Impact of School Facilities and Class Size on Students Academic Performance in English Language in Public Secondary Schools in Ibadan North Local Government Area, Oyo State, Nigeria

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ABSTRACT

Low academic performance in English language among students is usually caused by several factors of which school indices such as school facilities and class size may play a huge role. This study therefore examined the impact of school facilities and class size on students' academic performance in English language in public secondary schools in Ibadan North Local Government area of Oyo. Two research questions and two hypotheses were raised. Descriptive survey research design was adopted. Study population comprised 1343 senior secondary school three students in ten selected schools in the local government area. Disproportionate to size sampling technique was used to sample 400 students. A self-constructed questionnaire titled: "School Facilities, Class Size and Students' Academic Performance Questionnaire" (SFCSSAPQ, r = .764)" was used to collect data for the study. Data collected were analysed using descriptive and inferential statistics. The findings showed rare availability level of school facilities for students' academic performance in English language ($\bar{x}$ = 1.108). Also, there is a poor state of class size for students' academic performance in English language ($\bar{x}$ = 2.802). Hypotheses showed negative significant relationship between school facilities (r = -.347, P< 0.05), class size (r = -.355, P< 0.05) and students' academic performance in English language. It was concluded that there is a negative impact of school facilities and class size on students' academic performance in English language. It was recommended among others that government should ensure that school facilities are provided and equipped for improved teaching, learning and academic performance of the students in English language.

Keywords: School Facilities, Class Size, Academic Performance, English language

INTRODUCTION

Academic performance in English language is very vital to the overall success of students and the integrity of any public secondary school. This is because of the crucial role English language plays both as a compulsory subject and as a medium of communication. In secondary schools in Nigeria, English language is used to teach all subjects which makes passing the subject important for a student to proceed to the next class, graduate from secondary school or gain admission into higher institutions.

Academic performance is the level of students' success in English language expressed in terms of knowledge, skills, and learning experiences formulated by learning objectives in the school curriculum or in form of scores

obtained from tests in English language (Hermawan & Riswanto, 2020; Shah, 2012). Academic performance of students could be high or low (poor). High academic performance in English language is the hope of all parties, which includes students, parents and educational institutions because of the importance English language play in the academic life of students and society at large.

However, despite the wide applicability and importance of English language, some students in Oyo State are still not finding their feet in the subject as shown by their low academic performance. From the researcher's personal experiences and observations, the academic performance of students in Oyo state is quite poor. It is disheartening to observe that the level of performance of students in both internal and external examinations is very low. Other researchers have also reported poor/average performance of students in the State (Adeleke, & Adeleke, 2024; Hazzan, 2024; Lanre-Babalola et al., 2023; Oyedeji & Olatunbosun, 2022). Some reasons have been proffered for this decline. These reasons include teachers' classroom management and availability, school type and electronic-examination to mention but a few (Adeleke, & Adeleke, 2024; Hazzan, 2024; Lanre-Babalola et al., 2023; Oyedeji & Olatunbosun, 2022). This study however sought to examine the influence of school facilities and class size.

School facilities are all the available assets of a public secondary school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants (Olugbenga, 2019). They are thus those things which enable a skillful public secondary school teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided (Okoko & Ibara, 2020). School facilities include immovable property, physical structures, and instructional materials belonging or allocated to a public secondary school used primarily for educational purposes and activities (Baribor, 2020). Presence of these facilities in good shape could aid students' academic performance in English language. Studies are however scarce on the influence of availability of school facilities on students' academic performance in English language in Oyo State.

Class size is a popular concept in educational research defined as the average number of students per class, calculated by dividing the number of students enrolled by the number of classes. It is also viewed as the number of students per teacher in a class (Yusuf, Onifade & Bello, 2016). While average class sizes are commonly expressed as a ratio of students to teachers, a "student-teacher ratio" is usually different than average class size. As the world population continues to increase, the class sizes are also affected (Koca & Celik, 2015). Class size is often mentioned by experts in the educational literature as having effect on student's feelings and performance, quality of school budgets and on administration as well (Adimonyemma, Akachukwu & Igboabuchi, 2018). It is considered as one of the important determinants of academic performance over which teachers in schools have little or no control (Koca & Celik, 2015). This study was therefore carried out to examine the effect of school facilities and class size on students' academic performance in English language in Ibadan North local government area of Oyo State.

Statement of the Problem

Low academic performance in English language among students has been observed in some public secondary schools including those in Ibadan North Local Government area of Oyo State. Some students display poor mastery of subject content, knowledge and performance in English language internal and external examinations. Various studies have confirmed poor or fair academic performance in English language in Oyo state public secondary schools (Adeleke, & Adeleke, 2024; Hazzan, 2024; Lanre-Babalola et al., 2023; Oyedeji & Olatunbosun, 2022). Students' poor academic performance in English language does not just happen; it is usually caused by several factors of which school facilities and class size could play important roles. Instructional facilities such as visual and audio visual materials which are used to disseminate knowledge are usually scarce in many public secondary schools which makes lesson uninteresting and boring. Also, there is usually the problem of low teacher to high student ratio which does not give room for teachers to properly monitor/supervise the students and this also could hinder students' performance. Although, school facilities and class size are important factors for students' learning, there are not enough studies to confirm their effect on students' academic performance in English language in Oyo State.

Aim and Objectives of the Study

The aim of this study was to examine the impact of school facilities and class size on students' academic performance in English language in public secondary schools in Ibadan North Local Government area of Oyo state. The objectives were to;

i. Examine the availability level of school facilities for students' academic performance in English language in Ibadan North Local Government area of Oyo State; and

ii. Investigate the state of class size for students' academic performance in English language in Ibadan North Local Government area of Oyo State.

Research Questions

This study provided answers to the following research questions:

1. What is the availability level of school facilities for students' academic performance in English language in Ibadan North Local Government area of Oyo State?

2. What is the state of class size for students' academic performance in English language in Ibadan North Local Government area of Oyo State?

Hypotheses

The hypotheses stated below were tested at 0.05 level of significance:

H_01:   There will be no significant relationship between school facilities and students' academic performance in English language in Ibadan North Local Government area of Oyo State.

H_02:   There will be no significant relationship between class size and students' academic performance in English language in Ibadan North Local Government area of Oyo State.

Significance of the Study

This study would provide information on the true state of school facilities and class size for students' academic performance in public secondary schools. It will be of immense value to educational planners, school heads, teachers, and government. Educational planners could use this study's findings to ensuring that teacher to student ratio is one that is suitable for learning and performance. School heads could make use of this study in making sure teacher to student ratio is strictly adhered to. They will also ensure that schools do not admit more students beyond their capacity to allow for effective teaching. The teachers could use this study's findings in ensuring that instructional facilities are utilised for equipping the students' knowledge. The government can use this study' findings in ensuring that school facilities are provided and available for effective teaching of the students.

Scope of the Study

The geographical spread of this study covered 10 selected public secondary schools in Ibadan North Local Government Area of Oyo State. The population scope comprised all the senior secondary school three (SSS3) students in all the selected public secondary schools in the LGA. The variable scope consisted of two independent variables (school facilities and class size) and one dependent variable (academic performance in English language). All the variables were studies as single variables.

LITERATURE REVIEW

Theoretical Review

This study was guided by the following theories – "Sociocultural Theory of Teaching, Learning, and Development" and Lazear's Theory of class size"

Sociocultural Theory of Teaching, Learning, and Development

Sociocultural theory of teaching, learning and development is a theory of instructional material that also frames this study. Largely inspired by the seminal works of Vygotsky in 1978, this theory assumes that human minds do not develop by virtue of some predetermined cognitive structures that unfold as one matures. Rather, this theory posits that human's minds develop as a result of constant interactions with the social material world. The human mind develops through interaction with instructional materials/facilities in the learning process where students learn from each other and use their experiences to successfully make sense of the materials they interact with. These experiences are crystallized in 'cultural tools', and the learners have to master such tools in order to develop specific knowledge and skills in solving specific problems and, in the process, become competent in specific profession (Vygotsky, 1978).

In the classroom, these tools can be a picture, a model, or pattern of solving a problem. Most often however, such tools are combinations of elements of different orders, and human language is the multi-level tool par excellence, combining culturally evolved arrangements of meanings, sounds, melody, rules of communication, and so forth. Learning by using such tools is not something that simply helps the mind to develop. Rather, this kind of learning leads to new, more elaborated forms of mental functioning that culminates in better academic performance. The theory is thus relevant to this study as it shows the necessity and power of school facilities such as instructional materials in improving the learning experiences, interest and performance of students during the teaching-learning process in school.

Lazear's Theory of class size

A recent paper by a Lazear in 1999 lays out an insightful economic theory of class size. In essence, the theorist argues that students who attend a smaller class learn more because they experience fewer student disruptions during class time, on average. Such a result follows naturally if the probability of a child disrupting a class is independent across children. The theorist then quite plausibly assumes that disruptions require teachers to suspend teaching, creating a "negative externality" that reduces the amount of learning for everyone in the class. There may be other benefits to smaller classes as well. For example, it is possible that students who spend time in small classes learn to behave better with closer supervision, leading to a reduced propensity to disrupt subsequent classes. The theorist's model probably captures an important feature of class size, and yields a specific functional form for the education production function. Another implication of the theorist's model is that the "optimal" class size is larger for groups of students who are well behaved, because these students are less likely to disrupt the class and therefore benefit less from a class size reduction than more disruptive students (Lazear, 1999). This theory is relevant to the study as it depicts the possible role of smaller class size on students' behaviour and learning which invariably is cost effective for the school as it tends to reduce disruptive behaviour and improve performance.

Conceptual Model

The conceptual model for this study showed the relationship between the two independent variables (school facilities and class size) and dependent variable (students' academic performance in English Language) as illustrated in figure 2.1:
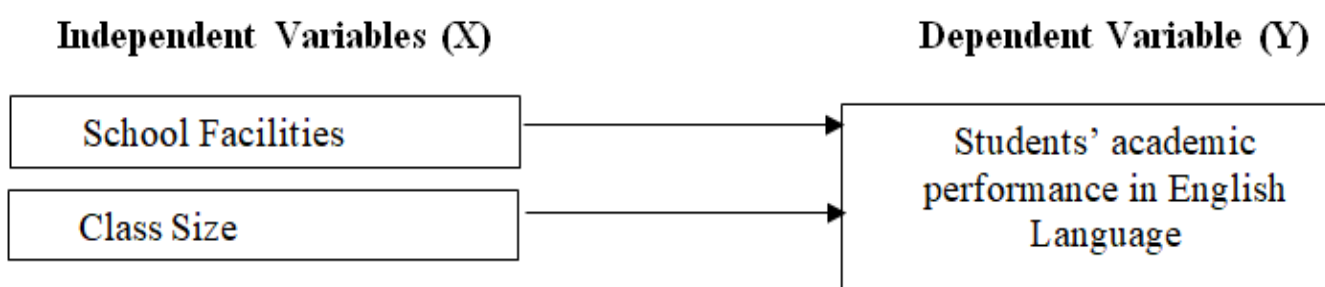

Figure 2.1: Conceptual Model for School Facilities, Class Size and Students' Academic Performance in English Language (Source: Researcher, 2025)

METHODOLOGY

This study adopted the descriptive survey research design. The target population comprised 1,343 senior secondary school three (SSS3) students in ten selected public secondary schools in Ibadan North Local Government area of Oyo State as shown in table 3.1.

Table 3.1: Population of the Study (N = 10 schools; 1,343 Students)

Local Government Area	S/N	Name of Public Secondary Schools	Number of SS3 Students
	1	Abadina Grammar School, University of Ibadan	102
	2	Anglican Commercial Grammar School (Senior) Ibadan North, Orita Mefa, Ibadan	141
	3	Abadina College, University Of Ibadan	145
	4	Agbowo Ibodija Community High School Dan, U I - Sango Road, Ibadan	152
Ibadan North Local Government Area	5	Ibadan North Government Secondary School, Mokola, Ibadan	123
	6	Methodist Grammar School Ibadan North, Bodija Ojurin Road, Town	115
	7	Community Grammar School 1 Mokola, Mokola Ibadan, Ibadan	154
	8	Oba Akinyele Memorial High School Idi-Ape, Ibadan	138
	9	Immanuel College High School, Senior School I Ibadan North, Along UI Sango Road Ibadan, Ibadun	140
	10	Ikolaba Grammar School (Senior), Agodi Gra Ibadan, Ibadan I	133
		Total	**1,343**

Source: Ministry of Education, 2024

The above schools were chosen at random and over 20% of the total number (42) of public senior secondary schools in Ibadan North Local Government Area were chosen which is very appropriate. Disproportionate to size sampling technique was used to select 40 students from each selected school making a sample of 400 students all together as shown in table 3.2.

Table 3.2: Sample Number of Students (n = 400)

Local Government Area	S/N	Name of Public Secondary Schools	Number of SS3 Students
	1	Abadina Grammar School, University of Ibadan	40
	2	Anglican Commercial Grammar School (Senior) Ibadan North, Orita Mefa, Ibadan	40
	3	Abadina College, University Of Ibadan	40
	4	Agbowo Ibodija Community High School Dan, U I - Sango Road, Ibadan	40
Ibadan North Local Government Area	5	Ibadan North Government Secondary School, Mokola, Ibadan	40
	6	Methodist Grammar School Ibadan North, Bodija Ojurin Road, Town	40
	7	Community Grammar School 1 Mokola, Mokola Ibadan, Ibadan	40
	8	Oba Akinyele Memorial High School Idi-Ape, Ibadan	40
	9	Immanuel College High School, Senior School I Ibadan North, Along UI Sango Road Ibadan, Ibadun	40
	10	Ikolaba Grammar School (Senior), Agodi Gra Ibadan, Ibadan I	40
		Total	**400**

Source: Disproportionate to size sampling technique

Primary data were gathered using self-constructed questionnaire titled: "School Facilities, Class Size and Students' Academic Performance Questionnaire" (SFCSSAPQ)". This questionnaire consisted of three sections. The first section consisted of bio-data of the students such as their gender and age. The second section consisted of five items on the relationship between school facilities and academic performance in English language. The rating technique was as follows: Highly Available (HA) = 3, Moderately Available (MA) = 2, Rarely Available (RA) = 1, Not Available (NA) = 0. The third section consisted of five items on the relationship between class size and academic performance in English language. The rating technique was a four point scale of Strongly Agree (SA) = 4; Agree (A) = 3; Strongly Disagree (SD) = 2; Disagree (D) = 1.

The questionnaire was validated using face and content validity type while split-half technique was used to determine the reliability of the instrument. A reliability value of .764 was obtained for the questionnaire. This value was reliable. The instrument was made into several copies and administered to the sample number of 400 students. However, only 386 were retrieved while 380 were found to be valid and therefore used for statistical analysis. Secondary source of data were also obtained from the first and second term performances of the students in their English language internal examinations. Students' bio-data were presented using frequency and percentage. Research questions were answered using frequency, percentages, mean, and standard deviation while inferential statistics such as Pearson product moment correlation was used to analyse the hypotheses at 0.05 level of significance.

RESULTS

Presentation of Students' Bio-Data

Table 4.1: Frequency Distribution of Students' Bio-Data (n = 380)

Demographic Data	Frequency (F)	Percentage (%)
Gender		
Male	173	45.5
Female	207	54.5
Age (years)		
Below 17	138	36.3
18-20	154	40.5
Above 20	88	23.2

Source: Field Survey, 2025

Table 4.1 revealed that 45.5% of the public senior secondary school three students are males while 54.5% are females. Majority of the students (40.5%) are within 18-20 years which is followed by 36.3% who are below 17 years of age. However, few of them (23.2%) are above 20 years of age.

Research Questions

Research Question One: What is the availability level of school facilities for students' academic performance in English language in Ibadan North Local Government area of Oyo State?

Table 4.2: School facilities and Students' Academic Performance in English Language (n = 380)

S/N	Items	HA	MA	RA	NA	$\bar{x}$	Std. Dev.
1	Equipped English laboratories for improving my academic performance	33 (8.7%)	68 (17.9%)	155 (40.8%)	124 (32.6%)	1.026	1.02
2	Equipped library facilities for quality research, reading and performance in English language	57 (15.0%)	86 (22.6%)	120 (31.6%)	117 (30.8%)	1.218	.99
3	Visual aids such as charts, posters, whiteboard, pictorial materials and diagrams for academic purposes in English language	74 (19.5%)	97 (25.5%)	108 (28.4%)	101 (26.6%)	1.379	.97

4	Audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for academic purposes in English language	63 (16.6%)	77 (20.3%)	139 (36.6%)	101 (26.6%)	1.268	.98
5	Audio-visual aids such as Overhead projector, slides, television, filmstrips and computers for academic purposes in English language	13 (3.4%)	58 (15.3%)	91 (23.9%)	218 (57.4%)	0.647	1.09
Grand Mean = 1.108; Std. Dev. = 1.01; Overall Decision = Rarely Available							

Source: Field Survey, 2025

KEY: Highly Available (HA) = 3, Moderately Available (MA) = 2, Rarely Available (RA) = 1, Not Available (NA) = 0; Std. Dev. = Standard Deviation; $\overline{x}$ = Mean

***Threshold:** mean value of 0.000-0.750 = Not Available; 0.751-1.500 = Rarely Available; 1.501-2.250 = Moderately Available; 2.251 - 3.000 = Highly Available

Table 4.2 showed rare availability level of school facilities for students' academic performance in English language in Ibadan North Local Government area of Oyo State is poor (Grand $\overline{x}$ = 1.108).

Research Question Two: What is the state of class size for students' academic performance in English language in Ibadan North Local Government area of Oyo State?

Table 4.3: Class size and Students' Academic Performance in English Language (n = 380)

S/N	Items	SA	A	D	SD	$\overline{x}$	Std. Dev.
1	Students are more than the capacity of English teacher (s) in my class	144 (37.9%)	120 (31.6%)	59 (15.5%)	57 (15.0%)	2.924	.71
2	The classrooms for teaching English language are small for the number of students	140 (36.8%)	126 (33.2%)	65 (17.1%)	49 (12.9%)	2.939	.70
3	The classrooms are overcrowded for academic activities in English language	135 (35.5%)	137 (36.1%)	52 (13.7%)	56 (14.7%)	2.924	.71
4	Some students are hardly able to see writings on the board when seated at the back in an English language class because of its population	112 (29.5%)	109 (28.7%)	87 (22.9%)	72 (18.9%)	2.687	.78
5	Students are able to easily to cheat in English language and not get caught during class exercises, test and examinations because of the large class size	90 (23.7%)	114 (30.0%)	85 (22.4%)	91 (23.9%)	2.534	.80
Grand Mean = 2.802; Std. Dev. = .74; Overall Decision = Agree (Poor)							

Source: Field Survey, 2025

KEY: SA = Strongly Agree (4); A = Agree (3); D = Disagree (2); SD = Strongly Disagree (1); Std. Dev. = Standard Deviation; $\overline{x}$ = Mean

***Threshold:** mean value of 1.000-1.750 = Strongly Disagree (Very Good); 1.751-2.500 = Disagree (Good); 2.501-3.250 = Agree (Poor); 3.251 - 4.000 = Strongly Agree (Very Poor)

Table 4.3 showed a poor state of class size for students' academic performance in English language in Ibadan North Local Government area of Oyo State (Grand $\overline{x}$ = 2.802) as generally agreed by the students to the above items.

Test of Hypotheses

H$_0$1: There will be no significant relationship between school facilities and students' academic performance in English language in Ibadan North Local Government area of Oyo State

Table 4.4: Pearson Product Moment Correlation for School facilities and Students' Academic Performance in English Language

		Students' Academic Performance in English Language
School Facilities	Pearson Correlation	-.347*
	Sig. (2-tailed)	.010
	N	380

*r value is significant at the P<0.05 level (2-tailed).

Source: Field Survey, 2025

Table 4.4 revealed a negative significant relationship between school facilities and students' academic performance in English language in Ibadan North Local Government Area of Oyo State (r = -.347, P< 0.05). This result implies that an increase in rare availability of school facilities will result in a decrease in the academic performance of the students in English language.

H₀2: There will be no significant relationship between class size and students' academic performance in English language in Ibadan North Local Government area of Oyo State.

Table 4.5: Pearson Product Moment Correlation for Class size and Students' Academic Performance in English Language

		Students' Academic Performance in English Language
Class size	Pearson Correlation	-.355*
	Sig. (2-tailed)	.008
	N	380

*r value is significant at the P<0.05 level (2-tailed).

Source: Field Survey, 2025

Table 4.5 revealed a negative significant relationship between class size and students' academic performance in English language in Ibadan North Local Government Area of Oyo State (r = -.355, P< 0.05). This finding implies that an increase in poor state of class size will result to a decrease in the academic performance of the students in English language.

DISCUSSION OF FINDINGS

This research work examined the impact of school facilities and class size on students' academic performance in English language in public secondary schools in Ibadan North Local Government area of Oyo state. Research question one showed rare availability level of school facilities for students' academic performance in English language in Ibadan North Local Government area of Oyo State. This result completely agrees with that of Oyeromi, Fadokun, Omotayo, Omiyale and Okoh (2018) which showed rare availability of Instructional materials for students' academic performance in rural and urban public secondary schools in Oyo state, Nigeria. This finding also agrees with that of Bamidele (2024) who revealed negative affect of low level of facilities on academic performance of students in Ekiti State. This finding is supported by that of Oduwole (2021) who showed low level of infrastructural facilities for academic achievement among Social Studies Students in Oyo State, Nigeria. This finding corroborates that of Hassan, Ayeni and Mohammed (2023) which reported a rare availability of instructional facilities for students' academic achievement in business studies in Oyo State, Nigeria.

Research question two showed a poor state of class size for students' academic performance in English language in Ibadan North Local Government area of Oyo State as generally agreed by the students. This

finding disagrees with that of Oyebanji (2019) which showed no predictive influence of class size on academic achievement of secondary school students in Oyo South Senatorial District, Oyo State, Nigeria. This finding agrees with an earlier study by Babatunde and Olanrewaju (2014) who showed that poor status of class size for secondary school students' scholastic achievement in Itesiwaju Local Government Area of Oyo State, Nigeria. This finding agrees with that of Ogunyemi (2022) which showed negative impact of class size on student learning outcomes in essay writing in Ogun East senatorial District.

Hypothesis one showed a negative significant relationship between school facilities and students' academic performance in English language in Ibadan North Local Government Area of Oyo State. This result completely agrees with that of Oyeromi et al. (2018) which showed negative relationship between Instructional materials and students' academic performance in rural and urban public secondary schools in Oyo state, Nigeria. This finding also agrees with that of Bamidele (2024) who revealed negative relationship between facilities and academic performance of students in Ekiti State. This finding is supported by that of Oduwole (2021) who showed negative significant relationship between low level of infrastructural facilities and academic achievement among Social Studies Students in Oyo State, Nigeria. This finding almost completely agrees with that of Oredein and Babalola (2020) which showed significant relationship between School Facilities (well-equipped laboratories, library, classrooms and etcetera) and Students' Cognitive Performance in Science in Oyo State, Nigeria. This finding corroborates that of Hassan et al. (2023) which reported a negative relationship between availability of instructional facilities and students' academic achievement in business studies in Oyo State, Nigeria.

Hypothesis two showed a negative significant relationship between class size and students' academic performance in English language in Ibadan North Local Government Area of Oyo State. This finding disagrees with that of Oyebanji (2019) which showed no significant relationship between class size and academic achievement of secondary school students in Oyo South Senatorial District, Oyo State, Nigeria. This finding partially agrees with an earlier study by Babatunde and Olanrewaju (2014) who showed that positive significant relationship between class size and secondary school students' scholastic achievement in Itesiwaju Local Government Area of Oyo State, Nigeria. This finding agrees with that of Ogunyemi (2022) which showed negative significant relationship between class size and students' learning outcomes in essay writing in Ogun East senatorial District.

CONCLUSION

It can be concluded based on the findings that there is a negative impact of school facilities and class size on students' academic performance in English language in public secondary schools in Ibadan North Local Government Area of Oyo State.

RECOMMENDATIONS

1. The government through various educational stakeholders should ensure that public secondary schools are well equipped with the needed facilities for the teaching and learning of English language to improve students' academic performance in the subject;
2. The government should provide more classrooms to accommodate the population of students; and
3. Principals and administrators should ensure that students are not admitted beyond the classrooms' capacity to avoid overcrowding and ensure effective teaching and learning activities.

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