKNOWLEDGEMENT**

My utmost appreciation goes to God for his grace in doing this project and getting my first degree from the University of Benin.

I also want to appreciate the effort of the following persons, who made the project work a success story. Firstly I wish to appreciate my project supervisor in person of Dr Osasuyi for his guidance and patience all through the writing of this project, the project coordinator Dr (Miss) Nkechi Obinweluzor, the head of the department Dr (Mrs) Momoh and all lecturers in the department of educational management (DEM) as well as the entire faculty of education.

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## ABSTRACT

The study investigated class size and students' academic performance in public senior secondary school in Ovia North East Local Government Area of Edo State. To guide the study, four research question were raised, two of them were answered while one (1) was turned into hypothesis and tested at 0.05 level of significance.

Descriptive survey research design and the correlation research design for the study. The population of study consisted of five thousand, two hundred and twenty one (5,221) students from twenty eight (28) public senior secondary schools in Ovia North East Local Government Area of Edo State. A sample of 783 students from two public senior secondary schools in Ovia North East Local Government of Edo State which is constituted seven point five (7.5%) percent of the total population was purposively selected. Two research instruments were used for this study.

The study revealed that the level of student – teacher ratio is high in public senior secondary schools in Ovia North East Local Government Area of Edo State, the level of students' academic performance in public senior secondary school was moderate with 57.7%, there is a significant relationship between class size and students' academic performance in public senior secondary school in Ovia North East Local Government Area of Edo State. Based on the findings of this study, the following recommendations were made; government should provide adequate facilities and classes to correspond with the student population, government should employ more trained teachers to cater for the student – teacher ratio in schools and the school management should be encourage to adopt a maximum of 40:1 student – teacher ratio for effective teaching and learning.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of Study**

Education is the major agent of transformation when it comes to sustainable development. It is viewed as an institution of change and every nation believes in the effectiveness of education for its national goals achievement. Therefore the quality of education can never be over emphasized as a powerful instrument for national development. In the formal system of education, class room play a vital role. It is the facility that enhances learning if properly conditioned. To this end, the medium through which individual and Nation educational goals can be achieved is learning in conducive learning environment such as classrooms. The outcomes of learning have become of great interest to all. This account for the reason scholars have been working hard to unravel factors influencing academic performance (Aremu and Sokan 2002). Many factors have been highlighted as being responsible for the failing standard of education among such factors are the issue of "class size".

Class size refers to an educational tool that can be used to describe the average number of students per class in a school, This varies from country to country (Adeyemi 2008). Kedney (2009) saw it as a tool that can be used to measure the performance of the education system. The relationship between class size and academic performance has been an issues of concern for educators all over the world. Studies have found that the physical environment, ethnicity, socioeconomics, overcrowded classes and teaching methods are all variables that affect student achievement (Molnar,2000). Class-size has been identified as one of the factors that determine the academic performance of students. It has become a phenomenon often discussed in the educational literature as an influence on a student's feelings and achievement, on administration quality and school budgets and finances. As school population increases there is also an increase in class sizes and the performances of students become an issue. The idea that the number of students within a class affects the student's academic performance, the teacher's classroom management, and the teacher's instructional methods have been discussed for decades (Smith, Molnar & Zahorik,2003).

Class size could be small or large. A class in which the teacher cannot give enough individual attention to students due to the class size can be considered to be a large class while a small class size, the teacher is able to interact well with the students. Large class size has increased the possibility of students losing interest in school and doing poorly in tests. There identifies four specific problem regarding overcrowding, students not getting individual attention, frustration and stress felt by teachers and the inability of students to concentrate or stay on task while in class. The problem known can be that teachers are unable to give individual attention to students. Teachers aides are not always available and sometimes students have e to share textbooks. It can take the entire class time for students to find seats, make sure everyone has a textbook to look at and then explain the next assignment. This leaves no time for individual attention to explain assignment and answer questions. Thus when the teacher is unable to help individual students, those who need extra help in gaining their reading skills get left behind. In addition, when asked, students and teachers in overpopulated schools agreed that overcrowding negatively affects both classroom activities and instructional technologies (Kruegar and White man, 2001). Hunt and Hilton (2005) have also stated that a large class size does

not allow for enough attention to be paid to individual students by the teacher.

Public secondary schools in the States are secondary schools managed and funded by the government to provide a platform for students to acquire knowledge and skills which enable them to proceed to various tertiary institutions. Class size in public secondary schools differs based on different factors ranging from location of school, availability of resources and population of school. Crowded classroom condition may not only make it difficult for student to concentrate on their lessons, but also limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work or teaching anything beyond the required material. In addition, because teachers must constantly struggle to simply maintain order in an over populated classroom, the likelihood increases that they may suffer from burnout earlier than might otherwise be the case.

It is therefore the intention of this study to further examine the relationship between class size , school population and the effect on the academic performance of students as well as teacher productivity.

## **Statement of the Problem**

Class size is a major Ingredient for achieving good academics which in turn improved the standard if education. In Nigeria, the National Policy on Education NPE (2013) gives a student to teacher ratio of 40:1 in a class in Secondary Schools as this will enable teachers and students interact effectively. Edoabasi (2002:19) emphasizes effective teaching and learning cannot be developed in crowded classrooms. Salle (2000) also emphasizes that it does not take rocket science or poet to knod that teaching a large class is a very different set of challenge that we typically face in our classes.

This study therefore intends to look at the class size and it's effects on the performance of students in public secondary schools in Ovia North east local government area of Edo state.

## **Research Questions**

To guide the study, the following research questions were raised.

1. What is the average class size of public senior secondary schools in Ovia North East Local Government of Edo state?
2. What is the level of academic performance of students in public senior secondary schools in Ovia North East Local Government Area of Edo state?

3. Is there any relationship between class size and students Academic performance in public senior secondary schools in Ovia North East Local Government Area of Edo state?

### **Hypothesis**

The following hypothesis was formulated for the study

Ho: There is no significant relationship between class size and students Academic performance in public senior secondary schools in Ovia North East Local Government Area of Edo state.

### **Purpose of the Study**

The purpose of this study is to ascertain the class size situation of public senior secondary schools in Ovia North East Local Government Area of Edo state. The specified objective of the study are to find out:

1. the average class size in public senior secondary schools in Ovia North East Local Government Area of Edo state.
2. the level of academic performance of students in public senior secondary schools in Ovia North East Local Government Area of Edo state.
3. the relationship between class size and students' academic performance in public senior secondary schools in Ovia North East Local Government Area of Edo state.

## **Significance of the Study**

The result of the study would be found useful for classroom control or management of students in secondary schools in Ovia North East Local Government Area in Edo State, because the study would create room for identifying the effects of class size as it relates to academic performance of students. On successful completion of this study, The government especially the ministry of education and even the management of secondary schools will realize the danger which overcrowding expose students to eventually leading to failure and hence brace up to provide adequate basic physical infrastructural requirements needed to fit learners into the society more easily as the future leaders who will change the society in no distant time.

This study will also help in suggesting solutions to the problems encountered and thus brings about improvements in the academic performance of students.

## **Scope and Delimitation of the Study**

The scope of this study is to analyze the class size situation and it's effect on students Academic performance in public secondary schools in Egor

Local Government, Edo state. The study is delimited to Egor Local Government area, Edo state and the public schools.

**Definition of terms**

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

**Performance:** How well or badly student do in studies at school.

**Secondary schools:** a high school or a school of corresponding grade, ranking between a primary school and a college or university.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter focuses on the review of related and relevant literature under the following sub heading.

- Concept of Class Size
- Concept of Academic performance
- Class Size and Student's Academic performance
- Summary of Related Literature

#### **Concept of Class Size**

Educators all over the world see class size as a necessary attribute for the Educational system. According to Jacob, Olawuji and Jacob (2015), class size has become a phenomenon that is frequently reported in the Educational literature as having an effect on student's socializing patterns and academic performance, as well as on instructional quality, administration and school subjects. Class size has been seen in different perspective by different researchers and therefore, seems to have no universal acceptable definition of the term class size in terms of numerical value. (Adeyemi,2008).This is different for different countries. Kedney

(2009) saw it as a tool that can be used to measure the performance of the education system. Glossary of education reform defined class size as the number of students in a given course or classroom. Specifically, either the number of students being taught by an individual teacher in a course or classroom or the average number of students being taught by teachers in a school, district or educational system. According to UNESCO Class Size is the number of pupils under the authority of one teacher in one classroom. Class sizes can be seen through the lens of pupils-teacher ratio (PTR), the ratio of teachers in a school compared to the number of pupils studying. The Nigerian Educational Research Development Council (NERDC) also conducted a teacher poll in 2000 it reported that more teachers named class size more than any other item as the one improvement that will create better teaching/learning process.

Class Size is an important factor with respect to teacher's effectiveness (Nwosu-Kanu, Ngozika, Ngozike, Ekanen and Essien, 2018). Kemi (2020) maintain that class size is one of the school variables that determine how effectively students, learn. Mokiba and Okoye (2021) explained that education, universally have identified class size as important and desirable attributes of effective educational system. That is to say class

size is one of the vital ingredients needed to achieve the aims of education as it determines the level of performance of students as well as teacher productivity.

Student-teacher ratio is the number of students who attend school in the population study divide by the number of teachers in the school (Chera, 2020). Karibugu (2013) revealed that due to high teacher-pupil ratio, primary school pupils were not getting enough attention from teachers and were afraid to ask question in class and teachers had difficulties assessing pupil's advancement and capabilities. Sesugh (2013) maintained that there is tremendous increase in the enrolment of students and in the average size of classroom in Nigeria senior secondary school has move from 30 – 40 students to 60 – 75 or ever more. Aghenta (2001) pointed out that the number of teachers required in a school depends largely on student's enrolment growth patterns. Ajayi and Adeosun (2004) opined that in order to control rising capital cost of education, the average teacher-students can be increasing. Oghuvbu (2009) revealed that the teacher-pupil ratio was 1:12 in primary school in Delta State is less than the normal standard of teacher-pupil ratio 1:35.

In research on early elementary school students, small classes usually mean fewer than 20 students, while for high school students the definition of “small” classes is usually somewhat larger. NCTE 2014. The measure of class size is not as straightforward process as it may have been. It has a possibility of variation for a single child at different times during a school day and school years reasons being student absence, truancy and students mobility. In senior secondary school grades, class size tends to vary by student area and therefore can vary for each student during a school day. Unfortunately, many classrooms now regularly exceed 30 students, and it is not uncommon for there to be more than 40 students in a single class (Derick Meador 2019). Christopher Jepsen (2015) Opined that Class size is an extremely popular education reform among many stakeholders, including students, parents, teachers, school administrators, and educationalists. With such wide appeal, class size reduction is also a major concern among policymakers. Intuitively, students in smaller classes are expected to have better learning outcomes than students in larger classes—for example, the teacher can provide more attention to individuals in smaller classes, and classroom discipline is easier with less students.

The quantitative definition of class size varies. National average class size in the US is 24 students as of 2022 the average class in the UK contains 20-30 pupils, making the class teachable by one teacher. The size of students classrooms have always been a concern. Parents, guardians, class teachers and education departments haven't gotten to a point of agreement on this topic of concern. Studies have shown that students in smaller classrooms achieve a better education and level of learning (Carrie Gibori 2015). Though the impact of class size has been one of a debate for years a higher percent of studies have shown that smaller class size produces students with better academic performances than those in large classes.

. Large class sizes make learning difficult. Luke Jacobs (2022) Opined that Having a smaller class size can benefit students' learning results by allowing them to learn more quickly and progress through the material more effectively. This helps their learning experience as it gives them confidence in learning and also help their communication skills. From the above we understand that teachers in large classes have a hard time pulling through planned materials for the day which over time leads to the inability of teachers to finish the scheme of work at the end of the term. it is also important to note that class size also affects the teacher's methodology

as Thomas Robertson (2019) opined that Teacher-centered rote methods become almost inevitable. With so many students, the teacher has no options than to use lecture centred method to teach. Even the simple tasks like taking attendance or handing out papers—become difficult. Classroom space is also a problem; teachers often can't even walk around. Students can have trouble seeing the white board and even hearing the teacher.

In a large classroom teachers are usually unable to stay and assist a student on their weaknesses as well as encourage their strength. In a smaller class the teacher has enough time to correct or encourage a student in their weakness or strength respectively. In a large classroom student's skill sets become blurred with one another (Carrie Gibori 2015). Smaller class sizes are beneficial to the students including better communication between students to teacher and students to students and more individualized attention from the teacher. Smaller classes are also conducive to developing stronger relationships between teachers and students, as well as providing an environment where creativity can be encouraged (Luke Jacobs 2022) Gaby Sciaudone in an article in 2022 titled Large class size negatively impact students stated that It was not right to cram a large load of teenagers in a classroom and expect them to learn. Productivity rate is high in smaller

classes because teachers give individual attention to all students. This study shows that class size doesn't just affect the present ability/academic performance of students but also the ability and performance of students in the long run.

### **Concept of Academic performance**

The academic performance of students is of great importance to Educational stake holders. This is because academic performance determines the human capital development of an economy. According to Narad and Abdullah(2016) academic performance is the knowledge gained which is assessed by marks by a teacher and all educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessments or examination results. Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) (Mesfin Tadese 2022). According to Wikipedia, academic performance refers to the students' success in meeting short or long term goals of education. Yusuf, Onifade and Bello (2016) opined that academic performance is a measurable and observable

behavior of a student within specific period. He added that it consists of marks obtained by students in an assessments such as class exercise, class test, mid semester, mock examination and end of semester examination .At the end and also middle of the academic session of schools, teachers set teachers based test for their students to determine how well they have understood what has been taught and through this the academic performance of students can be determined, how well a student is doing is known and this information is useful to not only teachers in relation to what can be done to improve the performance of students for those performing low but also to parents to know how they can help as well as educational stake holders and government to know what policies to implement in the educational sector. Academic performance according to MeenuDev(2016) does not indicate effectiveness of an institution, but help to determine the future of students and nation at large .According to MeenuDev considering the fact that the youths are the leaders of tomorrow their academic performance goes a long way to determine the future of the nation. If the youths perform low in major courses on finance, education, sciences etc. Which are the bedrock of any society then the future of such society is at stake. Also, academic performance indicates the extent to which an individual has accomplished a

specific task that was the focus of the activities in any educational program, be it school, college or university (Steinmgyr at el 2015).

(Aremy and Soken 2013) found out that the students factors of poor academic performance were poor study habits, psychological adjustments problems, lack of Interest in school programme, low retention, association with wrong peers, low achievement motivation and emotional problems . (Aaronson, Barrow and Sander2017) opined that a teacher can significantly influence students' academic performance in schools. (Ajayi and Ekundayo 2010) have shown that students lack financial support, absenteeism, training, use of local language in the classroom, lack of interest and joy in teachers lesson and learning disability cause poor academic performance of students.

Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important (Odeh, Ogucge & Ivagher, 2015). Students' academic performance is a way of meeting short or long term goals in education. Opinions (2014) opined that the primary purpose of evaluation of students learning outcomes in a given educational programme is to provide information for decision making about the programme

(summative), Amin, Shah, Ajaz and Atta (2014) revealed that students' academic performance was above average and good.

The primary objective of the school is to work towards the attainment of academic excellence by the students (Olufunmilayo, 2020). Anna and Olanipekun (2014) maintained that student's success in any academic performance is worrisome. Students success in any academic task has always been of special interest to educators, parents and society at large (Ajayi, 2006). Promay (2011) revealed that level of students' academic performance is moderate/average in school. Every (2012) revealed that students' academic performance was high. Saka and Salman (2014) revealed that students' academic performance was moderate in school.

Academic performance is an important parameter in measuring success in street (Ekpenyona, 2018). In recent times, educators in Nigeria have been increasingly concerned about the need to improve on the academic performance of students (Akubuiro, 2008). Students' academic performance refers to the final grade which a students obtained after exposure to teaching and learning activities on his or her cognitive, affective and psychomotor domains in been internal and external examination (Olubukola, 2018). Academic performance of students especially at the

secondary school level is not only a pointer to the effectiveness of school but a major determinant of the future of youths in particular are the nation in general (Oblakor & Oguegioffor, 2020). Yahya (2015) observed that secondary schools have derailed in the provision of qualitative education expected of them by achieving lower students' academic performance. Subuola (2017) students' academic achievement will necessarily affect their educational progression and the human capital base of the nelson crytone.

According to Adam and Hayes (2001), Academic Performance really means three things:

- a) The ability to study and remember facts
- b) Being able to study effectively and see how facts fits together to form a large patterns of knowledge and being able to think for one self in relation to facts
- c) Being able to communicate knowledge verbally or writing it down on paper.

According to NCTE (2014) Research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger students in small classes are usually ahead

academically and they also score high marks in assessments. It is also Vital to note that some studies analyze student assessment results in terms of individual student performance and others in terms of class-wide aggregated performance, which can obscure the differences in individual students' performances. NCTE 2014 Students Talk and participate more in smaller classes, they are much more likely to interact with the teacher rather than listen passively during class. It is no surprise that students describe themselves as having better relationships with their teachers in smaller classes and evaluate both these classes and their teachers more positively than their peers in larger classes. Luke Jacobs (2022) opined that When students feel a personal connection with their teacher, they are more motivated to participate in class and work quickly and efficiently, allowing classes to cover more material. Additionally, students who are involved in the learning process tend to have a better understanding of the subject matter and retain knowledge longer.

Over the years, smaller class sizes have been seen to improve student achievement through better assessment, increased opportunities to learn from peers, and increased motivation. Further benefits include providing a better understanding of the curriculum and allowing students more time

with teachers which encourages engagement (Like Jacobs 2022) With large classes, giving individual attention—and even learning student names—is too difficult. So are tests, which are so challenging to organize that they can happen only once or twice a year (as opposed to every week or two in other countries). The cumulative effect on student learning is devastating (Thomas Robertson 2019)

Large class sizes set students back academically. Several studies across the United States prove that the smaller the class is, the better test scores are (Gaby Sciaudone 2022). Cordelia (2008) in a lecture presented to the faculty of Education, University of Benin titled "With effective management all students can learn, no excuses no exception". She added that there is much evidence in our education system to confirm that students' academic performance has not been satisfactory and the situation has been found under-achieving. To this, different education stake holders have tried to proffer possible explanations. Studies by Diaz (2003), Hijaz and Naqvi (2006) indicated an association between performances of students and the role of different factors such as family, teacher, school environment and personal profile of the students. Academic performance in

the context of this study refers to academic achievement in test and examination scores of students at the end of semester examinations. According to Dimbisso,(2009). Academic performance should be considered to be multi faceted construct that comprises if different domains of learning.

### **Class Size and Student's Academic performance**

With the creation of Universal Basic Education UBE, more persons now have access to schools which has lead to an increase in the number of enrollments with no corresponding provision of infrastructure like classrooms. This has resulted to overcrowded classrooms which in turn affect students' Academic performance. A reduction in the number of students in a classroom, will enable the teacher have time for individual students which will motivate the students. . An increment in engagement gives room for better learning experiences because teachers can give more thorough assessments with less time spent on marking.

Additionally, better relationships between students and teachers can be formed due to the closer interaction that small classes provide (Luke Jacobs

2022). A large class room will reduce teacher-student relationship because the number of students is way more than the teacher can handle or interact with. According to Kalagbor (2016) Teacher - student relationship positively influences students Academic performance in schools. Student on the average and below-average will struggle to do well in an overcrowded classroom. These students need more direct instruction, one-on-one instructional time and minimal distractions to maximize their learning potential Derick Meador (2019). Classrooms with smaller size are a lot quieter than those with more than 30 students which can help those with attention issues stay focused during class. Schools that specialize in small class sizes such as Method Schools offer these benefits for their students, making it easier for them to work towards better academic outcomes (Luke Jacobs 2022)smaller classes give the teacher more opportunities to provide personalized instruction and feedback on student work. This encourages closer relationships between teachers and their pupils, leading to a heightened level of trust, collaboration, and mutual respect Luke Jacobs 2022. Another study by Yusuf, Onifade, and Bello (2016) on the impact of class size on student's Academic performance revealed that students in small class had higher mean and that large class had negative

effect on the performance of students. Similarly Alebiosu (2000), in Yusuf et al (2016) reported, based on the outcome of his study that students in small class performed better than those in larger classes. Mahso (2013) revealed that there is no significant relationship between class size and students' academic performance in school. Bukaja (2012) concluded that class size can influence students achievement Kenni (2020) revealed that chemistry class size either small or large class size had no effects on students' academic performance.

Rurfina, Esther and Anastecla (2018) found that large class size had negative effect on students' academic performance in Biology. It has also been observed that class size has both psychological and social effect on students' academic performance. Jemu (2012) found that there is no positive relationship between class size and students' academic performance. Tarimo, Bahati and Labito (2020) showed that class size was positively correlated with students' academic performance in secondary school in Singida Urban. Ke;ll and Partell (2009) found that class size has a negative effects on students' academic performance. Taft, Perkowski and Martin (2021) found that there is a clear and strong relationship between class size and students' academic performance.

Ultimately small class sizes provide many benefits that help enhance learning and education for all involved (Luke Jacobs 2022). Calwerti G.( 2014) found that crowded classrooms conditions hinder teacher's attention to individual students and slow down the progress of students learning.

The relationship between class size and students Academic performance has a debate fir years now. Edge,J. (2015), In a study involving 15 classes taught by 6 different teachers at 9 different schools l, found no evidence that teaching strategies employed by introductory economics instructors depended on class size. Students response to survey also suggested that the effectiveness of various pedagogies may not doffer much between large and small classes Several other related studied have tended to put more emphasis on the various predictors of students learning or achievement. Papo (2015) found that the size of the class taught doesn't not have an impact on teaching effectiveness and the selection of teaching strategies by instructors, He concluded that teaching in large classes is not seen or perceived as a problem by students since the teaching and learning success may depend, in part, on what is taught.Ali (2004) affirmed that it is rather simplistic to blame teacher for laspses in the assessment of large

classes, when one realises the depth extent, nature and scope of activities which a sound and responsive assessment imposes on or demand from the teacher. He further stated that in many countries of the world, the teacher is alone in handling assessment of all students in the class, on variety of learning outcomes, constructing, marking and recording test scores in large classes entails detailed work. Ballard, K. and Bates, A (2008) affirmed that the amount of the marking involved in handling large classes can be dissuade the most enthusiastic teacher from setting the amount of written work tgsr he feels would benefit the students exercise is time consuming. In large classes, one to one attention on students mean that teachers spend a certain amount of time with each learner. Researchers like Yaman & Uygulamada (2009) found that large classes can force teaches to abandon students centered learning and focus more on teachers centered lessons so this teaching strategy then became the culture of teaching. Large class size influence students learning behaviours such as not responding to the teachers question and waiting on the teacher to provide most answers to questions ok worksheers and exercises. The effect of class size on mental ability has been debated and researched for a good number of years. Robinson (2004) opined that even with this methodological problems,

research has generally demonstrated the influence of class or teacher students' performance in a variety of Educational setting. In this view of this fact, it could be said that teacher student ratio is one of the important factors determining good academic performance of students.

### **Summary of Literature Reviewed**

The importance of class size and students' academic performance in educational system cannot be overemphasized or ignored because it has been seen as the core success of any educational system. The concept of class size, concept of students' academic performance and relationship between class size and students' academic performance were x-rayed. It was revealed that different researchers give their view or opinion in the subject matter. Some researchers made some attention while researcher refuted the claim. Just as it has been highlighted by various scholars on the importance of class size and students' academic performance is a pre-requisite to effective school system.

The reviewed literature justifies the various trends which are reflection of the characteristics of various variables of interest in this study, variables such as level of teacher-student ratio, level of students' academic performance between class size and students' academic performance,

relationship between class size and students' academic performance based on school location were explicit conceptualized and defined in the literature. A good number of the literature on class size and students' academic performance on the one hand and teachers' utilization and students' academic performance on the other hand as well as class size and time management.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter described the research method and procedure used to collect data under the following subheadings: Research Design, Population of the study, Sample and Sampling procedure, Research instrument, validity of the instrument, Reliability of the instrument, method of data collection and methods of data analysis.

#### **Research Design**

Research design adopted for this study was the descriptive survey design. The descriptive survey design involves collecting and analyzing data from few item considered to be representative of the entire group.

#### **Population of the study**

The population of the study comprises of five thousand, two hundred and twenty one (5,221) students from the twenty eight (28) public senior secondary schools in Ovia North East Local Government Area of Edo State.

#### **Sample and Sampling Procedure**

A sample of seven hundred and eighty three (783) students from two (2) public senior secondary schools in Ovia North East Local Government Area of Edo State. This constitute seven point five (7.5%) percent of the

total population of students in public senior secondary school in Ovia North East Local Government Area of Edo State. Proposive Sampling technique was adopted to selected public senior secondary schools.

### **Research Instrument**

Two research instruments were used for this study. They were Class Size Student Questionnaire (CSQ) and Students' Academic Performance Checklist (SAPC). The research instrument (CSQ) comprises two (2) sections. Section A, B and C". Section A" sought to elicit information of the respondent such as number of teachers, school location, and student enrolment while section B" consisted of fifteen (15) structure item base on prevalent class size of students. The Checklist (SAPC) which was seeking information concerning students' academic performance in English and Mathematics in external examination.

### **Validity of the Instrument**

The content and face to face validity of the research instrument which were determine by the researcher's supervisor and two (2) other lecturers in the Department of Educational Management, University of Benin who assessed the instruments to ensuring that what they measure what were

supposed to be measure. All necessary corrections were effect on the research instrument.

### **Reliability of the Instrument**

To ensure that the items are consistent, the reliability of the instrument was established using Cronbacu Alpha where twenty (20) questionnaires copies were distributed to respondents who were not part of the study which yielded on overall reliability coefficient at 0.76 which was considered high enough for use in the study.

### **Method of Data Collection**

The research instrument was administered by the researcher with two (2) trained research assistance in the selected Public Senior Secondary Schools in Ovia North East Local Government Area of Edo State. The questionnaires was distributed and collected on the spot.

### **Method of Data Analysis**

Data were analyzed using mean score (  $\bar{x}$  ) to answer research question one and two. While hypothesis one was analyzed using Pearson Moment Correlation Coefficient.

## CHAPTER FOUR

### PRESENTATION OF RESULT AND DISCUSSION OF FINDING

This chapter deals with the analysis are data collected as well as discussion of findings.

**Research Question One:** What is the level of class size in public senior secondary school in Ovia North East Local Government Area of Edo State?

**Table 1:** Description analysis of class size in sample schools.

School	Total number of school	Number of Teacher	Teacher-Student Ratio	Ideal teacher ratio
A	621	10	1:162	1:16
B	928	8	1:116	1:24
<b>Total</b>	<b>1549</b>	<b>18</b>	<b>1:86</b>	1:39

The finding in Table one indicates that the two sample public senior secondary school in Ovia North East Local Government Area in Edo State had student-teacher ratio of 1:86 which means the level of class size is high.

**Research Question Two:** What is the level of students' Academic Performance in Public Senior Secondary Schools in Ovia North East Local Government Area in Edo State?

**Table 2:** Mean Analysis of Students' Academic Performance in Public Senior Secondary School in Ovia North East Local Government Area in Edo State?

<b>Level Of Academic Performance</b>	<b>Frequency</b>	<b>Mean</b>	<b>Sd</b>	<b>Ranking</b>
High level of Academic Performance (10% and above)	225	2.72	0.23	2 <sup>nd</sup>
Average level of Academic Performance (40% - 59%)	452	2.77	0.28	1 <sup>st</sup>
Low level of Academic Performance (39% and below)	100	1.82	0.19	3 <sup>rd</sup>
<b>TOTAL</b>	<b>783</b>			

The data in Table 2 showed the level of students academic performance in public secondary schools in Ovia North East Local Government Area of Edo State was moderate with a mean of 2.77.

**Hypothesis One:** There is no significant relationship between class size and students' academic performance in public senior secondary schools in Ovia North East Local Government Area of Edo State.

**Table 3:** Pearson's correlation of class size and Students' Academic Performance.

<b>Variable</b>	<b>r</b>	<b>Sig(2-table)</b>	<b>Remark</b>
Class size			
Student Academic Performance	0.655	0.100	H <sub>01</sub> rejected

$\alpha = 0.05$

The finding in Table 3 showed that  $r$  value is 0.655 and sig (2 tailed) value is 0.000. Testing the hypothesis of the alpha level of 0.05, the  $p$ -value is less than the alpha value (0.05). Then, the null hypothesis is rejected. Therefore, there is a significant relationship between class size and student academic performance in public senior secondary schools in Ovia North East Local Government Area of Edo State.

### **Discussion of Findings**

The results obtained from the question and testing of hypothesis are discussed below.

Research question one sought to find out the level of class size in public senior secondary school in Ovia North East Local Government Area of Edo State. It was revealed that the level of class size in public senior secondary school in Ovia North East Local Government Area of Edo State was high above national standard set by National Policy on Education. The finding agree with the view of Kemibugu (2013) who pointed out that there was high level of teacher pupil ratio in Tanzania. The finding disagree with Oghuvbu (2009) who asserted that the level of teacher-pupil was low that is 1:22 in primary school in Delta state is less than the national teacher pupil ratio 1:35 in Nigeria school. The finding confirm the studies of Sesegu

(2012) who believed that there is tremendous increase in student enrolment due to importance of formal education to an individual while government refused to employ more teachers into the system.

The finding in research question two (2) that says the level of students' academic performance in public senior secondary schools in Ovia North East Local Government Area of Edo State was moderate. This situation may be partly due to student habit, principals' administrative style and effective utilization of teachers that is available in school. The finding agreed with Promay (2011) who revealed that the level of students' academic performance was moderate. However, the results conduct the view of Bum et al (2014) who maintain that students' academic performance was high. The finding supported the research work done by Saka and Salmen (2014) who asserted that the level of students' academic performance was moderate in schools.

The null hypothesis one that state there is no significant relationship between class size and students' academic performance in public senior secondary schools in Ovia North East Local Government Area of Edo State. The hypothesis was rejected, this implies that there is significant relationship between class size and students' academic performance in

public senior secondary schools in Ovia North East Local Government Area of Edo State. The findings of Taft et al (2021) who found that there is a significant relationship between class size and students' academic performance. The findings disagreed with the findings of Kenzi (2020) which revealed that class size had no effect on students' academic performance in schools. The results support the earlier findings of Tarima et al (2020) who pointed out that class size has positive correlation with students' academic performance in school.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with summary, conclusion and recommendation.

#### Summary

The study investigated class size and students' academic performance in public senior secondary school in Ovia North East Local Government Area of Edo State. To guide the study, four research question were raised, two of them were answered while one (1) was turned into hypothesis and tested at 0.05 level of significance. The research questions as follows:

1. What is the level of class size in public senior secondary school in Ovia North East Local Government Area of Edo State?
2. What is the level of students' academic performance in public senior secondary school in Ovia North East Local Government Area of Edo State?

The hypothesis as follows;

Ho1: There is no significant relationship between class size and students' academic performance in public senior secondary school in Ovia North East Local Government Area of Edo State.

Descriptive survey research design and the correlation research design for the study. The population of study consisted of five thousand, two hundred and twenty one (5,221) students from twenty eight (28) public senior secondary schools in Ovia North East Local Government Area of Edo State. A sample of 783 students from two public senior secondary schools in Ovia North East Local Government of Edo State which is constituted seven point five (7.5%) percent of the total population was purposively selected. Two research instruments were used for this study. They were class size student questionnaire (CSQ) and Student Academic Performance Checklist (SAPC). Data collected were analyzed using descriptive statistics (percentage), Pearson product moment Correlation. The findings is as follows;

- The level of class size is high in public senior secondary schools in Ovia North East Local Government Area of Edo State.
- The level of students' academic performance in public senior secondary school was moderate with 57.7%
- There is a significant relationship between class size and students' academic performance in public senior secondary school in Ovia North East Local Government Area of Edo State.

## **Conclusion**

Based on the finding, it was concluded that class size is high, the level of students' academic performance was moderate. There is significant relationship between class size and students' academic performance in public secondary school in Ovia North East Local Government Area of Edo State.

## **Recommendations**

Based on the findings of this study, the following recommendations were made;

- Government should provide adequate facilities and classes to correspond with the student population.
- Government should employ more trained teachers to cater for the student – teacher ratio in schools.
- The school management should be encourages to adopt a maximum of 40:1 student – teacher ratio for effective teaching and learning.
- Teachers and parents should encourage students to increase their study habit in order to boast their academic performance

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN,  
BENIN CITY.**

Dear Sir/Ma,

I am an undergraduate student from the above named university. This questionnaire is for the generation of data and information on impact of Class Size on Students' Academic Performance in Public Senior Secondary School in Ovia North East Local Government Area of Edo State.

This study is purely for academic purpose and any information supplied by you will be treated with utmost confidentiality.

Thanks for your co-operation.

Yours faithfully,

**TARA ADESUWA OHONBAMU**

**SECTION A: DEMOGRAPHIC DETAILS**

Name of School: .....

Location of School: Rural ( ) Urban ( )

Student enrolment in School:

Number of Teacher in School:

**SECTION B: PREVALENT CLASS SIZE**

Indicate the extent to which you agree with each statement with tick (✓)

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

ITEM ON CLASS SIZE AND STUDENT

S/N	ITEMS	SA	A	D	SD
1.	There are too many students in my class				
2	The student population in my class is negatively affects my attitude to learn.				
3.	My class is always attractive to me				
4.	The number of students in a class should not be more than 40 to 50 in a class				
5.	Improper class size makes the students to lose concentration from the lesson				
6.	Effective use of teaching aids is visible in small class than large class				
7.	Our teacher is not bothered about our scaling				
8.	arrangement				
9.	I have been missing classes due to in ability to secure a				
10.	seat				
11.	Large class frustrate our teachers				
12.	Students participate in small class than in large class during				
13.	Class size affects students' academic performance in school				
14.	Small class size affects the performance of students				
15	than large class size Students in a large class size perform better than those in a small class size Class size affects allocation of some for learning My class is very crowdy because we are too many				

**STUDENT ACADEMIC PERFORMANCE IN ENGLISH AND  
MATHEMATICS IN EXTERNAL EXAMINATION**

<b>Subject</b>	<b>No. of Students</b>	<b>GRADE</b>									
		<b>A1</b>	<b>B2</b>	<b>B3</b>	<b>C4</b>	<b>C5</b>	<b>C6</b>	<b>D7</b>	<b>E8</b>	<b>F9</b>	
Mathematics											
English Language											