

**IMPACT OF CLASS SIZE ON ACADEMIC PERFORMANCE OF
STUDENTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN
EGOR LOCAL GOVERNMENT AREA BENIN CITY, EDO STATE
NIGERIA**

OSASUYI DAVID

EDU2001662

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

NOVEMBER 2024

**IMPACT OF CLASS SIZE ON ACADEMIC PERFORMANCE OF
STUDENTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN
EGOR LOCAL GOVERNMENT AREA BENIN CITY, EDO STATE
NIGERIA**

OSASUYI DAVID

EDU2001662

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY
OF BENIN, BENIN CITY, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE
EDUCATION DEGREE IN ECONOMICS**

DECEMBER 2024

CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by **OSASUYI DAVID** with the **Matriculation Number: EDU2001662** of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements for the award of Bachelor Degree (B.Sc. Ed) Honours in Education Economics.

Dr. Dan Enowhghomwanma
(Project Supervisor)

Date

Dr. Nkechi Obiweluozor
(Project coordinator)

Date

Prof. W. IGUODALA
Head of Department

Date

DEDICATION

I wholeheartedly dedicate this my Final Year Project to God and to my parents Mr and Mrs S.I Obi-Ihemeje, Mr and Mrs K.U Ohazuruike, Dr .E. Ohimai who has laid this Academic foundation that I stand on.

ACKNOWLEDGEMENTS

The researcher's inherent gratitude goes to God Almighty who has been the source of his strength in this great institution, for his unfailing love, grace and mercy which sustained him irrespective of the uncertainties he encountered throughout the duration of this course.

The researcher wishes to extend his profound appreciation to his supervisor, Dr. Dan Enowhohomwanma and Dr. Michael Osasuyi, who despite their tight schedule made time to go through his work and helped him make the necessary corrections and never gave up on him. The researcher thanks them for their guidance, encouragement and advice throughout his time as his student and supervisee.

The researcher also wants to appreciate his Mr West Osasuyi, for his prayers, love and support morally and materially throughout his stay in this great institution. Finally, the researcher would like to thank his family, Brother Eghosa, Sister Cynthia, Daniel, and his friends Samuel, Joshua, Isioma, Ayo, Obi, Nadia and my lecturers Dr Ohimai, Dr Philip, Dr Michael, Dr Rita, Dr Nosa, Dr. Ohonoba, Prof. Bob Osaze (Fmr. Dean of Management science) for their support, love, their willingness to share their knowledge, provide assistance and offer words of encouragement during challenging times which have significantly contributed to the quality of his work, God bless you all.

TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
ABSTRACT	viii
CHAPTER ONE: INTRODUCTION	
Background of the Study	1
Statement of the Problem	6
Research Questions	7
Purpose of the Study	7
Significance of the Study	8
Scope and Delimitation of the Study	10
Definition of Terms	10

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Theoretical Framework	11
Concept of Teaching	13
Teaching Methods and learning	13
Strategies used by teachers to enhance learning	18
Understanding Teaching Tasks and learning styles	27
Summary of Reviewed Literature	30

CHAPTER THREE: METHODOLOGY

Research Design	31
Population of the Study	32
Sample and Sampling Techniques	32
Research Instrument	33
Validity of the Instrument	33
Reliability of the Instrument	33
Method of Data Collection	34
Method of Data Analysis	34

CHAPTER FOUR: PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

Presentation of results and discussion of findings 35

Discussion of Findings 40

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary 44

Conclusions 47

Recommendations 48

REFERENCES 50

APPENDICES 52

ABSTRACT

This study was designed to investigate factors contributing to academic performance of student in Economics in Egor Local Government Area of Edo State. To achieve the purpose intended this study, three research questions were raised to guide the study. The questions raised and examined include: What the factors contribute to the poor academic performance of Economics students of in Egor Local Government Area of Edo State? How do Institutional factors contribute to academic performance of students' study of economics in Egor Local Government Area of Edo state. How can the academic performance of students of in Economics in Egor Local Government area of Edo State be improved?

A simple random sampling technique will be used to sample five (5) schools from the population and simple random sampling technique was used to sample 200 students to form the sample of the study. The reliability index of the instrument was 0.79 using the Cronbach Alpha statistical formula from data from the pilot study carried out on it. The data collected were analysed using frequency count, simple percentage, and mean score standard. The results obtained from the analysis were quite revealing and instructive.

The findings from the study revealed that school-related factors such school environment, it was discovered that factors such as physical facilities influence academic performance of students in the study of economics. it was discovered that institutional factors such as conducive learning environment influence academic performance of students in the study of economics. It was recommended that raising the interest of students in the subject will go a long way in students' academic performance. Parents should give their children good attitudes towards the schooling of their children, intensifying supervision of schools, instituting incentives packages for teachers.

CHAPTER ONE

INTRODUCTION

Background of Study

Class size refers to the number of students in a classroom. In most public secondary schools, class size can vary greatly depending on the school district and the availability of resources. Smaller class sizes are generally considered to be around 15-20 students, while larger class sizes can be upwards of 30 students or more. Also, class size refers to the number of students assigned to a single teacher in a particular classroom setting. It is an essential factor in education that can significantly impact students' learning experiences, academic performance, and overall classroom dynamics.

The size of a class varies depending on the educational institution, grade level, subject area, and instructional approach. In addition, class size is a quantitative measure that indicates the number of students enrolled in a specific course or classroom, typically overseen by one teacher or instructor. The ideal class size can vary depending on various factors, including the age

and grade level of students, the subject area being taught, the instructional approach used, and the resources available to support teaching and learning.

The increase in population in a school affects the class sizes, the performances of students become an issue. Although most people would agree that having a few students to teacher ratio would benefit the student academically, many also argue that it does not guarantee success and would cost school a great deal or more money. Prior to reviewing the research, a clarification, of terms associated with the research context is necessary. Students' achievement applies to making sure all students have the necessary skills and knowledge to function in school so that they may also succeed as adult (National Education Association, 2013). But others see a much broader, richer, picture and the state standards as something to be met on the way to the broader picture.

The three areas that fit into the broader picture are academics, essential life skills and responsibility to the community. Definitions vary across the research spectrum, but for the purpose of this study, small class size will be defined as classes with approximately 15 students, while regular class will

be defined as classrooms with approximately 24 or more students (Harris and Plank, 2000) the term average class size is a calculation of the total number of students in a grade level divided by the number of classroom sections in that school or school district. Since the academic success of students depends largely on the school environment, it is imperative to examine the impact variables of class size and school population on the academic performance of students in secondary school. Large class size, quality of teaching and instruction delivery. Overcrowded classrooms have increased the possibilities for mass failure and make students to lose interest in school. This is because large class size does not allow individual students to get attention from teachers which invariable lead to low reading scores, frustration and poor academic performance.

In elementary schools, class sizes are typically smaller to provide more individualized attention and support for younger students who may need additional guidance and supervision. In contrast, class sizes in secondary schools and higher education institutions can be larger, with more students per teacher, due to the diverse range of subjects offered and the need for specialized expertise in certain disciplines.

Class size have a significant impact on students' academic achievement, engagement, behavior, and overall learning outcomes. Smaller class sizes have been associated with improved student performance, increased teacher-student interactions, enhanced student engagement, and higher graduation rates. Conversely, larger class sizes can lead to challenges such as decreased individualized attention, limited opportunities for student participation, and classroom management issues.

Class size is a critical factor in education that can influence the quality of teaching and learning experiences for both students and teachers. The size of a class can impacts various aspects of the educational environment such as academic performance, smaller class sizes are associated with improved academic performance, higher test scores, and increased graduation rates.

Chileya (2016) class size has become a phenomenon often mentioned in the educational literature as an influence on students' feelings and achievement, on administration, quality and school budgets. In his words he noted that, class size is almost an administrative decision over which teachers/lecturers have little or no control. Most researchers start from the assumption that

size of the class would prove a significant determinant of the degree of success of students. In fact, with the exception of a few, many studies have reported that under ideal situation class size in itself appears to be an important factor. The first issue that calls for immediate clarification is what number of students should constitute a large group and what should be described as a small group.

The effect of class- size on cognitive achievement has been debated and researched for many years, this has been inconclusive. Class size refers to educational tools that can be used to describe the average number of students per class in a school. In emphasizing the importance of class-size to the learning teaching process, the National Policy on Education (FRN, 2016) specified 20 in pre-primary, 35 in Primary and maximum of 40 in Secondary schools. To crown it all, when the class is too large there is tendency for poor academic performance of the students.

Academic performance refers to the ability of students to demonstrate their knowledge, comprehension, and application of academic content and skills in various subjects and disciplines. It encompasses a wide range of aspects,

including test scores, grades, class participation, critical thinking, problem-solving abilities, and overall educational achievement.

Also, academic performance can be defined as the measurable outcomes of students' learning experiences in school or educational settings. It is often evaluated through assessments, exams, projects, papers, and other forms of academic work that demonstrate students' mastery of the curriculum and learning objectives. Academic performance can be both qualitative (e.g., understanding concepts, analyzing information) and quantitative (e.g., grades, test scores). Academic performance is not limited to a specific subject or discipline but encompasses a broad range of academic areas, including language arts, mathematics, science, social studies, and the arts. It reflects students' abilities to acquire, process, and apply knowledge, as well as their critical thinking skills, problem-solving abilities, and communication skills.

Statement of Problem

Class size refers to the number of students in a given course or classroom, specifically either the number of students being taught by individual teachers

in a subject or classroom or the average number of students being taught by teachers in a school or educational system. For many years, educators, politicians and people in general have debated on the number of students a teacher can teach effectively to ensure students adequate learning. Over the years, there has been an increase in student enrolment in most of our public secondary schools in Nigeria without a corresponding increase in the numbers of teachers to match with student enrolment. The National Policy on Education (2014) stipulated that class size in secondary schools should have ratio 1:40 (teacher-student ratio). Regrettably, the classes are so large that teachers can hardly recognize their students by names and sometimes by their faces. What is obtained on the average in most of our public schools is either 1:80, 1: 100 or 1: 120 (teachers-student ratio) (Osim 2019). This calls for proper investigation on the relationship between class size and academic performance of students in public senior secondary schools Although several scholars have proposed various factors for poor academic performance of students, few researches have been dedicated to the relationship between class size and students' academic performance or achievements. This study

focuses on the relationship between class size and academic performance of students in public senior secondary schools.

Research Questions

The following research question are raised to guide the study

1. What is the average class size and students' academic performance in senior secondary school in Egor Local Government Area of Edo State?
2. How effective is the policy guiding teacher-student ratio in senior secondary school in Egor Local Government Area of Edo State?
3. What is the impact of class size on students' academic performance in senior secondary school in Egor Local Government Area of Edo State?
4. What is the impact of class size on effective leaning in senior secondary school in Egor Local Government Area of Edo State?

Purpose of the Study

The main purpose of this study is to analysis the impact of class size on academic performance of students in public senior secondary schools in Egor Local Government Area of Edo State. However, the specific objectives include to:

- i. Determine the average class size and students' academic performance in senior secondary school in Egor Local Government Area of Edo State
- ii. Find out how effective is the policy guiding teacher-student ratio in senior secondary school in Egor Local Government Area of Edo State?
- iii. Determine the impact of class size on students' academic performance in senior secondary school in Egor Local Government Area of Edo State
- iv. To determine the impact of class size on effective learning in senior secondary school in Egor Local Government Area of Edo State.

Significance of the Study

This study will be highly important to the following people, Policy maker, students, teachers and other researchers

This study has the potential to guide the policy maker about the present scenario of education system. This may improve the situation through adopting a better policy about teachers.

The study is also likely to guide for developing the education, standard for student's teacher, ratio. This study will also important such that the findings made will help teachers to identify the reasons for the academic

performances of students in large classes with high population and how they can address the problems. It will provide comprehensive information for educational planners, educators, and parents on how they can assist students to cope in large classes, and class size in effective teaching.

This research work may lead to further in-depth study on the impact of class size and school population on the effective teaching and learning of students in other subjects. It may also serve as a contribution to knowledge in the subject area. In this regard, it will be useful for other researchers who might want to carryout research in related areas.

Scope and Delimitation of the Study

This study is focused on the impact of class size on academic performance of students and it was delimited to public senior secondary schools in Egor Local Government Area Benin City, Edo State Nigeria.

Definition of Terms

Class Size: Class size refers to the number of students in a given course or classroom, specifically either the number of students being taught by individual teachers in a course or classroom or the average number of students being taught by teachers in a school or educational system. The

term may also be the number of students participating in learning experience. The national policy on Education revised (2013) recommended an average of 40 students per class as the standard class in Nigeria. A large class falls within 41 and above learners to one teacher while small class size is within 15-40 learners to one teacher.

Academic Performance: Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. It refers to the student's achievement and scores within the class. Academic performance of Secondary school students in Ovia North east was measured using examinations scores.

Student-Teacher Ratio: The Student-Teacher Ratio refers to the number of students for every teacher in a school. The student-Teacher ratio reflects the teacher's workload and is an indicator of the students' academic performance. The national Policy on Education prescribes a student-teacher ratio of 1:40 for secondary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter dealt with the review of literature on the impact of class size on academic performance of students in public senior secondary schools in Egor Local Government Area of Edo State and was carried out under the following headings;

Historical Background of Class Size

Class Size and Classroom Management

Relationship between Class Size and Effective Learners' Performances

Association between of class size and Effective Teaching Learning in the classroom

Teaching Strategies of Different Class Sizes

Summary of Reviews Literature

Concept of Class Size

Class size refers to the number of students in a given course or classroom, specifically either the number of students being taught by individual teachers

in a subject or classroom or the average number of students being taught by teachers in a school or educational system. For many years, educators, politicians and people in general have debated on the number of students a teacher can teach effectively to ensure students adequate learning.

The increase in population in a school affects the class sizes, the performances of students become an issue. Class size refers to the number of students in a given course or classroom, specifically either the number of students being taught by individual teachers in a course or classroom or the average number of students being taught by teachers in a school or educational system. The term may also be the number of students participating in learning experience. Class size is almost an administrative decision over which teachers have little or no control. Class size refers to an educational tool that can be used to describe the average number of students per class in a school. (Adeyemi, 2008).

There are large and small sizes in school. The smaller the class, the greater the likelihood is that a teacher will spend more time with individual pupils. Large classes present more challenges for classroom management, pupil control, and marking, planning, and assessment. Teachers are put under more

strain when faced with large classes. In smaller classes, it can be easier for teachers to spot problems and give feedback, identify specific needs and gear teaching to meet them, and set individual targets for pupils. Teachers also experience better relationships with, and have more knowledge of individual pupils. Ajayi and Adeosun (2014) opined that in order to control rising capital cost of education, the average class-size could be increased. These points were also supported by Toth and Montagna (2002) who reported that the increase in enrollment in many institutions which has become major concerns of students could definitely lead to an increase in class size. Commeyras (2015) however, disagreed with these arguments and reported that effective teaching seems impracticable for teacher educators having large class sizes of 50, 75, 100 or more.

In Nigeria, Okoro (2015) reported that the class-size in University of Nigeria, Nsukka should range between 35 or 40 students. He argued that few students per class are uneconomical, as they do not make full use of space, teachers and teaching materials. Nwadiani (2015) argued that the higher the class-size, the lower the cost of education.

He contended however, that most classrooms are over-crowded spreading resources thinly and thereby affecting the quality of education. One of the pillars of a successful implementation of effective Religion Study programme is the availability and adequacy of teaching and learning resources. Unfortunately, as observed by the researchers, one of the major challenges facing tertiary institution in Ekiti State is inadequate infrastructural facilities which are obvious in inadequate laboratory equipment, classrooms and lecture halls. It is therefore the intention of this study to examine the implication of large class size in the teaching and learning of Religion Study in Ekiti State, Nigeria.

Teaching is an interaction process involving the learner, the subject matter and the teacher in a conducive environment. Olowe (2023) quoting Opute (2018) stated that teaching is the teachers' activities designed and performed to produce a change in learner's behavior. Teachers should encourage learners to learn with different teaching methods. According to Desai (2012) teaching is one with learning outcomes that effect changes in knowledge, abilities, skills, attitudes and mindset. It is an active process in which one

person shares information with others to provide them with the information with a resultant change in behaviour.

The most effective teaching is one which results in the most effective learning. Ayeni (2023) believed that the learner is the focal point in the classroom and what he is gaining from the educational experience is of great importance towards the achievements of the goals of Religion Study which includes - skill acquisition, occupational competence, self-reliance and productivity. The acquisition of these skills and competencies require a conducive learning atmosphere. Under learning, psychologists view learning as a process.

Learning is a process by which one acquire and retained attitudes, knowledge, understanding, skills and capabilities that cannot be attributed to inherited behavior pattern. Farlex (2015) stated that learning is the act, process or experience of gaining knowledge or skill. Knowledge or skills can be gained through schooling or studying. Learning is an act of gaining knowledge. According to wikipedia (2015), Learning is the act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of

information. Human learning may occur as part of education, personal development, schooling, or training. It may be goal-oriented and may be aided by motivation.

Gagne (2017) consider learning as a change in human disposition or capabilities which can be retained and which is not ascribed to the process of growth. From the definition, the characteristics attached to learning are, the change must be due to experience, study, training and practice. The change must be receptively permanent. Good learning and teaching are very important in Religion Study. Religion Study is an aspect of educational training which an individual receives with the primary motive of enabling him/her to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager or teacher, or where ever the student may find himself in the business world. According to Okoro (2015), economics is that part of the total educational process that provides the knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/ or consumer. Njoku (2016) also defines Religion Study as a programme that equips an individual with functional and suitable skills,

knowledge, attitude and value that enable the student to operate in the future in his environment in which he/she finds himself/herself. Religion Study provides students with information and competence which will be needed in personal business affairs (Osuala, 2014).

The aim of the programme is to produce competent, skillful and dynamic business teacher, office administrators and businessmen and women that will effectively compete in the world of work. In such a programme, the condition of teaching and learning is important in acquisition of such skill. This study will look into the implication of large class size in the teaching and learning of Religion Study.

Understanding if there is a relationship between the number of students in a classroom and the academic achievement of the students is vital to educators. Providing the best possible learning environment for all students while making informed decisions about how to best utilize limited funding is at the center of the class size debate (Gilman & Kiger, 2013). Stakeholders at all levels of education need empirical data regarding the significance of the relationship between class size and academic achievement. This is especially true in rural, economically disadvantaged

areas where funding is even more limited than in more affluent areas. Unfortunately, making the decision of whether or not to decrease the number of students within the classroom to increase academic achievement is one that is only confounded by the abundance of contradictory studies into the topic (Addonizio 2019). To provide a baseline understanding of the research that has been conducted regarding class size and academic achievement, historical data as well as a review of the major educational studies will follow.

Historical Background of Class Size

The need to determine whether a relationship exists between class size and student academic achievement is one that can be traced back to the foundation of the educational system in America (Biddle and Berliner, 2017). According to Callahan (2018), the need for educational administrators to become more efficient and effective in the expenditure of educational funds was one of the reasons for the initial studies regarding class size. Superintendents at the beginning of the twentieth century sought to apply Frederick Taylor's scientific management principles within the world of education; thus, per-pupil costs were analyzed and class sizes adjusted to

maximize cost ratios (Callahan, 2018). William McAndrew of Chicago was one such superintendent who not only analyzed the cost effectiveness of staffing smaller class sizes but also conducted his own scientific studies in order to provide empirical data in support of his larger classes, leading to the evolution of a formula method for determining the appropriate instructional workload for teachers that would establish the class size norms found in many districts today (Callahan, 2018). With the need of educational leaders to justify the increasing of class sizes, descriptive analysis studies summarizing the results of class size studies were abundant well into the mid-twentieth century with the majority of the results indicating a positive relationship between smaller class sizes and student academic achievement within the elementary grades (Robinson, 2017). However, it was not until the research of Glass and Smith (2019) that it was determined a class size of fifteen or less students were optimum for increasing academic achievement, especially for elementary students who were at risk of not achieving at or above the norm. The Glass and Smith meta-analysis included 77 class size studies spanning 70 years of research in a dozen countries with approximately 900,000 students whose average age was 12.3 years.

Following the use of quantitative academic achievement data to evaluate the relationship between class size and academic achievement, educational researchers implemented survey research to provide evidence to what extent class size is related to academic achievement (Biddle & Berliner, 2017).

Survey research provided qualitative and anecdotal data regarding stakeholders' perceptions about class size, but the data was inconclusive in its results, and variables like socio-economic status and peer groups were often cited as more important in determining student academic achievement than class size. Economist Eric Hanushek (2016) would subsequently dissect the findings of previous class size researchers and determine that any positive results for smaller class sizes would be the result of flawed research. Hanushek argued that smaller class sizes had no or little to no effect on academic achievement for students using his own studies into the practice. Hanushek's use of a student-to teacher ratio for determining class size instead of the actual number of students assigned to each teacher was later criticized by other researchers (Biddle & Berliner, 2015).

Class Size and Classroom Management

Historical information about class size in this country helps educational leaders understand why the need to justify per pupil expenditures became an issue. Previous research regarding class size focused on the relationship between class size and the instructional technique utilized by teachers within differing class sizes and provided data regarding how class size affects the instructional practices of teachers. To really understand how class size affects the instructional environment, educational leaders must also analyze the amount of time teachers have to spend on classroom management as this directly affects the amount of time teachers are able to devote to instruction. From teacher survey and interview data, Blatchford, (2017) and Cakmak (2019) found that larger classes are often cited as being harder for the teachers to maintain student discipline, resulting in the focus of the classroom environment being more on student behavior than on student academic achievement. Blatchford, Edmonds, and Martin (2013) observed that students in smaller classes (average of 19 students per class) exhibited more time being utilized for instructional purposes and less time being utilized for non-instructional purposes, such as talking to one's peers about

non-academic topics, than students in larger classes (average of 32 students per class).

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

Relationship between class size and Effective learners' performances

Correa (2019) posits a theoretical explanation for the importance of class size in the education production function that focuses on the role of individual faculty-student interaction. His model describes teachers that must weigh efforts directed to the whole class versus individual student attention. The larger the class the greater the instructor effort devoted to class wide activities at the expense of individual attention. In this way,

individual student learning and outcomes decline as class size increases. His model illustrates the importance of separating class size effects from total student responsibilities effects. Lazear (2018) outlines a theoretical model where class size itself is important due to the role that class size plays in setting the class room environment. Large classes (more students) may allow students to be more disruptive, allow them to “hide” from participation, engagement, or even attendance, while small classes may more easily lend themselves to pedagogical activities that improve learning, such as hands on activities and student-faculty classroom interaction. While the existing literature on primary and secondary class size effects is mixed, the evidence of class size on student assessment and student grades in higher education is more consistent. Glass, Cahen, and Smith (2018), state that as class size increases, achievement decreases. A learner, who would score at about the 63rd percentile on a national test when taught individually, would score at about the 37th percentile (when taught) in a class of 40 pupils. The difference in being taught in a class of 20 versus a class of 40 is an advantage of ten percentile ranks. On the other hand, they suggest that small class sizes in the first four years of schooling can lead to higher attainment

by the time the pupil reaches secondary education. According to these researchers, pupils taught in smaller classes during the primary phase of their education were more likely to go on and eventually proceed to higher education. Chapter Yara (2015) concludes that compare to larger classes, small classes lead to higher pupils' achievement, more favourable teacher effects (e.g. morale, attitude towards students) greater attempts in individualized instruction, a better classroom climate and more favourable student effects (e.g. self-concept, participation). Yara (2015) in his study on class size and academic achievement of students in mathematics in Southwestern Nigeria found out that the performance of students in large classes was very low (23%) compared to those students in smaller classes (64%). There was difference in the performance of male and female students in either group. He therefore 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 30. The foregoing differing findings, opinions and observations call for further investigation into the relationship between class size and student academic achievement in Ekiti State, which this present study was out to do.

Association between of class size and Effective Teaching Learning in the classroom

Lazear (2018) outlines a theoretical model where class size itself is important due to the role that class size plays in setting the class room environment. Large classes (more students) may allow students to be more disruptive, allow them to “hide” from participation, engagement, or even attendance, while small classes may more easily lend themselves to pedagogical activities that improve learning, such as hands on activities and student-faculty classroom interaction. highlights the most common instructional concerns in teaching different class sizes which include difficulty at stimulating active learning and higher order thinking, maintaining interest and varying teaching strategies, selecting the appropriate pace and content for the lessons, performing versus teaching, developing valid and reliable assessment that is also manageable and co-ordinating and management assessment and feedback Hayes (2017) classifies issues associated with teaching large classes as follows:

- Discomfort: Many teachers are worried by the physical constraints imposed by large numbers in confined classrooms. They feel unable to

promote learner interaction, since there is no room to move about. Some teachers also feel that teaching in large classes is physically very wearing.

- Control: Teachers are often worried by the discipline aspects of large classes. They feel they are unable to control what is happening, and that the classes become too noisy.
- Individual attention: Many teachers are concerned that they are neglecting the needs of their students as individuals.
- Evaluation: Teachers feel a responsibility for checking all of their students' work, and are worried if they cannot do so.
- Learning effectiveness: All teachers want their learners to learn effectively. They are understandably worried if they don't know who is learning what. Lazear (2003) affirms that if a student misbehaves and begins disturbing the class, the teacher has to attend the disturbance and control the noise. Such action from one student or more in a large class will block the learning of that moment and affect the capability of others to learn. Pedder (2016) agrees that, in larger classes, more time is needed for non-academic activities related to administrative and organizational procedures and to the management and control of discipline. Reductions in the quantity of learning

opportunities constrain teachers from achieving the necessary pace, depth and breadth of curriculum coverage as class size increases. However, although there are considerably matters in having large class sizes, the teachers have a responsibility of teaching learners effectively and efficiently. Therefore, in large class size the teacher has to adopt pedagogies that are appropriate for the class size they are teaching.

Teaching Strategies of Different Class Sizes

Group work is a type of activity in which learners work together in groups in order to learn something. Group work is different from traditional teaching because it is not centred on the teacher. Group work is centred on the learners. They help one another learn. With group work, the teacher divides the learners into groups of 2, 3, 4 or more learners. Learners can work together as a group, or they can work in pairs or individually within a group, to solve a problem or discover a solution. Vakalisa and Gawe (2016) define teaching methods as the manner in which the teacher imparts knowledge to the learners. Teachers need to employ a variety of strategies when teaching in order to meet their learners' different needs. Iipinga (2014) indicates that

in teaching different class sizes, different strategies should be employed on motivation, provision of quality instruction, classroom management and designing quality assessment tasks. Teaching different class sizes requires hard work, effective planning both in terms of logistical arrangements and provision of learning activities. The number of learners is important, but the attitude of the teacher in dealing with the class size makes the difference. When class size increases, teachers can do many things to enhance learners' learning opportunities. One way is to use Chickering seven principles for good practice which include, encouraging student-faculty contact, encouraging cooperation and reciprocity among learners, encouraging active learning, giving prompt feedback, emphasizing time on task, communicating high expectations and respecting diverse talents and ways of learning. Classroom management is equally important in ensuring students achieve the desired goal, regardless of the class size. In particular, and also of concern is the fact that research on classroom management had been neglected in favour of teacher subject matter knowledge and the instructional aspects of teaching. As a result, knowledge of classroom management has not developed concurrently with changing ideas of more

active and socially interactive teaching and learning. In teaching different class sizes especially large classes it's significant to adjust the classroom variables in order to meet learners' needs in the teaching and learning process. Hoover (2013) post the following strategies to adjusting classroom variables:

1. Seating arrangement Seating arrangements are very important to the classroom for interaction, atmosphere, and behaviour. It is easy to take seating for granted, or only see the partial benefits it provides, but proper seating can be a useful tool to accomplish class learning objectives. There are three styles that are commonly used in the classroom: traditional rows, U-shaped, and cluster (groups/pairs). Each has their own pros and cons, and each should be weighed carefully to meet the objectives of the lesson and the style of the educator. (Mcleod et al, 2003).

2. Visibility Mcleod (2013) refers to visibility as the ease with which the learners can see what they need to see and the ease with which the teachers can see what they need to see. All learners need to be able to see every illustration in the class either gestures of teachers or everything on the board. Teachers need to be considerate of observers that they will have in

their classrooms and ensure that they have a workspace that allows them to actually observe class activities without being distracting.

3. Accessibility Seifert and Sutton (2019) explain that accessibility is how easy it is for learners to obtain the materials they need for instruction and personal care as well as each other and the teacher. It is also the ease with which the teacher can access students and materials. For example, learners need to be able to easily locate and retrieve their individual class binder. As such, these binders should not be kept on the top shelf of a six foot tall cabinet that remains locked. Another example is learner's accessibility to one another. While I want to foster a sense of community, I also want to minimize the opportunity for distraction or misbehaviour. For example, minimising their accessibility to one another during independent practice and summative assessment times because if the learners are so close to each other are easily distracting one another or are tempted to misbehave. During small group time, on the other hand, their accessibility to one another should be increased so that they can share ideas and materials.

Mobility Closely related to accessibility, mobility is the ease with which learners can navigate around the classroom and the ease with which the

teacher can do the same. Learners need clear paths to their desks, the door(s), storage spaces, centres, the whiteboard, the bathroom, and the teacher's desk. The teacher need to be able to come within touching proximity to individual learners as well as navigate to the above mentioned places. Mobility also refers to ease with which we can reconfigure the class to meet our instructional purposes. For example, how efficiently can we move individual desks to form small groups if needed? (Kohn 2016).

5. Distractibility Distractibility is the ease with which learners (and the teacher) can lose focus on the instructional activities. For example, a classroom with high distractibility might have learners seated directly next to an open door that leads to the main hallway of the school or student desks facing a large picture window. One other thing related to planning the physical space is planning how you want students to interact with each other in the classroom. Kasambira (2019) asserts that through adjusting classroom variables in large class sizes the teachers' work will be made easy because they would avoid issues learners misbehaving, learners' view being obstructed, and learners making noise. This would improve the teaching and learning process of entrepreneurship.

Theoretical Framework

The theoretical framework for this study is the minimization of negative externalities (i.e., problematic behavioral and academic characteristics of students) achieved through the mechanism of smaller class size (Ready, 2008), which impacts student learning. The effectiveness of class size reduction (CSR) is based on the idea that reducing the number of students in a classroom alters the entire classroom environment, creating a more positive

learning environment. Pritchard (2019) stated that the student teacher dynamic, student-student dynamic, and teacher parent dynamic are all improved in smaller classrooms. In addition, teachers have more time, resources, and incentive to create improved lesson plans with greater levels of differentiation. Pritchard (2019) stated that after being assigned into smaller classes, teachers reported that students received more individualized attention. Teachers got to know individual students better and kept track of individual student progress. In turn, students became more engaged because of this increased, personalized learning environment. Additionally, teachers spent less time on classroom management, which offered additional

instructional time for all students in the classroom. Din (2019) confirmed that in smaller classes, students received more individualized help from teachers. Blatchford, Bassett, and Brown (2011) conducted a study at both the primary and secondary school level and found that in larger classes, student interaction with teachers decreased, which resulted in a lower level of student engagement confirming Pritchard's theory. Fan (2012) confirmed that in smaller classes, time spent on classroom.

Summary of Review Literature

Class size refers to the number of students in a given course or classroom, specifically either the number of students being taught by individual teachers in a subject or classroom or the average number of students being taught by teachers in a school or educational system. For many years, educators, politicians and people in general have debated on the number of students a teacher can teach effectively to ensure. Understanding if there is a relationship between the number of students in a classroom and the academic achievement of the students is vital to educators. Providing the best possible learning environment for all students while making informed decisions about how to best utilize limited funding is at the center of the

class size debate (Gilman & Kiger, 2013). Stakeholders at all levels of education need empirical data regarding the significance of the relationship between class size and academic achievement. This is especially true in rural, economically disadvantaged areas where funding is even more limited than in more affluent areas. Unfortunately, making the decision of whether or not to decrease the number of students within the classroom to increase academic achievement is one that is only confounded by the abundance of contradictory studies into the topic (Addonizio 2019). To provide a baseline understanding of the research that has been conducted regarding class size and academic achievement, historical data as well as a review of the major educational studie

CHAPTER THREE

METHODOLOGY

This chapter presents the methods that was used in the study under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique

- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis.

Research Design

This study was designed to examine the impact of class size on academic performance of students in public senior secondary schools in Egor Local Government Area of Edo State.

Descriptive survey research design was employed for this study. This design was adopted for the study because it was a description of already existing phenomenon.

Population of the Study

The population of the study comprised of two thousand six hundred and twenty-nine students (2,629) in the twenty (20) secondary schools in Egor Local Government Area of Edo State (Edo State Ministry of education 2024).

Sample and Sampling Technique

The samples selected for the study consist of two hundred (200) students drawn from five (5) secondary schools in Egor Local Government Area of Edo State. The simple random sampling technique was used in selecting five schools from the twenty secondary schools in Egor Local Government Area of Edo State. Forty (40) students were drawn from each school with the use of purposive random sampling technique.

Research Instrument

The instrument used in generating data for this study was the questionnaire titled the impact of class size on academic performance of students in public senior secondary schools in Egor local government area of Edo state. The questionnaire which was designed by the researchers was made up of two sections (A & B). SECTION "A" was drawn to cover the demographic information of the respondents, while SECTION "B" covered the research question raised for the study.

Validity of the Instrument

Before administration of the questionnaire, it will be given to the project supervisor and two other lecturers in the Faculty of Education for correction and suggestions. The corrections and suggestion made by them will be incorporated in the final draft of the instrument. The instrument will be validated to ensure the validity of the instrument in terms of face and content.

Reliability of the Instrument

In order to ascertain the reliability of the instrument it will be administered to a group of thirty (30) students selected from Uselu Senior secondary school in Egor Local Government Area of Edo state the pilot study among the respondents were of similar status as those used in the study however, this sample will be excluded from the main study. After administration of the thirty (30) questionnaires. data collected will be analysed using Cronbach's alpha to obtain co-efficient of value.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation. The findings are also discussed. The analyses were also done with the demographic data of the respondents and the research questions examined.

Question 1

What is the average class size and students' academic performance in senior secondary school in Egor Local Government Area of Edo State?

Table 1: Distribution of Responses on the Average Class Size and Students' Academic Performance in Senior Secondary School

	ITEMS	N	Mean Score	Remark
1.	Class size is more than 40 students in class.	200	1.69	Disagree
2.	Students' population offering economics are more than 40 in a class	200	1.79	Disagree
3.	Class size more than 40 students in the class influences teacher's frequency of participation in class a teacher	200	3.15	Agree
4.	The students' population in your class negatively affects teachers' attitude to teach	200	1.22	Disagree
5.	Small class size affect students' academic performance positively	200	3.28	Agree

Criterion Mean: 2.50

Source: Field Survey, 2024.

The data in Table 2 above shows that items 3, and 5 met the mean score standard of 2.50 and, therefore, were agreed. Item 1,2 and 4 did not meet the mean score standard of 2.50 and, therefore, were disagreed. This, therefore, means that Class size is more than 40 students in class. It was discovered that Students' population offering economics are more than 40 in a class. It was shown that Class size more than 40 students in the class influences teacher's frequency of participation in class a teacher. In addition, the students' population in your class negatively affects teachers' attitude to

teach, it was revealed that small class size affect students' academic performance positively.

Question 2

How effective is the policy guiding teacher-student ratio in senior secondary school in Egor Local Government Area of Edo State?

Table 2: Effectiveness of the policy guiding teacher-student ratio in senior secondary school in Egor Local Government Area of Edo State.

	ITEMS	N	Mean Score	Remark
1.	Teachers are not interested in classroom size and number of students in a class, all they are after is lesson note	200	1.22	Disagree
2.	Inadequate learning environment and improper class size make the students to lose concentration from the class	200	2.62	Agree
3.	Teachers with poor qualification cannot	200	2.59	Agree

adequately and effectively teach the students to the required standard.

- | | | | | |
|----|---|-----|------|-----------------|
| 4. | Class size is more than 40 students in class. | 200 | 1.69 | Disagree |
| 5. | Students' population offering economics are more than 40 in a class | 200 | 1.79 | Disagree |
-

Criterion Mean: 2.50

Source: Field Survey, 2024.

The data in Table 3 above shows that items 2 and 3 met the mean score standard of 2.50 and, therefore, were all agreed. Item 1,4 and 5 did not meet the mean score standard of 2.50 and. This, therefore, means that Teachers are not interested in classroom size and number of students in a class, all they are after is lesson note,

It was also discovered that Inadequate learning environment and improper class size make the students to lose concentration from the class. It was shown that Teachers with poor qualification cannot adequately and effectively teach the students to the required standard. it was revealed that Class size is more than 40 students in class. It was shown that Students' population offering economics are more than 40 in a class.

Question 3

What is the impact of class size on students' academic performance in senior secondary school in Egor Local Government Area of Edo State?

Table 4: Impact of class size on students' academic performance in senior secondary school in Egor Local Government Area of Edo State.

	ITEMS	N	Mean Score	Remark
1.	Ability of each student will not be known by teachers	200	2.64	Agree
2.	Make teachers less productive	200	2.88	Agree
3.	Students are less attentive in large class size	200	2.51	Agree
4.	It affects teachers' health	200	2.78	Agree
5.	Sometimes the large class become a noisy place during teaching	200	2.78	Agree

Criterion Mean: 2.50 Grand Mean: 2.93

Source: Field Survey, 2024.

The data in Table 4 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all considered high. Since the criterion mean of 2.50 is lower than the grand mean of 2.93, it can therefore be concluded that Ability of each student will not be known by teachers. It was also discovered that it makes teachers less productive. It was revealed that Students are less attentive in large class size. It was also shown that it affects teachers' health, it was also discovered that sometimes the large class become a noisy place during teaching.

Question 4

What is the impact of class size on effective leaning in senior secondary school in Egor Local Government Area of Edo State?

Table 5: Impact of class size on effective leaning in senior secondary school in Egor Local Government Area of Edo State

	ITEMS	N	Mean Score	Remark
1	Larger class size affect student assimilation positively	200	2.64	Agree
2	Class an avenue to interact instead of learning.	200	2.62	Agree
3	Information from the teacher will not be properly disseminated.	200	2.59	Agree
4	High cases of examination failure in the class.	200	2.78	Agree
5	Interference from unserious students affect learning in a large class	200	2.71	Agree

Source: Field Survey, 2024.

The data in Table 4.5 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all considered high. Since the criterion mean of 2.50 is lower than the grand mean of 2.93, it can therefore be concluded that larger class size affect student assimilation positively. It was also discovered that Class an avenue to interact instead of learning. It was revealed that Information from the teacher will not be properly disseminated. It was also shown that High cases of examination failure in the class. it was also discovered that Interference from unserious students affect learning in a large class.

Discussion of Findings

From research question one, it was discovered that the average class size of student studying economics is more than 40 students in class. It was shown that students' population offering economics are more than 40 in a class. It was revealed that economics student class size is more than 40 students in the class and this influences teacher's frequency of participation in class a teacher. In addition, the students' population in class negatively affects teachers' attitude to teach, it was revealed that small class size affect students' academic performance positively. This was in line with the work of Yara (2015) in his study on class size and academic achievement of students in mathematics in Southwestern Nigeria found out that the performance of students in large classes was very low (23%) compared to those students in smaller classes (64%).

From research question two, it was revealed that teachers are not interested in classroom size and number of students in a class, all they are after is lesson note, It was also discovered that inadequate learning environment and improper class size make the students to lose concentration from the class. It was shown that teachers with poor qualification cannot adequately and effectively teach the students to the required standard. it was revealed that

class size is more than 40 students in class. It was shown that students' population offering economics are more than 40 in a class. This was in accordance with the work of Iiping (2014) who indicated that in teaching different class sizes, different strategies should be employed on motivation, provision of quality instruction, classroom management and designing quality assessment tasks.

From research question three it was concluded that ability of each student will not be known by teachers. It was also discovered that it makes teachers less productive. It was revealed that students are less attentive in large class size. It was also shown that it class size affects teachers' health, it was also discovered that sometimes the large class become a noisy place during teaching.

From research question four, it was seen that larger class size affect student assimilation positively. It was also discovered that class an avenue to interact instead of learning. It was revealed that Information from the teacher will not be properly disseminated. It was also shown that High cases of examination failure in the class. it was also discovered that Interference from

unserious students affect learning in a large class. This was in accordance with the work of Halbach, Ehrle, Zahorik, and Molnar (2011) who claims that that larger classes prevented teachers from being able to provide in-depth content coverage due to the loss of instructional time occurring since the teachers were spending more time handling student behavior issues. Not only do teachers cite smaller classes as having less discipline problems than larger classes, but they also stated that the more intimate environment of smaller classes enabled them to prevent behavior management issues from developing through the personal relationships they were able to develop with their students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary of the study is presented alongside the conclusion drawn from the analysis of data collected in the course of the study. The recommendations offered in relation to the findings of the study are also highlighted.

Summary

This study was designed to the impact of class size on academic performance of students in public senior secondary schools in Egor Local

Government Area of Edo State. To achieve the purpose intended for the study, four research questions were raised to guide the study. The questions raised and examined include:

What is the average class size and students' academic performance in senior secondary school in Egor Local Government Area of Edo State?

How effective is the policy guiding teacher-student ratio in senior secondary school in Egor Local Government Area of Edo State? What is the impact of class size on students' academic performance in senior secondary school in Egor Local Government Area of Edo State? What is the impact of class size on effective learning in senior secondary school in Egor Local Government Area of Edo State?

The population of the study comprised of two thousand six hundred and twenty-nine students (2,629) in the twenty (20) secondary schools in Egor Local Government Area of Edo State. The samples selected for the study consist of two hundred (200) students drawn from five (5) secondary schools in Egor Local Government Area of Edo State. The simple random sampling technique was used in selecting five schools from the twenty secondary schools in Egor Local Government Area of Edo State. Forty (40) students

were drawn from each school with the use of purposive random sampling technique. The purposive and random sampling technique was explored in selection. The reliability index of the instrument was 0.72 using Cronbach's alpha statistical formula from data from the pilot study carried out on it. The data collected were analysed using frequency count, simple percentage, and mean score standard. The results obtained from the analysis were quite revealing and instructive.

Findings

The findings from the study it was discovered that the average class size of student studying economics is more than 40 students in class. It was shown that students' population offering economics are more than 40 in a class. It was revealed that economics student class size is more than 40 students in the class and this influences teacher's frequency of participation in class a teacher. In addition, the students' population in class negatively affects teachers' attitude to teach, it was revealed that small class size affect students' academic performance positively. It was revealed that teachers are not interested in classroom size and number of students in a class, all they

are after is lesson note, It was also discovered that inadequate learning environment and improper class size make the students to lose concentration from the class. It was shown that teachers with poor qualification cannot adequately and effectively teach the students to the required standard. it was revealed that class size is more than 40 students in class. It was shown that students' population offering economics are more than 40 in a class. It was concluded that ability of each student will not be known by teachers. It was also discovered that it makes teachers less productive. It was revealed that students are less attentive in large class size. It was also shown that it class size affects teachers' health, it was also discovered that sometimes the large class become a noisy place during teaching. It was seen that larger class size affect student assimilation positively. It was also discovered that class an avenue to interact instead of learning. It was revealed that Information from the teacher will not be properly disseminated. It was also shown that High cases of examination failure in the class. it was also discovered that Interference from unserious students affect learning in a large class.

Conclusion

From the analysis carried out in the study, it can be concluded that;

This study reveals that it was that the class size is more than 40 students in class, it was shown that students' population offering economics are more than 40 in a class. It was seen that class size more than 40 students in the class influences teacher's frequency of participation in class. It was shown that students' population in class negatively affects teachers' attitude to teach. It was seen that teachers are not interested in classroom size and number of students in a class. It was revealed that inadequate learning environment and improper class size make the students to lose concentration from the class. It was seen that the ability of each student will not be known by teachers. It was revealed that it makes teachers less productive and effective in class. It was shown that students are less attentive in large class size. It was seen that it affects teachers' health. It was shown that the class has an avenue to interact instead of learning. It was shown that information from the teacher will not be properly disseminated. It was shown that there are high cases of examination failure in the class. It was revealed that interference from unserious students affect learning in a large class.

Recommendations

Based on the findings and conclusions of this study, the following recommendations were made.

1. Teaching qualification must be seen as a pre-condition for entry into the teaching profession.
2. The Federal Government's efforts in the professionalization of teaching
3. Through the establishment of the Teachers' Registration Council (TRC) is in the right direction and should be enforced.
4. For the professional growth of teachers, conferences, seminars, workshops, pre and in-service training programmes should be given adequate attention by the Ministry of Education, State and Federal Government.

Suggestions for Further Studies

Having successfully carried out this study, though not without some limitations, it is suggested that further studies be carried out in such areas as:

REFERENCES

- Commeyras, T. (2015). The Costs and Benefits of Smaller Classes in Wisconsin: A Further Evaluation of the SAGE Program. (ERIC Document Reproduction Services No. ED448496).
- Toth, D., & Montagna, D. (2002). Making policy choices: Is class size reduction the best alternative? Michigan State University and Michigan Department of Education [Data File]. Retrieved from <http://www.epc.msu.edu/>
- Okoro, D. (2015). Class size impact upon student learning and attitudes in the introductory marketing course. *Journal of Marketing Education*, 7 (Spring), 2-7
- Olowe, K. (2023). The downside to small class policies. *Educational Leadership*, 59 (5), 27-29.
- Nwadiani, E.A. (2015). Evidence, politics, and the class size debate. In L. Mishel & R. Rothstein (Eds.), *The class size debate* (pp. 37-65). Washington, DC: Economic Policy Institute

- Opute, M. (2018). Sizing up smaller classes. *American School and University*, 75 (6), 16-20. Merriam-Webster Online Dictionary (2010)
- Farlex, J. (2015). Do communities want smaller schools? *Educational Leadership*, 59 (5), 42- 45.
- Gilman, D., & Kiger, E. (2013). The influence of class size on the quality of output in secondary schools, In Ekiti State in Nigeria. *American – Eurasian Journal of Scientific Research 3.1*, 7 – 14.P566.
- Ajayi, I.A.& Adeosun, R.O. (2014). Towards the Effective Management of Primary Education in Ekiti State. *Journal of Contemporary Issues in Education. 2(1): 104 – 214.*
- Desai, O. E. (2012). Effect of Student-Teacher Ratio on Students Academic Performance in Secondary Schools in Ado-Odo/Ota Local Government Area of Ogun State, Nigeria. Unpublished M.Sc. Dissertation. National Open University of Nigeria.
- wikipedia, K.A., (2015). Effects of two instructional methods on senior secondary schools
- Gagne, J. (2017). Problems of teaching science in large classes at the junior secondary
- Osuala, T.O. (2014). The influence of class size on the quality of output in secondary schools, In Ekiti State in Nigeria. *American – Eurasian Journal of Scientific Research 3.1*, 7 – 14.P566.
- National policy on Education (2013). Federal Republic of Nigeria, NERDC Press, Ijaba, Lagos- Nigeria.
- Njoku, R., (2016). Class size and student achievement. *Psychological Science and the Public Interest*, 2(1), 1-30.
- Adeyemi, A.E (2008). Evidence inconclusive that California’s class size reduction program improves student achievement. Retrieved from <http://www.classsize.org>.

- Osim, C.M. (2019). Teacher aides: An alternative to small classes? In Wang, M.C. & Finn, J.D. (Eds.), *How Small Classes Help Teachers Do Their Best* (pp.131-174).
- Harris, B., & Plank, D. (2000). Small class size and its effects. *Educational Leadership*, 59 (5), 12-23.
- Chileya, T.O. (2016). School variables and internal efficiency of secondary schools in Ondo state, Nigeria. *Journal of Educational and Social Research*, 2 (3), 205-214. Doi:10.5901/jesr.2012v2n3p205.
- Addonizio, G. K. T. (2019). Implementing quality education in low income countries. Retrieved on October 3, 2022 from <http://www.unesco.org/iiep>.
- Biddle, A., & Berliner, I. A. (2017). Preparation Of Primary Teachers In Pupil-Centred Activity-Based Mathematics Instructions And Its. 1st Annual International Interdisciplinary Conference, AIIC 2013, 24–26.
- Lazear I. A. (2018). Gender inequalities and economic efficiency: New evidence from cassavabased farm holdings in Rural South-Western Nigeria. *African Development Review*, 18(3), 428-443
- Callahan, J. (2018). *Large class in the developing world: What do we know and what can we do?* Washington. D.C: USAID.
- Glass, B. & Smith, D. (2019). What research says about unequal funding for schools in America. Educational resource information centre. Retrieved November 11, 2022 from Ebscohost database: <http://www.asu.edu/educ/epsi/eprp/eps1-o206-102-eprp.doc>.
- Martin, C. (2013). The effect of class size on the teaching of pupils aged 7-11 years. *School Effectiveness and Improvement*, 18(2), 147-172.
- Robinson, J. (2017). How might teachers make smaller classes better classes? *The CEIC Review*, 9(2), 2-3.

- Eric Hanushek, A. (2016). Factors Affecting Poor Academic Performance of Pupils in Junior Secondary Leaving Examinations In Selected Day Secondary Schools In By. University of Zambia.
- Blatchford, E (2017). Classrooms are not roadways. They are parking lots! The Science Teachers Bulletin, 66(2), 1-4.
- Egelson, K. (2011). Do private primary schools perform better than public schools in Ghana? Department of Educational Foundations, University of Cape Coast, Cape Coast, unpublished paper.
- Yara, C. M. (2015). The "why's" of class size: student behavior in small classes. Review of Educational Research, 73(3), 321-368.
- Vakalisa, K. & Adelabu, M. (2016) —The challenges and problems of recruiting and retaining quality teachers for Nigerian schools. Paper presented at the 47th World Assembly of International Council on Education for Teachers (ICET) Amsterdam, 2002.
- Ipinge, F.B. (2014). Influence of Sex and Location on Relationship between student problems and Academic Performance. The Social Sciences (TSS), 5(4), 340 – 345.
- Hoover, P. (2013) —The dilemma of the Nigerian teacher! The Fountain Vol. 20 (14)pp. 114-16.
- Mcleod, A. (2013) Report to the Joint Task Force on Basic Education Finance: School employee compensation and student outcomes. Document No. 07-12-2201. Olympia, WA: Washington State Institute for Public Policy. Retrieved January 25, 2008, from <http://www.wsipp.wa.gov/rptfiles/07-12-2201.pdf>
- Seifert and Sutton, A. O (2019) Gender Differences and School Location Factors as Correlate of Secondary School Achievement in Physics. Paper Presented at the Mui International Academic Conference. Hawai U.S.A
- Kasambira J. M. (2019) Performance Expectancy as a Determinat of actual Performance. Journal of Abnormal and Social Psychology. 75-172

- Kohn, A. (2016) "Recurrent Issues in Nigeria Education". Tamaza publishing co. ltd. Zaria.
- Pritchard, C.G.M. (2019) Poor Academic Performance Aetiology, Diagnosis and Remediation. Psycho-educational Research Production
- Din, T. A. (2019). Improvisation of Science Teaching Equipment. Journal of the Science Teachers Association, Vol. 20, No. 2, pp.72-76.
- Brown, J. (2011). How changes in entry requirements alter the teacher workforce and affect student achievement. NBER Working Paper 11844. Cambridge, MA: National Bureau of Economic Research.
- Fan, F. (2012) Teacher and student Characteristics as Correlates of Learning Outcome in Mathematics. Teacher Education and Special Education, 17, 86-95.

APPENDIX
DEPARTMENT OF EDUCATIONAL Management
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

QUESTIONNAIRE
THE IMPACT OF CLASS SIZE ON ACADEMIC PERFORMANCE
OF STUDENTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN
EGOR LOCAL GOVERNMENT AREA OF EDO STATE

SECTION A

Respondent's personal data

Sex: Male () Female ()

Age: 14-20 () 21-26 ()

SECTION B

INSTRUCTION: Kindly indicate your responds to the questions by ticking your preferred response in the space provided strongly agree, agree disagree and strongly disgrace

S/N	ITEMS	SA	A	D	SD
1	Class size is more than 40 students in class.				
2	Students' population offering economics are more than 40 in a class				
3	Class size more than 40 students in the class influences teacher's frequency of participation in class a teacher				
4	The students' population in your class negatively affects teachers' attitude to teach				
5	Small class size affect students' academic performance positively				
6	Teachers are not interested in classroom size and number of students in a class, all they are after is lesson note				
7	Inadequate learning environment and improper class size make the students to lose concentration from the class				
8	Teachers with poor qualification cannot adequately and effectively teach the students to the required standard.				
9	Class size is more than 40 students in class.				
10	Students' population offering economics are more than 40 in a class				
11	Ability of each student will not be known by teachers				
12	Make teachers less productive				
13	Students are less attentive in large class size				
14	It affects teachers' health				
15	Sometimes the large class become a noisy place during teaching				
16	Larger class size affect student assimilation positively				
17	Class an avenue to interact instead of learning.				
18	Information from the teacher will not be properly disseminated.				
19	High cases of examination failure in the class.				
20	Interference from unserious students affect learning in a large class				