

**SCHOOL POPULATION AND ACADEMIC PERFORMANCE OF UNDERGRADUATE
STUDENTS IN FACULTY OF EDUCATION UNIVERSITY OF BENIN, EDO STATE.**

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JUNE, 2023.

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CERTIFICATION

We, the undersigned, certify that this research proposal is carried out by Eguonor **OJARIKRE**, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education plays a vital role in every nation of the world as it brings about enlightenment and increase in knowledge. A man without education is limited in knowledge. Education is a driving force for economic, socio-cultural and political development of nations and individuals. It is basically accepted as an instrument for enlightenment and progress. It is with this understanding that education is regarded as an avenue for indispensable input towards national development and also for empowering citizens of any nation. Education in this perspective is perceived as cornerstone of economic growth and social development and a principal means of improving the welfare of individuals Onokpanu, (2016).

For individuals to be able to contribute meaningfully to the social, economic and political developments in the society, relevant skills, values, attitudes and knowledge must be impacted on them. A country's development lies solely on its educational system. The high standard of quality education in the nation will give rise to improved changes on the nation's administration. If we want to change the world, we have to focus on education and increase in knowledge because education brings about increase literacy rate, enhances creativity, promotes national interests, level of morale and ethical values increases, development of character of an individual, curiosity for learning new things and so on.

A comprehensive look into the Nigeria educational system shows that, it is systematically structured. It is structured into primary, secondary and tertiary institution of learning. As such it is imperative that educational policies should help in planning the educational system in other to attain quality teaching. The National policy on education (FRN 2011) lists the goals of tertiary education

which includes University education thus: to contribute to National development through high level relevant man power training, develop and inculcate proper values for the survival of the individual in the society, develop the intellectual capability of individuals to understand and appreciate their local and external environments, acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful member of the society and so on. These above goals will be achieved through teaching, research, the dissemination of existing and new information, the pursuit of service to the community and be a store house of knowledge. In Nigeria, improving the quality of education and investment on educational and human resources are regarded as effective factors paving the way for a country's pervasive development. Improvement of student's academic performance is also among the basic goals of educational planning. And it's through academic performance that students can fully actualize their talents and capabilities in line with educational goals. Academic performance is an important criteria of educational quality. Education is not complete without academic performance been used as a yardstick to judge the process by which education or knowledge is gained or achieved.

Academic performance is the extent to which a student, teacher or institution has attained their short and long term educational goals and is measured by either continuous assessment or cumulative grade point average (CGPA). According to Bell, (2017) academic performance is what a student is capable of achieving when he/she has been taught. It is how well a student sets standard set out to be attained in an educational institution. This implies that academic performance is determined after the student has been taught specified courses or curriculum. It also plays a major role in assessing the capability of the individual.

Academic performance is defined in terms of test and examination achievement of students. It refers to rating or scoring what students have learned or gained or what skills the students have learned and are usually measured through test and examination assessments. The descriptive assessment information will usually be translated through grading system such as Grade Point

Average (GPA) since it provides information of the student's academic performance across time. Grades are certainly the most well-known indicator of academic performance.

Scholars agree that students' academic achievement is a net result of their cognitive and non-cognitive attributes as well as the socio cultural context in which the learning process takes place. Many recent studies were carried out to explore factors that are affecting university student's academic performance. According to Santrock, (2016) motivation, ability to learn, family background and effort in learning can improve academic performance. Akturk, (2018) also reported that student performance is affected by different factors such as self-efficacy, learning abilities, gender and race.

Cao, (2018) concluded that orderliness, diligence, family income level, detecting undesirable abnormal behaviors by teachers, receiving grant aid and so on have an impact on academic performance. Some researchers believe that the student's characteristics, their living and learning environments and instructional activities contribute to student's performance. It also indicated an association between performance of students and the role of different factors such as family, teacher, school environment and personal profile of the students. Therefore, without doubt academic performance presently is a major issue among students, teachers, parents, school administrator and the community at large. However, this study was carried out to investigate the impact of school population on academic performance of undergraduate students in Faculty of education.

As school population increases class size also increase hence the population of a school determines class size, classroom management, teacher's instructional techniques and so on. Student's population growth highly affects the extent of student's participation in the teaching and learning process. According to Adeyemi, (2018) school variables such as student population growth has an effect on the selection and utilization of the type of assessment techniques to evaluate students. For instance, using objective or subjective type of evaluation to evaluate student's performance, the

teacher or lecturer will notice that essay questions practically challenge large population but in a situation where the population is limited it becomes less challenging.

School population comprised of the total number of students enrolled in the institution during the reporting period including full time and part time. The current population of Nigeria is two hundred and twenty million two hundred and seven thousand three hundred and ten (220,207,310) as of February 22, 2023 based on the interpolation of the latest United Nations Data. (<https://m.statisticstimes.com>). As the population increases suitable measures on the increase of Universities have been put in place. The Federal Government through the National University Commission (NUC), has released the updated list of accredited or approved Federal, State and Private Universities in Nigeria. According to the latest National University Commission list, Nigeria now has two hundred and nineteen (219) accredited Universities. Federal University is forty-nine 49, State University fifty-nine 59 and Private University One hundred and eleven 111 which amount to Two hundred and nineteen 219 Universities.

Due to increasing demand for University education, there has been pressure on University admissions. In order to satisfy some interests, the Government of Nigeria adopted such admission policies such as the quota system, catchment areas, educationally disadvantaged and so on. These admission policies put in place has help to address issues of enrolment of students into higher institutions. Considering the carrying capacity of the institution based on the level of educational facilities in pursuing quality teaching policies on education generally and admission policy particularly in Nigeria appear to change with successive government in power. So therefore an increase in admission rate can lead to an increase in school population.

The faculties of education across the Universities in Nigeria have experienced a high rate of students been admitted to the faculty. This is as a result of faculties overwhelm with application and cannot admit more than 20% to 25% of the applicants and at the end of the day, many candidates will be admitted into programs they did not originally request for. The faculty of education will be

one of those faculties to receive candidates who did not originally apply for the teaching education program. This placed on the Faculty high number of students admitted into educational programs they did not originally apply for; the question is will such students have interest in the course of study that could in turn affect their performance? Will the population of the faculty have an influence on the academic performance of these students? It is based on this premise, that the researcher wants to investigate influence of school population on academic performance of undergraduate students of Faculty of Education, University of Benin, Edo State.

Statement of the Problem

Higher learning institutes are expected to demonstrate the provision of quality education and strive towards improving it. However, quality education provision in Nigeria can be affected by student population growth. That is educational institutions are more challenged to fulfill effective instruction, sufficient facilities and conducive environment in highly populated faculty. Many factors can be attributed to the academic performance of undergraduate students cognitive and learning issues such as academic competence, test competence, time management, strategic studying and test anxiety are some factors that a student may have to balance to be a high achiever.

Scholars have carried out research to find out factors that can influence academic performance. Hijazi and Naqvi (2006) conducted a study to find out the factors affecting college student performance. However, limited work has been carried out on the population of undergraduate students having an influence on academic performance in faculty of education. School population is a determining factor on the selection and utilization of different teaching – learning methodology, instructional facilities selection and utilization, student – teacher interaction and so on. The question will be, will the school population of faculty of education have an influence on academic performance of Undergraduate? It is on this note therefore; this study seeks to investigate the influence of school population on the academic performance of undergraduate students in faculty of education University of Benin.

Hence the study investigated the impact of school population and the academic performance of undergraduate student in Faculty of education University of Benin, Edo state.

Research Questions

To guide this study, the following research questions were raised:

1. What is the population of education students for 2020/2021 academic session by department?
2. What is the academic performance of education students for 2020/2021 academic session by department?
3. Is there difference in the academic performance of Education students by department?
4. Is there a relationship between the population of students and academic performance by department?

Hypotheses

The research questions 1 and 2 will be answered while research questions 3 and 4 will be hypothesized as follows: They will be tested at a 0.05 level of significance.

1. There is no significant difference in the academic performance of Education students by department.
2. There is no significant relationship between population of students and academic performance by department.

Purpose of the Study

The main purpose of this study is to investigate the influence of school population on the academic performance of undergraduate students in Faculty of education, University of Benin. Specifically, the study will:

- ascertain the population of students for 2020/2021 academic session by department.

- determine the academic performance of Education students for 2020/2021 academic session by department.
- investigate the difference in the academic performance of Education students by department.
- determine the relationship between the population of students and academic performance by department.

Significance of the Study

The findings of this study will be important to all stake holders in the educational sectors, policy makers, students, University Management, School administration and researchers.

For policy makers this study will help in creating or developing policies that can curb the influence of school population on academic performance of University students. It will help in considering a way out for the match between number of students and access to relevant instructional materials that support instruction. Also policy makers will accept a reasonable number of applicants on competitive basis in such a way that number of students doesn't compromise the use of continuous and alternative techniques.

Students: will know and develop right learning/studying skills that can aid their academic performance. Also it will help to broaden their knowledge on ways they can cultivate and improvise available facilities for better leaning.

University management: will be guided on policies/decisions they make when considering admission of students into the institution. It will give them insights on way they allocate students into different faculties in the educational system.

School Administrator: will be guided on how to organize, plan suitable environment, facilities that will make teaching and learning interactive and how to work with available facilities provided.

Researchers: The findings will contribute to existing knowledge on academic performance that will be useful to researchers in undertaking further research on related areas of study.

Scope and Delimitation of the Study

This study covers the school population of undergraduate students in Faculty of Education, University of Benin.

Definition of Terms

The following terms are operationally defined as used in the study:

Academic performance: refers to the academic achievement or scores of undergraduate students in faculty of education in a test or examination after the student has been taught specific courses or curriculum at the end of semester examination.

Class-size: Is used interchangeably with school population, it refers to the number of students who have been given admission into 100 Level or total number of students enrolled in 2020/2021 academic session into the University of Benin, Faculty of Education precisely.

Student: refers to a person formally engaged in learning, especially one enrolled in a school or a person, learner, a scholar especially one who seeks knowledge from professional teacher, lecturers.

Undergraduate: University student in faculty of education who has not completed his course of study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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

- Theoretical Framework of the Study.
- Concept of School Population
- Concept of Academic Performance
- Admission Policy
- School Population and Academic Performance
- Summary of Related Literature

Theoretical Framework

This study is hinged on the theory of educational productivity which was propounded by Herbert Walberg (1981). Walberg's theory of academic achievement posits that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes.

This theory is related to this study in the sense that psychological characteristics of an individual influence their behavior and thoughts. These psychological characteristics include personality, temperament, intelligence and emotional state which is a major inherent trait that are useful in curriculum evaluation and can provide teachers with useful information to arrange more optimally functioning classroom. The learning style and cognitive abilities can also influence students learning and academic performance.

The psychological characteristics of an individual will determine if a student is psychologically disposed to receive the lecture or assimilate what has been taught. Also, the psychological environment in terms of population of the class, sitting arrangement, ventilation, lighting and so on can influence academic performance. For instance, if the class

is over populated there will be lack of classroom control which can result in so much noises, less ventilation, poor lighting which can make students not to concentrate in learning and as a result affect their level of assimilation and academic performance.

Walberg's theory recognizes the importance of creating a positive and supportive learning environment. By creating a supportive and effective learning environment, schools can help to improve student's achievement.

Research on learning environments shows that psychological characteristics of classroom learning environments demonstrated incremental validity in predicting student achievement. These psychological characteristics (such as self-concept, attitude, behaviors, intrinsic motivation and overall student's engagement in learning) are useful in curriculum evaluation studies and can provide teachers with useful information to arrange more optimally functioning classroom. The theory predicts academic environments and the psychological characteristics to contribute to gains in student abilities, interests and attitudes.

Concept of School Population

School population represents the total number of students enrolled or given admission in a given academic session. The population of a school determines the availability of learning facilities that will be provided and also the usage of instructional materials in implementing teaching.

Okechukwu, (2017) carried out a study on the influence of overcrowded classroom on pupils academic achievement in public primary schools in Idemili South Local Government Area of Anambra State. Three research questions were answered and one null hypothesis was tested at 0.05 level of significance. The descriptive survey design was adopted for the study. The population comprised 361 teachers and 45 head teachers working in the forty-five public primary schools in the local government area. A Sample size of 180 study participants, made up of 30 head teachers and 150 teachers were selected for the study using simple random sampling technique. A four-point rating scale questionnaire containing 15 items tagged Over

Crowded Classroom Questionnaire (OCQ) was used for data collection. Analysis was done using mean scores and t-test. Findings revealed that overcrowded classrooms have negative influence on pupil academic achievement and that inadequate school facilities also have a negative influence on pupil's academic achievement. Results of the study revealed that there is no significant difference between the mean responses of head teachers and other teachers on the influence of overcrowded classroom on pupil academic achievement. Based on the findings, the researcher concluded that class size is an important factor in determining pupil academic achievement in classrooms.

It was recommended among others that the school management should adhere strictly to the recommended pupils-teacher ratio and employ more teachers as well as create more class out of large ones to help reduce overcrowding in schools. Furthermore, governments at all levels should provide more facilities in public schools to enhance pupil academic achievement.

In reviewing the work of Okechukwu it reveals that large class size impedes effective classroom management and control during instructions, causes students to misbehave during lessons and make teachers spend more time in handling disciplinary cases at the expense of academic activities. The gap his study tends to fill is the issue of overcrowding in classrooms resulting from the upsurge in student population and the failure of government/parents to provide more facilities and renovate existing ones accord much concern as to want to ascertain its influences on the academic performance of students in these learning environments. Also his work help to point out the importance of student to teacher ratio for effective classroom management/control and for effective teaching and learning.

Obiakor, (2020) on his work on impact of classroom size on academic performance in most of our secondary schools in Nigeria today. The teacher – student ratio has gone far beyond the stipulation of the National Policy on Education. Students stay more than fifty in each class, seating arrangements are altered, thereby making teaching and learning

difficult. Educational planners in Nigeria have attributed the over bloated class size due to the explosion of the population of children of school age. The main purpose of the study is to examine the impact of classroom size on academic performance of secondary school students. The research design used in the study was survey research design. The population of the study consists of teachers in public secondary schools. The study concludes that large class size contributes to poor academic performance, it results to poor teaching methods, instructional materials are not properly used in large class size because it is very hard for teachers to show the students the instructional material especially those at the back. He further recommended that policy makers should as a matter of priority the issue of increase funding of secondary school education in Nigeria. Increased funding will help to eliminate problems facing academic performance in secondary schools also school supervisors and inspector should concentrate more on the number of students in each class and avoid overcrowding in classes. In evaluating the study above, an increase in school population determine the class size and also will determine how effective teaching and learning will be. Classes with high population have tendencies of available learning materials to aid learning to be poor which will have an effect on the ability to facilitate learning, retain information from the teacher and also their academic performance.

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 the performance of the education system.

School population is a critical factor in any school system as it is a measure that has severally been used by policy makers across the whole globe in determining the functionality or otherwise of a school system in terms of effective teaching and learning, utilization of available school facilities, school discipline and classroom management among others.

Available studies have proven the correlation between school population, large class size and pupil academic performance.

Nyiam (2012) reported that overpopulated classroom lead to over stretching of available school facilities and overcrowded examination halls which pave way for student to indulge in examination malpractice. In evaluating the work of Nyiam, it takes a highly intellectual teacher to improvise instructional facilities to aid learning. Also when classroom is overpopulated it alters sitting arrangement which encourage students to indulge in examination malpractice.

Mukhtar (2019) on his work on the effects of class size on student achievement in English language. He used a total of 60 middle level English language teaches from various private schools and 10 English language lessons and teachers were also observed for the research. A quantitative questionnaire is adopted for the study and an observed sheet was prepared by the researcher for the collection of qualitative data. His findings revealed that large class size does not have a visible impact on student's achievement. Teachers perspective stated that the recommenced student – teacher ratio in secondary school is 1:40. This is to enable the teacher as well as the student to interact efficiently. In evaluating his work, the rapid growth of population worldwide and insufficient funding of the education sector have necessitated the public and some private institution to slacken on the appropriate class size. The overcrowded nature of classes nowadays has drastically fallen the standard of education in the country leading to low productivity in academic production. The research design for the study was a combination of survey and correlation research designs. The population of the study comprised of SS 2 students in selected private schools. Four hundred students were randomly selected for the study. Structured questionnaire and proforma were used for data collection. The questionnaire was used to collect self -reporting data, proforma was used to obtain students terminal examination results in English language. The data collected were analyzed using multiple regression analysis. The finding revealed a strong

correlation between class size and student academic performance in English language. Therefore, schools should be provided with spacious classes to accommodate the rapidly increasing population of students.

Luka (2018) carried out a study on the evaluation of effects of overpopulation on teaching and learning among students in junior secondary schools in Potiskum Local Government Area. To guide the study 3 research questions in line with the purpose of the study were formulated. Descriptive survey research design was adopted for the study. The target population of the study was the entire teachers in randomly selected four junior secondary school in Potiskum L.G.A. Stratified random sampling technique was adopted to select 40 teachers from the four secondary schools to constitute the sample size of the study. Structured questionnaire was the major instrument used to collect data for the study. The data collected was tested using mean and standard deviation for the questionnaires. The findings of the study revealed that inability of teachers to pay attention to individual students that need special attention, lack classroom control and management of overcrowded classroom and teachers find it difficult in conducting effective continuous assessment in classroom are some of the problems faced by teachers and students in teaching and learning in over populated classrooms in junior secondary schools of Potiskum L.G.A. The study further revealed that high numbers of the students in classroom affect academic performance and that smaller class size leads to improvement of academic performance and also admission of students into junior secondary schools should be based on minimum standard as specified by National Junior Secondary School Curriculum and provision of modern teaching aids such as overhead projectors, that each and every individual student will view the content of the lesson in the classroom are some of the ways forward for overcoming the problems faced by teachers in overpopulated classroom during teaching and learning. It was recommended that a ratio of 1:40 teachers to students is suggested by National Policy of Education. In evaluating his work, when the capacity of classrooms is exceeded, it places greater demand on the schools existing

resources and infrastructure that need to be used for effective learning. Also, there should be a minimum amount of students a teacher should be assigned to.

Altonji and Mansfield, (2011) pointed out that School quality is an important predictor of educational attainment and labor market success and that school population is one potential measure of school quality over which policy makers have some control. Policy makers are those who make policies in relation to any educational institution for effective running of such institution. However, there has been an intense argument on the implications of school population on trends in school enrolment.

Available studies have proven the correlation between school over population and academic performance. Nyiam (2012) reported that over population school leads to over populated classroom and which in turn leads to over stretching of available school facilities and overcrowded examination halls pave the way for examination malpractice.

Agba (2010) asserted that student overpopulation has a negative effect on the school. Which in turn affects both teachers and students. On the contrary, researchers have noted that effective teaching and high academic performance can only be achieved when supported by adequate infrastructural facilities and manageable class size. Also, it is worthy to note that large class negatively affect some students more than others due to the fact some students might have to cultivate good study habits and research further on different topics having been taught in an over populated class so as to retain more and expand his/her knowledge on topics taught.

All educational stakeholders are aware that population explosion or congestion exists in the classroom at all levels of the educational institution especially the tertiary level in Nigeria. The rate of students seeking admission into tertiary institution is on the high side. Therefore, there is need for proper planning to adequately meet the increase in school population. Also when classroom is overpopulated it affect the seating arrangement which encourage students to indulge in examination malpractice.

Owoeye and Yara (2011) examined the influence of class size on student academic performance in Ekiti State. The study population was the results of the West Africa School Certificate Examinations (WASCE) conducted in 50 secondary schools in both rural and urban areas of the state. One validated instrument Students Class Size Questionnaire (SCSQ) was used for data collection. One hypothesis was formulated and answered. Data were analyzed using mean and t-test. The result showed that there was no significant difference in the academic performance of students in small and large classes from urban schools ($t=1.49$; $p < 0.05$); there is no significant difference between performance of students from rural large and rural small classes ($t=0.58$; $p < 0.05$). It was recommended that policy makers and government should ensure that more classrooms are built and number of students in a class should not be more than thirty (30). The Parent Teacher Association (PTA), philanthropist and other charitable organizations are also implored to compliment the effort of the government to boost the performance of students in SSCE by building more classrooms.

Zyngier (2014) studied class size and academic results, focusing on children from culturally, linguistically and economically disenfranchised communities. A comprehensive review of 112 papers assessed whether these conclusions about the effect of smaller class size still hold. Findings suggested that smaller class sizes in the first four years of school can have an essential and lasting impact on student achievement, especially from children from culturally, linguistically and economically disenfranchised communities. This is particularly true when smaller classes are combined with appropriate teacher pedagogies suited to reduced student numbers.

School population is a critical factor in any school system as it is a measure that has severally been used by policy makers across the while globe in determining the functionality or otherwise of a school system in terms of effective teaching and learning, utilization of available school facilities, school discipline and classroom management among others.

Vandenberg (2012) examined the relationship between class size and academic achievement. The purpose of this study was to analyze the relationship between class size and academic achievement in rural, economically disadvantaged third grade classrooms and how teachers perceive class size as effecting their instructional and classroom management methods. Data collection and analysis for the study involved 3,812 third grade students in 204 classrooms collected from nine rural, economically disadvantaged school district in the South Eastern region of Georgia. Additionally, a researcher developed questionnaire was used to collect data from third grade teachers teaching in the same nine rural, economically disadvantaged school districts.

Initial correlation analysis indicated a positive relationship between class size and academic achievement. Regression results indicated that the percentage of gifted students, the percentage of economically disadvantaged students and the class size were significant predictors of reading achievement levels. Questionnaire data revealed teachers felt smaller classes would affect their instructional practices by facilitating the increased use of small group instructional arrangements, hand on activities, one-on-one instruction and differentiation of instruction. Respondents either stated that class size did not affect their classroom management plans to be less strict, have more student freedom, and have more positive reinforcement. All 51 respondents believed that smaller class sizes had a positive impact on student achievement due to the teachers being able to provide more individualized instruction and having less classroom management issues. Class size of 20 or less students per teacher were identified as being ideal due to such class sizes being easier to provide individualized instruction, easier to use group activities and easier to manage behavior.

Khan and Iqbal (2012) opined that the teachers most severe problems are overcrowded classes. The data were given both qualitative and quantitative treatment. The study's outcome indicated that effective teaching was not possible in crowded classes, and the majority of the teachers were facing instructional disciplinary, physical and evaluation problems.

Anashie, Ebuta and Adie (2013) examined the influence of student's population pressure and class size on public secondary school students' academic performance in Cross River State. The expo-facta research design was adopted for the study. A sample of 150 teachers and 450 students were selected through a stratified random sampling technique. A 16-item questionnaire was used as an instrument for data collection. Also raw scores of Jss3 students for English studies, Business studies and Mathematics were used. Two research questions and one hypothesis were formulated to guide the study. Data obtained were analyzed using rating and standard deviation scores to answer the research questions and t-test statistics to test the hypothesis at 0.05 level of significance. Findings of the study revealed that student's population pressure and large class size negatively affect teaching and learning and make it difficult for teachers to administer and mark test and assignment. The result of the hypothesis showed that there is a significant difference between the academic performance of students in largely populated schools and students in less populated schools. On the basis of these findings it was recommended among others that government at all levels education, stake holders and so on should provide school facilities in proportion to existing student's population. More so, there is need to adhere strictly to the teacher – student's ratio of 1:40 recommended by National Policy of Education for effective pedagogical delivery and learning in schools.

Cheng, (2011) carried out a study on effects of class size on alternative educational outcomes across disciplines. Used self- reported ratings of student learning, instructor recommendation and course recommendations as the outcome measure to estimate class size effects, doing so across 24 disciplines. Fixed effects models controlling for heterogeneous courses and instructors reveal that increasing enrollment has negative and significant effects on student satisfaction in sociology, political science, computer science and engineering, mechanical and aerospace engineering. Educational outcomes in linguistics, psychology, biological sciences, chemistry, math, physics, history and philosophy are unaffected by class size. In conclusion he stated that student ratings of learning, instructor recommendations and course recommendation serve as alternative measure of educational success. While these measures are more subjective than test scores and grades, they

reveal overall student contentment, which is another valid outcome of education. The main results and robustness checks show that on average, larger class sizes do hinder educational outcomes. However, when departments are analyzed individually, many seems to be affected by class size. While educational success changes with class size for some disciplines, success in the other disciplines seems to be dependent on other factors.

Monks and Schmidt, (2010) on the impact of class size and number of students on outcomes in higher education stated that numerous studies have investigated the impact of class size on student outcomes in higher education. Additionally, this paper investigates the importance of student load (total number of students taught across all courses) in educational outcomes. He finds out that both class size and student load negatively impact student assessment of courses and instructors. Large classes and heavy student loads appear to prompt faculty to alter their courses in ways deleterious to students. In his conclusion he stated that class size and the total number of students that a faculty member is responsible for teaching have a negative impact on the self-reported outcomes of amount learned, instructor rating, course rating and expected course grades.

IfeanyiChukwu (2009) studied the influence of class size on senior secondary school students performance in essay writing in English language. A quasi-experimental pretest, posttest non-equivalent group design was applied in the study. The research questions were answered using mean and standard deviation while the null hypotheses were tested at a 0.05 level of significance using analysis of covariance (ANCOVA). There is a significant difference between students taught in large class. This is shown in the non-significant influence of gender in the achievement of students in essay writing. There was no significant interaction between class size and gender on the achievement of students in essay writing.

McDonald, (2013) carried out a study on Does size matter? The impact of student staff ratios. Student's staff ratios (SSRs) refers to student faculty ratios. SSRs in higher education have a significant impact on teaching and learning and critical financial implications for organizations.

While SSRs are often used as currency for quality both externally for political reasons and internally within universities for resource allocations. There is a considerable amount of ambiguity over the actual impact of SSRs and whether a low SSR is reflective of better education outcomes. His work explores the impact of SSRs from three perspectives: (1) Learning outcome (2) staff workloads and well-being and (3) organization reputation and funding. In conclusion increasing class sizes is an issue affecting many higher education institutions in the world, and the spectrum of views surrounding the issue demonstrates its overall significance to the sector. Based on the findings, it appears that more important than the issue of staffs and large classes in the quality of teaching. Research testifies to the fact that student satisfaction is not entirely dependent on small class sizes.

Cortes et al. (2012) highlighted the fact that class size affects student performance, due to misbehavior and other disciplinary problems in large classes. The learner's in the small classes scored relatively much higher marks than those in the large classes. Reviewing his work learner's in smaller classes learned more as they did not experience disruption during lessons. Participation in learning activities and group work in the smaller classes contributed to the higher scores and resulted in sound discipline, whereas in the larger classes, learner's scored lower marks and disruptive behavior made it difficult for teachers to manage these classrooms. From his findings, it appears if one or more students behave badly, the learning activities of all the learners in the class are influenced.

A qualitative study by Nirashnee (2015) explored teacher's experiences with overcrowded classrooms in a mainstream school. The researcher adopted a case study design with unstructured questionnaires and observations with teachers. The findings of this study revealed that teachers were stressed by inadequate spaces in classrooms, health safety, limited student - teacher interaction, limitation to the application of various instructional methods, increased work load, and tedious scoring of assignments and exercises administered to the learner's. In corroboration with the findings of the current study, it was noted that lack of support from the management, policy implementation,

teacher training, professional development and lack of resources are factors associated with the impact of the class size.

Micheal (2016) reported that students face various challenges in their learning in big classes as well as teachers when teaching large classes in some Papua New Guinea schools. The results of this study revealed that big class sizes and overcrowded classrooms in most schools were caused by high student enrolment rates after the introduction of fee-free education.

Jehangir (2012) investigated the impact of overcrowded classrooms on the academic performance of the students at the secondary level. The study was descriptive and used questionnaires for data collection. The findings revealed most teachers preferred to teach small classes in size because they are easier to handle. It was also observed large class size affected the instructional process as not every student got the attention of the teachers. It was difficult for the teacher to make a close follow-up for every student hence, the lack of differentiation. Moreover, the study also discovered that the instructional process was ineffective due to adequate teaching and learning resources at the classroom level. However, the weakness of this study is that it did not relate congestion of the classroom with the effective instructional process.

Ambrose (2014) on his work on influence of student's population pressure and class size on the academic performance of secondary school students. The expo facta research design was adopted for the study. A sample of 150 teachers and 450 students were selected through a stratified random sampling technique. A 16 item questionnaire was used as an instrument for data collection. Also raw scores of JSS3 students for English studies, Business studies and Mathematics were used. Two research questions and one hypothesis were formulated to guide the study. Data obtained were analyzed using mean rating and standard deviation scores to answer the research questions and t-test statistics to test the hypothesis at 0.05 level of significance. Findings of the study among other that student's population pressure and large class size negatively affect teaching/learning and make it difficult for teachers to administer test or assignment. The result of the hypothesis showed that there

is a significant difference between the academic performance of students in largely populated school. On the basis of these findings it was recommended that government at all levels, education stakeholders and so on should provide school facilities in proportion to existing student population. His work emphasizes the importance of teacher and student interaction during teaching.

Concept of Academic Performance

The concept of academic performance is inevitable in any formal educational institution. It expresses the learning achievement of an individual or group at the end of academic program. According to Li and Chai (2018) academic achievement is the learner's performance of teaching and learning assessments such as final examination, results achieved by the person in school. It is a basics to ascertain the capabilities of a student from which his potentials could be inferred.

Academic performance is generally used to determine how well an individual is able to assimilate, retain, recall and communicate his knowledge of what has been learnt. This concept has close relationship in meaning with academic attainment and academic achievement. Wang (2021) believed that academic achievement can be equated with academic performance.

Arasian (2017) viewed academic performance as expression of one's achievement from school based instructions. A student academic performance is usually measured in examination or continuous assessment, tests and could be expressed in various ways depending on what the scores will be used for. The various ways of reporting academic performance include percentage, quartiles, raw scores, transformed score or even as categorical variables such as Excellent, Very good, First Class, Distinction, A1, B2, C4, F9 and so on.

The academic performance of a student is a function of many variables which could be classified into school population, home, social economic, cultural and legal factors. The concept of academic performance is a major tool in the measurement of the academic performance of students during or on completion of a program. It is very important to any formal educational institutions.

The word academic is normally used in relation to a college, university or any institution of higher learning. It pertains to scholarly human activities conducted in a formal educational environment. Performance cuts across the various domains of an individual namely affective, psychomotor and cognitive domains. Academic performance is therefore a yardstick for ascertaining the capabilities of a student from which his inherent or unrevealed abilities could be inferred. Common problems faced by the students, administrators and counselors are fluctuating academic performance of students from various settings in the community Delstre, (2016).

School administrators are finding ways on how to help the students to cope and increase academic performance despite the limitations in the community.

Academic performance is generally used to determine how well an individual is able to assimilate, retain and communicate his/her knowledge of what has been learnt. It is knowledge attained or skills developed in school subjects usually designated by scores in formal tests or examinations. Academic performance referred to the observed and measured aspect of student mastery of skills or subject contents. It is the measured relatively permanent changes in an individual behavior due to experience acquired. A student's academic performance is usually measured by teacher made tests or standardized tests which in most cases are referred to as test that are administered and scored in a consistent or standard manner. Examples of standardized tests are West Africa Examination Council (WAEC), Joint Admission Matriculation Board (JAMB) and so on.

The school population, class size, home, teacher, rural and policy factors to some extent are determining factors of academic performance. Several studies have been carried out on factors affecting student academic performance. Some of the factors are;

- **Student related factor:**

According to Ali and Fahad (2013) students related factors that affect the academic performance of students include insufficient effort, lack of self-motivation, learning preference,

student academic attitude and previous school. Udoh (2011) alludes to examination malpractice, poor study habits, peer influence, absenteeism and lack of self-confidence. Absenteeism, study habits, indiscipline and cultism was established by Odumbe (2012) as the major factors contributing to poor academic performance of students.

Ukwayi, Lucy and Chibuzo (2013) posited that the use of alcohol and related drinks also influences academic performance among undergraduate. In their study, they reported a significant relationship between alcohol use and academic performance. Other student related factors that can affect academic performance of undergraduates include student's illness, visual or hearing impairment, insufficient sleep, intimidation of lectures by student, negative youth exuberance and other antisocial activities. From the above, we can see that student academic performance is affected by a good number of personal factors.

- **Teacher/ Lecturer related factors:**

Poor performance in class is likewise influence by lecturer related factors. Some teacher/lecturer related factor such as poor student- lecturer relationship, poorly coordinated supervisory activities, lack of commitment and poor attitude by lecturers, poor grounding in the subject area, poor teaching methods are factors that can influence student academic performance in Nigerian Universities. The problem was further compounded by economic and social effects of incessant closure of schools due to ASSU strikes. Azer, (2005) affirms that lecturers need to embody positive qualities such as commitment and passion and must be willing to pass these qualities to their students and peers, provide positive reinforcement to students by giving value to the inputs of students, provide constructive feedback which could help student grow, create a respectful, meaningful and trusting learning environment where open authentic communication can take place, seek and encourage understanding of unity in diversity that could eventually lead to team work among students and demonstrate leadership skills and effective teaching craft that could contribute to the overall development of the student and the school.

- **Institutional related factors:**

Institutional related factors that affect the academic performance of students include inadequate libraries, inadequate laboratories, lack of university accommodation, curriculum related factors, inadequate number of lecturers as well as academic policies implemented by the university. There are conflict of interest and goals between university administration and various academic and non- academic unions. There also conflicts between factions of the student union and organized student's fraternity or cult groups. There are evidences that the much needed ethical values such as dialogue, peace and discipline are lacking in most of the University systems across the nation. All these unethical behavior and leadership indiscipline in addition to increase in tuition fees, inadequate school hostels, students unrest and incessant closure of schools for months have serious effect on the academic performance of students. Thus, school facilities affect the health, behavior, engagement and improvement in academic performance of students.

- **Home related factors:**

Home related factors that may affect student academic performance include large family size, illiteracy on the part of the parents, poverty, family pressure, socio - economic status of parents, parent illness and death of a family member and lack of support and assistance from family members and friends. When there is lack of support from home it can lead to a downslide or decline in the academic performance of students.

Therefore, problems such as lack of support and assistance from friends and family members can affect the academic performance of the students resulting to emotional problems, lack of concentration in class and lack of self-confidence. More so, students who lack self-discipline and self-confidence are likely to acquire problem behavior from their peers such as absenteeism, substance abuse and paying less time on their school work which influences their academic performance. Family break up, parent illness and death of a family member contribute to low

performance as it affects syllabus coverage and sometimes led to some students repeating a given grade, class or level.

Also the population of an institution may largely determine academic performance. This is true because a highly populated school will reflect on the class size, usage of instructional and teaching aids and as well the provision of adequate infrastructural facilities and basic amenities in the school environment. The school administration or admission policies also plays a significant role in determining the population of a school. Poor academic performance may also be manifestations of failed policies.

Admission Policy

The University provides the highest level of education. As stated above academic performance can be affected as a result of failed policies. This policy can come from the University system which operates in the three tier format: Federal, State and private. Admissions into the various institutions of higher learning was initially being handled by each institution.

According to Ogbonnaya, (2009) student admission is the formal, acceptance into school or program of study for which certain requirements must be met. Adikwe, (2016) defined policy as set of principles, rules and guidelines formulated or adopted by an organization like the university to reach its long term goals, and those are typically published in a booklet or other form that is widely accessible.

As the establishment of Joint Admission Matriculation Board (JAMB) in 1977, admissions into universities began to be handled by it through what was then known as University Matriculation Board (UME) that later metamorphosed to Unified Tertiary Matriculation Examination (UTME) when all entrance examination to higher institution of learning being conducted by JAMB was unified in 2010. the fact that the Nigerian University Admission process has experienced a number of changes over the years among which are changes in government administrations and the introduction of different selection policies such as catchment areas and quota systems.

The result of these changes suggests a negative impact on the quality of graduates produced by the Universities. Okebukola, (2002) pointed out having experienced a number of changes in policy and office holder, institutions were operating under different admission policies. Okebukola noted that among these policies, the catchment areas are used for selection of students in the universities. Given that the Nigerian government had made policy for the provision of higher education for all citizens wanting to pursue education at the higher level, the selection process for such candidates took a very important role.

Access to university education is limited revealing that in 2000 there were approximately 1.5 million applicants seeking admission into the universities while the universities only had less than five hundred and fifty thousand (550,000) places approximately per year, leaving some nine hundred and fifty thousand (950,000) applicants or more awaiting admission. Over the years the number of applicants seeking admission especially into universities has increased over the years thus creating problems for JAMB, the applicants, their parents and the country at large.

Ajayi and Ekundayo (2008) also added that the demand for university education places in the country has increased over the years due to great emphasis placed on university education by the Federal government of Nigeria, as a means of developing the country. The government policy on employment and placement on salary also favor university degree holders than graduates of other tertiary institutions in Nigeria. Ajayi and Ekundayo also claim that this government involvement in terms of motivation has increased the demand for university education. As a result, applicants and their parents are willing to go to any extent to have university education rather than that of other higher education institution. As a result, most of the parents become directly involved in seeking admission for their children.

Parental involvement and deep concern in university education for their wards often leads to sharp practices and favoritism. The belief is that anyone with a university degree will have more chances to get a better job and better salary than those who attend other higher institutions. Similarly, the increasing importance of university education as a means of improving the individual and

strengthening the economy has intensified the demand for university education in Nigeria over the last two decades.

However, Ajayi and Ekundayo (2008) pointed out that Nigeria university education has not been able to meet the demands to broaden university admission. Chukwurah (2011) is of the opinion that it is expedient to develop quality and effective human resources for Nigeria as a developing nation in order to gain sustainable growth especially economic growth. From a similar point of view, it is worthy to note that a nation's Gross National Product (GNP) per capital depends on the level of development of its human resources to a great extent. In view of human resources needed there is need for the country's university system to rapidly and effectively improve. Chukwurah (2011) suggested that in order to improve Nigeria's GNP, making university education to accessible to every Nigerian should be a top priority. However, policies on admission into Nigerian universities have become controversial and applicants have recently had to endure unnecessary expenses and risk to life travelling from one university to another to take examination for a university admission they may never achieve (Chukwurah, 2011).

Agboola and Ofoegbu (2010) commented that what creates more worries in the admission process is that many qualified applicants fresh from secondary schools/colleges cannot gain admission into the Nigerian university of their choice due to admission policies such as the Post Unified Tertiary Matriculation Examination (Post-UTME) screening, catchment areas, quota systems and other factors such as shortage of manpower, limited number of departments, low carrying capacity of many Nigerian universities and the lack of teaching facilities.

Akpotu (2005) claimed that the cost of tuition fees and materials for learning are not the main barriers to gaining admission into university in Nigeria. Akpotu suggested that the absorption capacity for learning is limited while catchment areas, quota system, admission policies and poor and inadequate facilities are all barriers to implementing policy system in Nigeria universities.

Quota system and catchment area policies are cognate policies of the FRN. These are formulated to create equitable access to educational opportunities for all its citizens. Educational

policies such as quota system and catchment area are cognate policies designed by the federal government of Nigeria (FGN) to diffuse ethnic tension and promote national integration. They are also designed to influence and determine all major decisions and actions and all activities that take place within educational institutions.

In Nigeria, quota system and catchment area policies are taken into consideration during recruitment exercises, admission into universities among others, where a fixed number (quota) is assigned to each state or the local government area (catchment area) that is on advantage location to the institution being competed for. Later, a selection of candidates is made based on the quota system and catchment area policies.

Quota system and catchment policies are important particularly in a plural society as Nigeria. Here, all citizens feel a sense of equal voice, equal representation and equal participation. No citizen or group of citizens should feel marginalized. These policies enjoin public authorities, semi-government agencies, institution of learning and the private sectors are to ensure fair and effective representation of the states and local government areas or ethnic groups who are in position of power, authority and placement in enrollment into schools among others.

With the quota system and catchment area policies, universities are under obligation to admit students not entirely on merit but on quota of the states as stipulated by the government. This is a bid to foster equity in the university admission process as the FGN provides opportunity for all Nigerian citizens at all levels of education without any form of discrimination by introducing the quota system.

These admission policies include quotas for educationally disadvantaged states, catchment areas and carrying capacity while structural factors include the inadequate numbers and absorption capacity of universities in the country, the lack of man-power and the inadequate facilities for impacting qualified applicants. Agboola and Ofoegbu (2010) are of the opinion that policy for conducting meaningful selection procedures has regrettably been replaced by one based on political interests and affiliations since the introduction of the quota system which favors some regions or

states over others. In most cases consideration is given to students who fall within the catchment area of the university over other applicants.

Based on the admission guidelines Moti (2010) posit that 30% of available spaces are reserved for applicants based on state or locality. Likewise, Saint et al (2003) made it clear that only 45% of applicants are considered for admission on the basis of merit of their academic performance. The JAMB reserved 35% of a university admission for residents of its immediate geographical or catchment areas and a further 20% for educationally disadvantaged students.

Quota System

The federal government of Nigeria introduced the quota system in order to provide equal access to university for everyone. However, access has now become a problem with the system grossly abused and applicants denied access to university education. Quota system policy which ensured certain candidates benefitted from certain percentages of admission chances reserved based on population, ethnic considerations and states of origin. Educationally less developed areas come under the catchment area. This element of the catchment area allows the university to lower the entry requirements for states considered educationally less developed, an approach supported by the federal commission.

Educationally Disadvantaged Policy

Educationally disadvantaged or less developed states consist of applicants from states of the nation categorized as those who are not well educated and needed to be encouraged. Meanwhile, the federal government has encouraged schools to lower their requirements for the candidates from these states in order to accommodate them. This division accounts for 20% of the total admission list.

Educationally disadvantaged policy which also reserved some percentage of admission chances to delineated states considered to be educationally disadvantaged or backward. Most states in the North are considered to be educationally disadvantaged. They include Zamfara, Bauchi,

Adamawa, Niger, Kebbi, Gombe, Taraba, Yobe, Kogi, Ebonyi and so on. Giving preference to candidate from these states goes beyond merely giving admission to students, but was designed as a means of uniting the nation by giving everybody from every state of the country, an opportunity to be educated and as well, have sense of belonging.

Carrying Capacity

Oduwaiye (2009) described University carrying capacity as a situation where admission of candidates into the university is checked later or matched with facilities available to carry the admitted number. This policy can be used to boost quality where it is consistently implemented. The National University Commission suggested that due to continued population growth and the demand for University education, University expansion should follow according to the demand instead of expanding to meet the demand. This policy was formulated following the NUC inspection of some universities in which officials observed that many facilities were overstressed and institutions overpopulated. As a result, they came up with the policy known as carrying capacity. The carrying capacity means that students are admitted based on facilities available. These facilities include adequate lecture rooms, well stocked libraries, good staff/ student ratios, good accommodations and so on. Such policy is expected to enhance quality.

Funding

Closely connected with the issue of the expansion of universities according to the demands is the issue of better funding. Akintayo (2004) argued that expansion should be accompanied by increased funding. The policy relating to funding is a challenging issue. The budgetary allocation to education has been on the decline. UNESCO recommends 25% of the annual budget be allocated to the education sector instead of moving towards this minimum standard. Nigeria is far from implementing the recommended allocation of resources to education, thus making expansion difficult if not impossible.

This lack of proper allocation of funds to the education sector in the country has led to shortage of instructional faculties, lecture room and so on. There by increasing the number of students given admission to faculties where students can improvise facilities to foster learning. For instance, the faculty of health has lesser students being given admission compared to faculty of education where there is an increase in population, this can be as a result of available facilities needed to foster learning and teaching of the students. It is however obvious that the universities in Nigeria need to be better funded. However, one cannot ignore the great contribution made by the Education Tax Fund (EFT) now called TETFUND. The involvement of the EFT is a welcome development as the body has been able to develop many infrastructural facilities in universities with their funds in their support for better education.

The government should increase the budgetary allocation to meet the recommendation for funding of education in developing countries. Conclusively, in order to enhance the access to universities, the issues of quota system, catchment areas and carrying capacity should be reviewed.

School Population and Academic Performance

As enrollment number increases, the issue of school size becomes relevant to the task of improving student performance. Smaller population have shown greater capacity to develop personal connections among students and staff that tend to prevent indiscipline or anti- social behavior (Mugure, 2012). An issue related to school size is the ability for students and lecturers to establish personal links with one another and with the physical environment. A minimal school population facilitates small group or individualized instruction. Students in smaller learning environment achieved at higher levels than their counterparts in larger schools.

Viadero, M. (2018) stated that policy makers and scholars have turned deaf ears to the debate of school population. Alabi (2016) studied school population and facilities as correlates of the academic performance of students. It divulged that school population and facilities have significant

relationship with academic performance of students. Hence the study recommended that more facilities should be made available.

Academic performance is knowledge attained or skills developed in school subjects usually designated by scores in formal tests or examinations. Academic performance referred to the observed and measured aspect of student mastery of skills or subject contents. It suggests that academic performance is different from the academic potentials of an individual. It is the measured relatively permanent changes in an individual's behavior due to experience acquired. A student's academic performance is usually measured by teacher made tests or standardized tests which in most cases are referred to as external examinations in Nigeria. Example of standardized tests are West Africa Examination Council (WAEC), Joint Admission Matriculation Board (JAMB), NECO and so on.

Academic performance is the achievement of a student in terms of aggregate obtained in a test or examination in specific subjects that cover a given academic program. The school population, home teacher, cultural and policy factors to some extent are many determining factors of academic performance. Since learning is an integral part and a major determinant of academic performance, it therefore follows that the factors influencing learning in an individual may have overt or covert effects on the individual's academic performance. The population of an institution may largely determine academic performance. This is true because a highly populated school will reflect on the class size, instructional and teaching aids as well as the provision of infrastructural facilities and basic amenities in the school environment. For instance, in a largely populated class, students will find it hard to maximally concentrate in the class and optimally learn. All these go along to explain the influence of school population on student academic performance. The school administration or admission policies also plays a significant role on determining the population of a school Ololube and Kpolovie (2012). Poor academic performance may also be manifestations of failed policies.

School quality is an important predictor of educational attainment and labor market success and that school population is one potential measure of school quality over which policy makers have some control. However, there has been an intensive argument on the implications of school population on trends in school enrolment.

Available studies have proven the correlation between school over population and academic performance. Nyiam (2012) reported that over populated classrooms lead to over stretching of available school facilities and overcrowded examination halls pave the way for students to indulge in examination malpractice. Agba (2010) asserted that students' overpopulation harms the tone of the school, affecting both teachers and students. On the contrary, researchers have noted that effective teaching and high academic performance can only be achieved when supported by adequate infrastructural facilities and manageable class size. Also, large classes negatively affect some students more than others. The negative effect of class size on grades differs across different categories of students.

Okechukwu (2016) in his study revealed that overcrowded classrooms have negative influence on pupils' academic achievement. Over populated classroom negatively affect the delivery of instruction, inadequate seats for the pupils in the classroom have negative effect on their academic achievement; teacher finds it difficult to measure pupils level of achievement in overcrowded classroom and effective use of teaching aid is negatively affected by overcrowded classroom.

Ambrose (2014) on his work on the influence of students' population pressure and class size on the academic performance of secondary students in Cross River state finds out that there is a significant difference between the academic performance of students in largely populated schools and students in less populated school.

Summary of Reviewed Literature

In the summary, the study has been reviewed under the basic concepts to the topic of study. The theoretical framework is hinged on the theory of educational productivity by Walberg. Which posits that psychological characteristics of individual students and their immediate psychological environment influence educational outcomes. This theory helps to pin point the factors both inherent factors like attitude, interest, intellectual abilities as well as the psychological environment where teaching and learning takes place which can determine the academic performance of the students.

School population represent the total number of students enrolled in a given academic session. School population is one potential measure of school quality over which policy makers have some control and should be checked into. The population of a school determines the effective usage of instructional aids for effective teaching and learning which can influence their academic performance.

The concept of academic performance which is used to determine how well an individual is able to assimilate, retain, recall and communicate his knowledge of what has been learnt. Also, admission policy which involves catchment area, quota system, educationally disadvantaged state, carrying capacity, funding, school population and academic performance were reviewed. Related study by various scholars like Okechukwu (2017) on influence of overcrowded classroom on pupils academic achievement in public primary schools, Obiakpor (2020) on impact of classroom size on academic performance in secondary school, Mukhtar (2018) on effect of class size on student achievement in English language class, Luka (2018) on the evaluation of effects of overpopulation on teaching and learning among students in junior secondary schools, Ebuta and Adie (2013) examined the influence of student population pressure and class size on public secondary school students academic performance, McDonald (2013) carried out a study on Does size matter? The impact of student-staff ratios, Ambrose (2014) on influence of students' population pressure and class size on the academic performance of secondary school students, Zyngier (2014) studied class size and academic results and so on were discussed.

From the literature reviewed, the result of the literature review showed none of these to the best of the researcher's knowledge was carried out amongst students in faculty of education precisely in Edo state. Thus, this is the gap the researcher intends to fill.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedures that will be use in the study are presented under the following sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Procedure
- Research Instrument
- Validity of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

A Descriptive survey research design will be adopted for this study because the study seeks information from a small segment of the population (which consist of population from four departments out of the eight departments) in faculty of education to make a generalization to an entire population.

Population

The population of this study will comprised of 2,353 undergraduate students of Faculty of Education, University of Benin, Benin City in the 2020/2021 academic session.

Table 1: Population Distribution

S/N	Departments	Number of students
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1	A	106
2	B	407
3	C	407
4	D	542
5	E	172
6	F	310
7	G	125
8	H	284
Total		2,353

Sample and Sampling Procedure

The sample size for this study will be 1339 students representing 50% of the research population of the study, and four (4) departments out of the eight (8) departments in Faculty of education University of Benin were sampled using simple random sampling. The sampling procedure adopted for the study will be simple random sampling procedure. Simple random sampling was used because it gives equal chance of being selected from a large population and the probability of a member of the population being selected is unaffected by the selection of other members of the population.

Table 2: Sampling Distribution

S/N	Departments	Number of students
1	A	106
2	B	407
3	C	542
4	D	284
Total		1,339

Research Instrument

The research instrument that will be used in this study will be academic proforma (students' academic performance). The proforma will consist of the students' performance raw scores in EDU 111 from four departments in Faculty of Education for 2020/2021 academic session.

Validity of the Instrument

The instruments are standardized instrument, hence no need for validation.

Reliability of the Instrument

The instruments are standardized instrument, hence no need to carry out reliability.

Method of Data Collection

The researcher will obtain the academic proforma which consist of the students' performance raw scores in EDU 111 from four departments in Faculty of Education for 2020/2021 academic session from the departments housing it.

Method of Data Analysis

Data collected for research questions 1 and 2 will be analyzed using Descriptive statistics such as mean and standard deviation. Hypothesis one will be tested using ANOVA statistics. Hypothesis two will be tested using point – bi – serial statistics to find the level of relationship between

population of students and academic performance. All hypotheses will be tested at 0.05 level of significance.

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