



INFLUENCE OF CLASS SIZE AND INSTRUCTIONAL MATERIALS ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE IN OGUN STATE

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ABSTRACT

The study examined the influence of class size and instructional materials on the academic performance of senior secondary school students in English language in Ogun State. Stratified random sampling method was used to select four hundred male and female students from the four zones of the state. The instrument titled class size, Instructional materials and academic performance in English language (CSIMAPEL) was used to collect data. T-test statistics was utilized to test the four hypotheses generated for the study. The findings showed a relationship between large, small and instructional material. There is a significant difference in the performances of students taught in large and small class size. Significant difference was also found in the performances of those taught with and without instructional materials. However, there was no difference found in the performances of students of different gender. Among the recommendations made is that Instructional materials needs to be provided by the government to enhance better understanding for effective teaching and learning of English language.

There is a need for reduction in class size; it should be regarded as a germane issue which needs to be addressed by the government and policymakers.

Introduction

The development of human resources of a nation will produce intelligent and skilled personnel who will in turn contribute to the socio-political and economic development of the country [3]. In Nigeria, English language is the major medium of communication in the schools, mass media, business, law courts, socio and political activities. However, there has been a decline in English language and its performance particularly at the Secondary school level and this has been of great concern to teachers, parents and Educational Institutions in Nigeria. This poor performance has also influenced performance in many subjects in the curriculum and this is because most of the textbooks for other subjects are written in English language [2, 3]. In recent years, researchers like [12, 1&10] have attributed this decline to lack of proper use of instructional materials and class size. Instructional materials are important ingredient needed for classroom interaction of school subjects to enhance teachers 'effectiveness and improve students' learning ability. Instructional materials facilitate and make learning a reality. They also enable both the teachers and students to participate actively and effectively in lesson sessions. Instructional materials developed the teachers and students' self-confidence and self-actualization. However, [1] confirmed that instructional materials and resources were inefficient and inadequate in all the schools sampled in his study [6], attested to the fact that non-availability and inadequacy



of instructional materials are the major causes of poor performance of students in schools. [10] confirmed that in most secondary schools in Nigeria, teaching and learning take place under a most un-conducive environment without access to essential materials. Class size as one the variables in the study refers to the total number of students taught by a teacher at a particular time in a class. The class size could vary in size and can be used to determine the performance of students. [10] . Several discussions had been agitated on the effects of class size on performance, some attributed it to over-crowded class as the major factor determining the falling standard of education at the secondary level of education in Nigeria.[7]

[9] stated that the ratio of teacher to students should be 20:1, while according to National Policy on Education stipulated that a class size in secondary schools should have a ratio of 1:40. They posited that, large classes negatively affect students' academic performance in secondary schools. [11], stated class size has a negative logarithm with relationship to grades and that effect of class size on grades differs across different categories of students. All these problems constitute the declining academic performance of students in both written and spoken English. This study therefore examine the influence of instructional materials and class size on the academic performance of English language as one of the major reason of students' mass failure in English language. The study answered the following research questions

- (i) Is there any combine influence between class size and instructional materials on academic performance of English language students' in Senior Secondary School?
- (ii) What are the effects of class size and instruction materials on academic performance of English language students' in Senior Secondary School?
- (iii) Is there any gender significant difference on academic performance of English language students' in Senior Secondary School?

Materials & Methods

The study adopted a survey research design to examine the influence of Class size and Instructional materials On the academic performance of English language students' in senior secondary school. The population for the study comprises all the senior secondary school students in the four zones in Ogun state (Ijebu Egba, Remo & Yewa,). Stratified sampling technique was used to select 400 senior secondary three students based on gender and zone of study. 100 students were chosen from each zone.

The instrument for the study was a questionnaire on class size, Instructional materials and academic performance in English language (CSIMAPEL) developed by the researcher. It contains a list of 20 (twenty) items and has a modified four point Likert Rating Scale from SA – SD. The instrument has two sections – Section A is on the demographic information of the students like age, sex, etc. Section B of the instrument contains items eliciting information from the students on their class size, instructional material and academic performance in English Language.

RESULTS & DISCUSSION

Table 1 : combined influence between class size and instructional materials

Groups		Sum of Squares	Df	Mean Square	F	Sig.
Large class size	Between Groups	22.515	2	11.257	14.436	.0540
	Within Groups	8.685	78	.207		
	Total	31.200	80			
Small class size	Between Groups	9.032	2	4.516	196.000	.000
	Within Groups	.968	18	.023		
	Total	10.000	44			
Instructional Materials	Between Groups	5.884	2	2.942	99.661	.000
	Within Groups	8.427	42	.201		
	Total	14.311	44			



Research question 1: Is there any combined influence between class size and instructional materials on academic performance of English language students' in Senior Secondary School?

(i) **Source: Statistical Package for Social Sciences (SPSS) version 22**

The study shows the relationship between large, small and instructional material. The results shows the F-ratio for large class is 14.435 ($P > 0.0540$) and the F-ratio=99.661 for instructional material is ($P < 0.0000$). This implication of this result is, there exist no relationship between large class and instructional materials. However, for small class F-ratio=196.000 and statistically significant at ($P < 0.0000$) and for instructional materials is F-ratio=99.661, ($P < 0.0000$). This means that small class size has a significant relationship with the use of good instructional materials.

From the result of the study, it shows that, the use of good lesson notes couple with instructional materials in social studies will enhance students' knowledge and allows for inter-personal relationship with the teacher, this is in line with [5] found that, teaching aids are indispensable to the effective teaching and learning activities and successful instructional delivery in schools. Hence, instructional materials are necessary to enable students acquire better knowledge and skills. This study also confirmed that the male students in the experimental group have better statistically significant mean scores and greater achievement than the male students. The findings is consistent with the opinion of [1] submitted that availability and adequacy of instructional materials enhance effective learning and better performance of students. The study discovered that there is statistical significant difference between the achievement mean scores of female students in the experimental and control groups.

Research question 2: there is no significant difference between the academic performance of English students taught in large and small class size

Table 2: Test of Significant Difference of students taught in large and small class sizes

Respondents	N	X	SD	"t" Cal.	"t" Critical	Df	P	Remark
Students taught in large class size	200	99.05	88.5	3.62	1.96	398	0.05	Rejected
Students taught in small class size	200	58.56	51.93					

The table above indicates that the "t" Cal. Ratio of 3.62 exceeds the "t" Critical ratio of 1.96. Hence, the hypothesis is rejected. Thus, there is a significant difference in the academic performance of the two groups of students. [12] posited that, large classes negatively affect students' academic performance in secondary schools. According to them, class size has a negative logarithm with relationship to grades and that effect of class size on grades differs across different categories of students.

Research question 3: Is there any significant difference between English language students taught with instructional materials and those taught without instructional materials.

Table 3: Test of Significant Difference of students taught with and without instructional materials

Respondents	N	X	SD	"t" Cal.	"t" Critical	Df	P	Remark
Taught with Instructional Materials	200	90.2	76.25	2.37	1.96	398	0.05	Rejected
Taught without Instructional Materials	200	66.74	61.86					

The table above shows that the "t" Cal. Ratio is greater than the "t" Critical of 1.96. Hence, it is rejected. This means that the use of instructional materials have significant effect on the performance of the students. Concerning the use of instructional materials, [8] had observed that unpreparedness of teachers to



use instructional material to teach their subjects has a negative effect on students' academic performance. [6] asserted that teachers should be able to determine what types of instructional material suitable to use and how they should be used and that instructional materials are suppose to create awareness, identify mistakes and motivate learners so as to enable him learn more.

Research question 4: Is there no gender significant difference on the academic performance of students in English language

Table 4: Test of gender Significant Difference on Academic Performance in English language

Gender	N	X	SD	"t" Cal.	"t" Critical	Df	P	Remark
Male	200	85.74	82.68	1.29	1.96	398	0.05	Rejected
Female	200	66.74	61.06					

The table above shows that "t" Cal. Ratio of 1.29 is lesser than "t" Critical ratio of 1.96. Hence, the hypothesis is not rejected. Therefore, there is no significant difference between both sexes. However, [4] agreed that the sex is not a determinant of good teaching but posited that the methodology and individual ability of each teacher determined performances of students of different sex.

Conclusion

Class size and the use instructional materials used by the teacher is a determinant for academic performance in English language. Large classes negatively affect students' academic performance of students in secondary schools. Academic performance of students is the benchmark for testing educational standard of a nation. In conclusion, there is a significant relationship with small class size and academic performance of students. However, small class size with instructional materials will be very effective and efficient. For effective teaching and learning of English language in secondary school, the need for reduction in class size is a germane issue which needs to be addressed by the government and policymakers. Class size constitutes a bane to effective teaching and learning of English language. The following recommendations are made. Instructional materials needs to be provided by the government to enhance better understanding for effective teaching and learning of English language. Instructional materials should remain a basic requirement in the teaching of all secondary school subjects. The school must provides the standard literary laboratory and organize different kinds of audiovisual instructional materials for the teaching of English Language in Secondary Schools and lastly there is a need for reduction in class size.

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