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## CLASSROOM DYNAMICS: CLASS SIZE AS DETERMINANTS OF ACHIEVEMENT IN SOCIAL STUDIES CLASSROOM IN NIGERIAN SCHOOLS

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### ABSTRACT.

**Aims of the study:** This study examined class size as determinants of achievement in social studies classroom in Nigerian Schools. The schools used for this study were located in three different local government areas of Ekiti State.

**Methodology:** The sample included one hundred and eighty students whose ages are between 10 and 15 years, a total number of one hundred and eighty students were randomly selected as sample for the study. The parallel or equaling technique was used to distribute forty into the first group sixty into the second and eighty into the third group; which were moderate and large group respectively the first and third group constituted the experimental groups, the second groups as the control group. A total number of one hundred and eighty copies of achievement multiple choice test administered on the pupils as pretest before commencement of the study, rearranged and used as posttest after four weeks of intensive coaching of the experimental and control groups by the researcher and research assistants.

**Findings:** The findings of the study revealed that there was a significant difference between the pupils in the experimental group and those in the control group in terms of their performances in the test administered before and after treatment. Equally, the study revealed that there is a significant difference in the retention mean scores of the three groups with the small size group having a higher retention measure.

**Conclusion:** It is recommended that teachers of social studies should ensure that there should be proper policy formulation that will ensure adequate implementation of student teacher ratio as recommended by UNESCO and National Policy on Education. Equally, government at all levels should discourage over crowding in classrooms as this apart from contributing to attainment of good and also of health related class sizes.

**Keywords:** Class size, achievement, academic performance, classroom dynamics, Nigeria.

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## INTRODUCTION

Class size research have a prorogated and controversial history. Class size differences tend to be associated with other factors than can affect achievement. It is a toll in studies in education used to describe the number of students per class in a school. It is a tool that can be used to measure the performance of the education system. Studies have shown that a number of variables affect students performances. The challenges are multidimensional. Class size is one of the difficult situations nucleating against complete success in the educational system in Nigeria.

The challenges facing the Nigerian educational system which could tend to the collapse of the system are varied and interactive in nature. The performance of students do not meet the expectations of stakeholders of all tools of education. secondary schools are no longer effective in forms of cognitive, affective and psychomotor development. Odemta (1995) notes that the educational system has failed to meet the objectives of its extends. The objectives of routing an individual self-reliant is elusive because the system has not been able to transform the individual as expected Adegun (2023). Owing to the current population increase in Nigeria foray and the measure in school enrolment at all levels, school facilities have been situated to over utilization pending to greater frequency of breakdown. It is very unfortunate that the facilities produced for four students in the past age being used for very many students today (Ayodele and Adegun 2005). Adegun (2006) further remarked that the quality of education that children received bear direct relevance to the overall atmosphere in which the morning is forcing place. School material resources are identified as an index of higher quality education.

A discourse of the infrastructural situation in most Nigeria secondary and primary schools is really worrisome. They one neither enough or adequate for effective teaching and learning. Adegun (2023) in a research finding observed that staff work under the most risky and isometric feting like drayig corporal edifices, humming deserted classroom dilaptd and uncondusive building, wretched furnishing as well as broken equipment. Adegun and Odunayo (2017) assert that most school facilities are ramshackle. It is a common sight to see that instruction in most schools are carries out under the few or open spaces, as in most cases two classroom occupy a single classroom. In some institutions classroom have no doors, no windows and burglary proof with leaking roofs. Some of the classroom floors are very rough, full of dust, not pigs especially when schools have closed for the day or during holidays. It is common sight to see excrement of such domestic animals on the floor of classrooms. It is unfortunate that the facilities provided for students' in the past is now being used for very many students today. The result of this is overcrowded classrooms, which according to Ekuigbo (2023) have increased the possibilities of mass failure and make students to lose interest in school.

Over the year this has been public outcry over the poor learning that conies with spine utilization, resulting in overcrowded classrooms. Students are admitted to study under a limited space. Increase in enrolment without corresponding increase in facilities is a common feature in Nigerian secondary schools. Enrolment explosion could make available classroom, workshop, laboratories, staff offices, librarians and lecture rooms inadequate. In most secondary schools in Nigeria, space provided is insufficient compared with the number of admitted students. Students are found hanging around classroom during lectures, some sitting on the windows and on top of broken chairs and tables. Space provided for teaching looks very small and congested, that movement some to be difficult. It is a common sight to see that chairs and tables ire dragged and pulled to allow for easy movement, causing distractions and disturbances.

Adunola (2011) examined the management of qualitative primary schools in Delta State of Nigeria. He observed that as a result of the slow rate of development and progress on the urban areas, pupils were in effect imprisoned in substandard structures called classroom. This according to him was casting a poor image of the public education system on pupils, non-taking their lessons without books, the right mixed of teachers, nonexistence aid dilapidated school building abound. As a result, there was a lot of over—crowding in classrooms, even in the rural areas of the state.

As school population increases, class size also increases and thus the performance of both the teacher and the student become on issue. Class size is an administrative decision over which provision of an opportunity for intense discussion is absent in a large class teaching. Ekuigbo (2023) opined that after examination, marking the scripts the next. The amount of marking involved when it comes to a large class in what every teacher works to avoid, no matter how committed and enthusiastic is the teacher.

Today in Nigeria, the idea that class size might ailed students' performance is consistent with the growing literature on the relationship between public factor institutional arrangements and interiors. Asikhia (2012) opined from the findings of a recent concluded research that the size of school and length of attendance here differ no effect upon pupils achievement when educational opportunities or comparable. Contrary of intelligence, achievement and social economic status of high schools concluded that school location coming after variables was directly related to mean achievement level of students in all the sampled solvent.

One salient issue that calls for clarification today in Nigerian schools is what number of students should constitute a large group fir all groups and ideal recommended group in the class. Brozak (2017) obscured that schools with four teachers' small pools of talent offering located range of subjects, finding it hard to study investment on libraries, recreation grounds, computer laboratories with pupils who have no interest in competition and quizzes, will no doubt have small classes. Large school class size on the other hand is often on anti-type of school obtains in the school group in forms of numerical strength, the National Policy on Education 1977 which was revised in 2016 specific 20 in pre-primary, 30 in primary and maximum of 40 pupils in the secondary schools as the ideal size of students in the classroom.

Reducing class size to increase student achievement is an approach that has been tried, debated, analyzed for many decades. The premise seems logical with fewer students to teach. Teachers should achieve better academic outcomes for all categories of students. Darling Hammond (2008) in a recent empirical study found out that class size reduction do not always translate to improved academic outcomes. To researchers in countries like Hong Kong, South Korea, Taiwan and Singapore, where large class sizes are the norm as evidenced that reducing class size is a futile exercise. They maintained that increased expenditure on education in the last two or three decades are washed efforts as such do not necessary result Netter academic results.

Ibadin (2010) in a research report found out that a significant and consistent relationship exist in the achievement of students in small classes, in that those in small classes had better grades in Science as compared to those in large classes. Hardy (2018), on the other hand concluded in a recent research that larger classes is sometimes belieir articulating the advantages associated with it; from the results shared, a minimal difference in pretest scores of students from a small class and their counterparts from a large class.

Nwaahara (2014) found out that school type rakes a difference in students' academic achievement. They maintained that small classes lead to higher school achievement more favorably teachers' effects and a better classroom climate, while Mitchel (2013) remarked that students from large classes were exposed to large number of school activities and the best of them achieved standards that were unequalled by students in small classes. A study carried out by Oghekerwe (2019) in Delta State of Nigeria, found out that classes with more student did better than those with fewer students. The explanation for the differences in performances rest more on more interaction and participation of students in large classes than in small classes. This is ruling out factor such as socio—economics status and geographical location as possible explanations. Ornstein (2010) discovered from a research that the lowest achievement on three separate standard tests occurred in school with fewer students in a ten-year study of right schools in Illinois (U.S.A.). Vosher (2010) reviewed 31 studies of the relationship between school size and achievement and found them about evenly divided between studies that favor small schools and studies showing no differences in achievement based on school size. None of the studies reviewed by Cotton (2021) results in favor of large schools. Greenwald et al., (2013) conducted a meta - analysis of 60 studies and found that student achievement was negatively related to school size that is achievement was better in small schools.

Akinsolu (2011) research findings revealed a little difference in academic performance of small and large school size. Forbes (2014) analyzed students' performance in individual high schools, state that students in larger classes are more likely to perform better in science related subjects than students from small classes, suggesting sufficient evidence in favour of large classes.

Concerning teachers' quality as it related to the size of classroom and academic performances of students, Jackson (2015) found out that large schools with large classes had more qualified teachers than small schools with small classes and thus they have more advantages with planning periods, teachers' qualifications which directly reflect on academic performance of the students. He also found out that such large schools with large classes have increased disciplinary problems, which tend to negatively impact on such schools. This is a primary concern for the administrators. The questions here is does class size really matter? Numerous economic studies have considered

relationships between class size and student achievement. Majority of them have focused on elementary schools in the U.S. and U.K. the general findings is that smaller classes are associated with increased student achievement, yet a few high qualities of such studies find no relationship. Because most studies focus on elementary schools much less is known about relationship between class size and students achievement in secondary schools.

Reducing class size is a popular education policy measure with parents, teacher and policy makers. However, research shows that reducing class size leads to in most cases, an improvement in students' achievement; also, students in early grades appear to gain more from smaller classes than older students. Funn et al., (2003) argues that students in small classes are more visible, and more likely to engage in learning such as visibility and completely reduce in large classes. He (Finns 2003) also argued that smaller classes encourage participation in classes and help from classmates. Teachers in small classes are more likely to give more individual attention to students, effective control and manage classrooms, thus build better relationship with students.

On the contrary, despite the public outcry for smaller classes in Nigeria, teachers, parents and policy makers are aware that reducing class size can be costly and is no guarantee of improved achievement, as it is, only one of many of such reforms canvassed for. Another objection to small size is that many schools in Africa, as in other developing countries have more fundamental challenges to deal with such as high teachers' absenteeism, poor pay, low incentives, and very oppressive low wages especially from private schools employers of labour, as it is in Nigeria today. Therefore, reducing class sizes can be too costly and therefore is no guarantee of improved achievement.

Again, small sizes are associated with increased students' achievement, usually measured by standardized tests in multiple tasks such as mathematics and readiness. Such measurement by standardized tests is holds for students in lower classes. Class size is a contested issue, research on its impact is inconclusive, mainly findings on performances to mathematics, sciences and reading comprehension. None of the researches have been carried out on classes with moderate number of students. This research is a step to address the loop holes observed above that it is out to measure performance in social studies and in secondary schools in Nigeria, a developing nation in the world and a moderate class.

### **Statement of Problem**

Class size is a contested issue because it is thought to affect students' success and research on its impact is inconclusive. Equally, such finding are more in performances such as standardized tests over skills, but does not address classroom dynamics.

There is a research about the effects of class size on teaching effectiveness and academic achievement, researchers have investigated the relationship between class size and teachings effectiveness and academic achievement, researchers have investigated the relationship between class size and teaching effectiveness and have not reached consensus. The general belief among teachers, school administrators and policy makers are that small class sizes translate to improvements in students learning outcomes. This has not been unusually supported by empirical

evidence. Class size has become a phenomenon often mentioned in the educational literature as an influence on students' feelings and performance on administration quality and school budgets. Class size is almost an administrative decision over which teachers have hide or no control.

The empirical literature on class size or what other termed teachers. Students ratio and its relationship to academic achievement has been unwieldy. While some researchers opined that intelligence achievement and socio-economic status of high school studies are directly related to mean achievement, other little or no effect upon pupils achievement when educational opportunities are comparable.

In terms of numerical strength, the national policy on education (1977) revised in 2016) specified 20 in pre-primary, 30 in primary and maximum of 40 in secondary schools. These directives appear unrealistic in urban areas as a result of high population. Some researchers from the report of their findings opined that a significant and consistent relationship exist in the achievement of students in small classes of about 1-20 pupils, that obtained higher scores in science tests than their counterparts in large classes. Others expressed different views that there are a significant difference in posttest achievement scores between large classes and small class control group. Concluding that larger classes is sometimes better, it is against that background that the researcher was stimulated to investigate the effect of class size or student teacher ratio on the academic performance of secondary school students in social studies in Nigeria.

### **Significance of the Study**

The study will be of great benefits to teachers, students, government and all stakeholders in the educational factor. The researcher assumes that grasping the impact of the identified variables on the student's academic performance could lead to a deeper insight into how such variables can be explored to improve the academic performance in schools. The findings of the study would be useful to teachers as they work towards providing learning experiences that are more useful to students. Finally, the findings from this study would be of immense benefit to secondary schools in Nigeria as they aim at giving better and sound education to the students and for the school administration to put in more efforts towards quality assurance of teachers instructions in schools.

### **Research Hypotheses**

The following hypotheses were tested at 0.05 level of significance

1. There is no significant relationship between class size and academic grades of secondary school students in social studies in Ekiti State
2. There is a significant difference in retention mean scores of students on the three groups.

### **Research Design**

The design employed was quasi experimental research design of pretest, posttest, control group. Pretest was used to establish the knowledge of base of the students; the post test was used to measure the level of achievement and retention of the students. Three groups were test as two were used to experimental groups and one was the control group, which responded to the pretest and posttest achievement and retention tests administered two weeks after the posttest treatment. These groups

were based on the recommendations of the National Policy on Education or student-teacher ratio: in Secondary schools (40 maximum) in the first group (Group A) a total of 40 students were taught and examined. Group B a total of 60 students were taught and examined. Group C, a total of 80 students were taught and examined. Students in each group were taught in a single classroom, while group A and C were the experimental group, the Group B was the control. The conviction then was 40 students maximum was required as moderate, and 100 students maximum was regarded as a small group, 60 students maximum was regarded as moderate and 100 students maximum was regarded as a large group. All groups were taught, given pretest, posttest and retention tests by the researcher and the assistants.

The population of the study consisted of all the JSS III students in Ekiti State Secondary Schools. The population cut across three local government areas of Ikere, Ise-Orun and Ado Local Government Areas. Both male and female students were part of the population. The sample of 180 students was used for the study. The respondents were drawn from three schools in the three local government area of Ekiti State while Group A was located in a secondary school in Ikere Local Government Area, Group B was located in a secondary school in Ise-Orun and Group C was located in Ado Ekiti Local Government Area. Purpose and stratified random sampling techniques were used to select the three schools in the three local government area of Ekiti State. Stratified random sampling technique was also used to select 20 boys and 20 girls for Group A, 30 boys and 30 girls for Group C and 40 boys and 40 girls for Group B, stratified random sampling was used to assign the group ratio experimental and contare groups.

The instructional package used for the study consisted of six lesson plans developed on the four areas of the core messages being addressed by social studies at the junior secondary school level which are marriage, transportation, family size and communicable and non-communicable diseases. The instructional package made up of captions prepared by the researcher and the assistants like "I should have stopped when the children were there. Now how do I cope? The instructional package also made use of diagrams and pictures of large format size, pictures and diagrams of father, mother and their children. Others were pictures of close suffering from communicable and non-communicable diseases.

The instrument used to collect data in this study was the social studies achievement test (SSAT), designed by the researcher. This instrument was designed to measure the students achievement in social studies as the pre-test level, resrranged to severe out posttest achievement and retention purpose. Pretest and posttest achievement scores for all groups were obtained before and at the end of treatments. To ensure the validity of the instrument, face, content and construct validity procedures were employed for the instrument (SSAT). The SSAT had 40 test items which were typed and given out to experts in Social Studies, Tests and Measurement and Language Education. they were asked

to determine the face value and appropriateness of the instrument in measuring the students achievement in these areas of social studies. Each of them was also asked to estimate the content validity by comparing the test items with the core areas specified for the treatment and their suitability for the target population (Junior secondary class three students). They were also required to comment on the level of difficulty and language of the test items. Necessary amendments were made as suggested by them.

The reliability of the instrument was determined through the test retest method. The items were administered on a group of 40 students from two schools that were not used for the study. After two weeks, the instrument was re-administered on the same set of students. The scores were correlated using Pearson Product Moment Correlation Analysis. A reliability to efficient of 0.70 was obtained and considered adequate for the study.

The research assistants numbering six in the three different schools helped to administer the pretest, posttest and retention test. Teaching was done for 4 weeks. The instrument used for pretest was re-arranged and administered as posttest for all the groups at the completion of the treatment. Two weeks after the instrument was rearranged and used as retention test.

The area covered by the study is geographically contiguous and the time frame short, this minimizing the possible effect of history and maturation. No charge was made in the calibration of the instrument used for the pretest and posttest thereby checking for the likely effects of instrumentation. The experimental arrangement served to provide some for interactions across groups of subjects as subjects in the three groups were based in the different towns and schools in three different local government area of Ekiti State.

### Data Analysis

**Question 1:** Does class size influence academic grades of secondary school students in social studies in Ekiti State

**Table 1:** Mean and scores of students achievement by class size in social studies classroom

Variable	Group	Pre Test		Post Test	
		Mean	SD	Mean	SD
Achievement	Group A Small Sized Class 40 Students	14.58	2.37	26.15	1.75
	Group C Large Group of 80 Students	15.10	2.16	16.02	3.46
	Group B Moderate Group of 60 students	15.45	2.98	19.65	2.71

Table 1: Show that the pretest achievement mean scores of students exposed to treatment in the small sized class was 14.58 with the SD as 2.37. for the large size, the pretest achievement mean scores was 15.10 with 8 as 2.16 while the moderate sized class was 15.45 with 2.98 as the SD. The posttest achievement for the small sized class was 26.15 with 17.5 as SD, large sized class, the posttest achievement score was 16.02 with 3.46 as SD while the moderate class sized class was 19.65, with 2.71 as SD.

**Table 2:** Does class size influence method of teaching employed by teachers in social studies

Variable	Group	Pre Test		Post Test	
		Mean	SD	Mean	SD
Teaching Method	Group A Small Sized Group 40 students (Guided Discovery)	41.10	5.26	67.88	8.71
	Group C Large Group of 80 Students (concept mapping)	18.45	10.91	52.35	7.30
Teaching Method	Group B Moderate Group of 60 students (story felling)	41.45	5.19	67.32	7.91

Table 2 shows that pretest of small sized group taught using the guided discovering was 41.10 with 5.26 as SD, while the large size taught using concept mapping was 41.80 with 5.19 at SD, with the moderate group, the pretest scores was 41.80 with 5.19 at SD. For the post test scores, the small sized from taught using the guided discovering was 67.88 with 8.71 as SD, closely followed the large size class was 33.35 with 7.30 as SD. The moderate sized class was 67.32 with 7.91 as SD.

**Question 3:** Does class size influence utilization of teaching aid in social studies classroom in secondary schools in Ekiti State?

Variable	Group	Pre Test		Post Test	
		Mean	SD	Mean	SD
Utilization of Teaching aids	Small sized lump 40 students	38.45	19.91	67.32	7.91
	Large sized Lump 80 students	38.48	40.20	55.27	14.98
	Moderate Sized Class 60 students	41.92	10.36	61.45	13.11

Table 3 shows that the pre test achievement mean scores of small sized group was 38.45 with 10.91 as SD, the large sized class was 38.48 with 10.20 as SD while the moderate sized class was 41.92 with 10.36 as SD. For the post test some achievement scores, the small sized class was 67.32 with 7.91 as SD, large sized class 55.27 with 14.98 as SD, while the moderate sized class was 61.45 with 13.11 as SD.

### Test of Hypotheses

There is no significant relationship between class size and academic grade of secondary school students in social studies in Ekiti State

In order to test the hypothesis, pre-test mean scores of students' achievement in the three groups were compared using one-way analysis of variance ANOVA at 0.05 level of significance. The result is presented in table 4 below

**Table 4:** One way ANOVA showing Pre-test achievement measures of all groups (Small sized, large sized and moderate sized groups)

Source between groups	ss	df	ms	feal	f table
	<b>23.979</b>	12	7.993		
<b>within groups</b>	<b>1655.01</b>	176		3.140	2.60
<b>Total</b>	<b>1678.996</b>	179			

Table 4 show that Feal (3.140) is greater than F table 2.60 at 0.05 level of significance. This means that the null hypothesis 1 rejected. This implies that there is significant difference in the pretest achievement mean scores in the three group of small sized, large size and moderate sized.

For the post test achievement mean scores, in all the groups, the group were computed and subjected to statistical analysis involving analysis of co-variance ANOVA at 0.05 level of significance.

**Table 5** (ANCOVA) summary of students achievement in all the group

Source	ss	df	ms	feal	f table
<b>Corrected Model</b>	<b>3340.213</b>	3	835.053	75.634	2.37
<b>Covariance pre test</b>	<b>4.434</b>	1	4.434	402	3.54
<b>Group</b>	<b>3339.814</b>	2	1113.271	100.833	2.60
<b>Error</b>	<b>2594.50</b>	176	11.041		
<b>Corrected Total</b>	<b>5934.796</b>	179			
<b>Total</b>	<b>112743.000</b>	180			

The table 5 above show that F cal (100.833) is greater than F table (2.60) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant difference in the post test achievement mean scores of students in the three groups, small sized, large sized and moderate size).

## Hypothesis 2

There is an significant difference in retention mean scores of students in all the groups (small size) range sized and moderate sized)

Retention mean scores of students in all the groups were computed for statistical significance using analysis of covariance (ANCOVA) at 0.05 level of significance. The result as presented below

**Table 6:** ANCOVA showing retention mean scores of all the group (small sized, large sized and moderate sized)

Source	ss	df	ms	F cal	F table
<b>Corrected Model</b>	<b>2726.589</b>	3	681.647	32.619	2.37
<b>Covariance pre test</b>	<b>3.589</b>	1	3.589	0.172	3.84
<b>Group</b>	<b>2716.219</b>	2	905.406	43.327	2.60
<b>Error</b>	<b>4910.811</b>	176	20.897		
<b>Corrected Total</b>	<b>7637.400</b>	179			
<b>Total</b>	<b>103158.000</b>	180			

Table 6 reveals that feal (43.327) is greater than F table 2.60 at 0.05 level of significance difference in the retention sources of students in all the groups.

## Discussion of Findings

The relationship between class size and academic performance has been a perplexing one for educators. Studies have found that the physical environment, class overcrowding and teaching methods are all variables that affect students achievement. The issue of poor academic performance of students in Nigeria has been of much green to all and . this has led to a decline in the standard of education. over crowded classrooms have increased the possibilities for mass failure and could make students to have interest in school. This is because large sized class do not allow individual students to get attention from teachers which translate to reading some frustration and poor academic performance. Table 4 above showing pretest achievement mean scores and table 5 above showing the post-test achievement means cores. The information on both tables show that there is significant differences in the pretest and post scores of students in all the group, the small sized group with the highest post test closely followed by the moderate size group, and the large sized group from behind. The findings of this report compute the findings of sticker (2018) and Walberg (2019) whose reports found out that a significant and consistent relationship exist in the achievement of students in small cross in that those in small classes had classes. This run contrary to the position of harm 2022 whose report show that class reduction do not always translate to improved academic outcome. Also this runs contrary to the findings of a Oghenekwe (2019) in Delta State that classes with more students did better than those with fewer students. The explanation for the differences in the performances of the three groups rest on more interaction between the teachers and the students which is more pronounced in the small sized groups. Furthermore, Finn (2013) concluded that students in small sized class are occupied both academically and socially, therefore, their strong engagement caused academic performance improvement.

Finding from hypothesis 2 revealed that there is significant differences is the retention measures of the three groups with the small sized group having a higher retention mean scores, closely followed by the moderate sized group, with the large sized group being the test. Pupils in large classes drift off tasks because of too much instructor from the teachers to the whole class instead of individual instruction and attention, and low attaining students are most affected. The policy implication of the study is that class size can have enormous affect on the academic performance of students if the student teacher ratio and quality of instructional material items (teacher and other educational tools) are properly allocated equalized per student and affecting used. Therefore, the findings from this study have some implications for the education policy makers. These include:

- There should be proper policy formulation that will ensured adapted, implementation of student teacher ratio as recommended by UNESCO and National Policy on Education.
- Government should ensure proper and adequate supervision of schools and at the same time only qualified teachers are employed as the National Policy on Education (2006) stated that no educational system can rise above the qualify of the teachers.
- Policy makes in education sector would do well if they realized that good, spacious, well ventilated and lighted classrooms and reading halls as well as the libraries can contribute to enhanced performances in placement and final examinations.

### Summary and Recommendation

The performance of small size classroom where students can be propped given the attention they need as recommended by UNESCO and National Policy on Education cannot be overemphasized as revealed in this study.

Based on the findings of the study, the following recommendations are made;

- Government should employ more teachers so as to meet up with the ratio as recommended by UNESCO and National Policy on Education.
- Parents' teachers association in collaboration with school administration should employ more teachers so as to meet up with the ratio.
- Government and parent teachers association should ensure that modern buildings that are spacious, well ventilated and lighted should provide as classroom for students.
- Government at all levels should discourage over crowding of classrooms as this apart from contributing to attainment of low grades and also of health-related challenges.
- Enough chairs and tables should be made available to schools so as to arrest the problem of insufficient chairs and students sitting on windows when lectures are going on.

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