

**IMPACT OF OVERCROWDED CLASSROOM ON ACADEMIC PERFORMANCE OF STUDENTS IN SELECTED PUBLIC SECONDARY SCHOOLS IN SURELERE LOCAL GOVERNMENT OF LAGOS STATE, NIGERIA**

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**ABSTRACT**

*The study examined the impact of crowded classroom on academic performance of public secondary schools students in Surulere Local Government, Lagos State. It specifically investigated the factors responsible for over-crowding of classroom. It also examined the relationship between overcrowding of classroom students attitude and behaviour. It assessed the effect of overcrowding on teaching and learning. It hypothesized if overcrowding had significant effect on academic achievement of students as well as examined the relationship between overcrowding of classroom and general standard of education. The population for this study consisted of all the teachers and students in public secondary schools in Surulere Local Government area of Lagos State. A total of thirty (30) students and (10) teachers were randomly selected from four selected four schools. One Hundred and sixty (160) students, forty (40) per school were selected for the study. Both primary and secondary sources of data were used to gather information for the study. The information obtained was then analyzed using descriptive and inferential statistics. The result revealed that 97.3% of the respondents were of the opinion that there was shortage of infrastructural facilities due to overcrowding of classrooms. The analysis also indicated that overcrowding of classroom significantly influenced behavioural*

*attitude of students to their studies. It also showed that overcrowding of classrooms significantly affect effective teaching and learning. The analysis further indicated that overcrowding of classroom negatively affected academic performance of students, being the major factor responsible for poor performance of students in public schools. The study concluded that overcrowding of classroom had significantly influence on student's behavioural attitude of students to their studies.*

**Keywords:** *Academic Performance, Behavioural Attitude, Education, Effective Teaching, Overcrowding*

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## **Introduction**

### **1.1 Background to the Study**

The poor performance of public secondary schools students in NECO, WAEC, JAMB etc. is a threat to the society which calls for proper investigation. Some scholars have proposed various factors responsible for the poor performance of the public secondary schools students. For example some said the physical environment, class size, overcrowding of classroom, teaching methods, and lack of instructional materials.

In the words of Emile Durkheim “education is the systematic socialization of the younger generation by which the later learns religions and moral beliefs, feeling of nationality and collective opinions of all kinds”.

(Omokhodun, 2009) sees as the transfer of past knowledge, skills and values of the entire human society from generation to generation in order to prepare the individuals for their positive contributions to themselves and their society, and to help the individuals attain the development of his potentialities. It is the transmission of the values and accumulated knowledge of the society.

(Bolarin, 2012) considers education see it as process by which the individuals develop the abilities, attitudes and others forms of behaviour which are acceptable in a given society.

The importance of education made the establishment of the school mandatory, the school is an institution devoted to learning, it serves as a formal centre where formal education is provided. It is a factory where educated men and women are produced. Considering the importance of the school environment, the condition of school environments in Nigeria especially public schools calls for a concern. Geometric increase in population in Nigeria has resulted to geometric increase in the population of school children and adolescents while the infrastructure is at arithmetic progression. This rate of increase in students enrolment into public schools has led to over-crowding of classrooms, over usage of facilities equipment and materials and the over use of the school environment.

Most public schools are overcrowded and thereby exist with environmental and classrooms problems like truancy, noise making, medical/health problems, fighting among others. As a result of these problems, this research emerged to study the impact of over-crowding of classrooms on academic performance of students. It is hoped that this study will afford the opportunity to executive the condition of public schools and the declining standard of education in the public schools.

## **1.2 Statement of the Problem**

According to the recommendations of the United Nation Educational Scientific and Cultural Organization (UNESCO) a classroom is a designated place for educational activities. In the formal school community the teacher and pupils/students ratio of 1:25 is expected. In spite of this recommendation, public schools in Nigeria operate on between 1:50, to 1:70 Teacher-students ratio. This phenomenon has resulted to shortage of infrastructures, books, instructional materials and others useful items needed for effective teaching and learning. In the light of above, academic standard has been on the decline in the country and certificates issued by Nigerian institutions are as a result being subjected to serious scrutiny in other countries of the world especially in Europe and America.

It is in this light that this research assesses as the impact of poor classroom situation on academic performance having believed that teaching and learning can only take place under a conducive environment.

## **1.3 Research Questions**

This research shall attempt to address the following questions.

- (i) What are the factors responsible for over-crowding of the public school classroom?

- (ii) Is there any relationship between overcrowding of the classroom, students attitude and behaviour?
- (iii) Has overcrowding any effect on teaching and learning?
- (iv) Has overcrowding any significant effect on academic achievement of students in public secondary schools?
- (v) Is there any relationship between overcrowding of classroom and the general standard of education?

#### **1.4 Research Hypothesis**

To achieve the objectives this research shall be guided by the following underlisted assumptions.

Hi: High birth rate and shortage of infrastructural facilities are responsible for overcrowding of classrooms.

Ho: High birth rate and shortage of infrastructure are not responsible for overcrowding in the classrooms.

Hi: Overcrowding of classrooms significantly influence behavioural attitudes of students.

Ho: Overcrowding of classrooms has no significant influence on the behavioral attitude of students.

Hi: Overcrowding of classrooms significantly affects effective teaching and learning.

Ho: Overcrowding of classroom has no significant effect on teaching and learning.

Hi: Overcrowding significantly affects academic performance of students.

Ho: Overcrowding has no significant relationship with academic performance of students.

Hi: Overcrowding in public schools is responsible for the decline in the standard of education.

Ho: Overcrowding has no significant relationship with decline standard of education.

#### **Literature Review**

##### **2.1 The Concept of Environment in Education**

According to Chamber's universal learners Dictionary, the environment is the surrounding conditions influencing development and growth of the individual in a society. Yusuf (2009) observes that environment is the totality of the objects and conditions that surround man. Yusuf further observed that environment include both physical and non-physical, including social and economic institutions relationship and conditions including family, education, culture, religion, law and others.

In a similar view, Kegan (2002) asserts that the environment is fundamental in all activities that men involve themselves. According to the author, “we are the products of our environment and the reliable variance in students’ academic performances could be attributed not only to their aptitude but also the simulation of physical environment..

Okebukola and Ogunbiyi (2012) corroborate with the above views stating that the environment is the surrounding in which a school is situated and from which it draws its pupils. This author further noted that the relationship between the school and the society or community, forms the environment because the school is situated within a given society or community and the students come from the society or community. Since it is the society that create the school to inculcate culture into the young ones; it greatly influences the learning character of the students.

## **2.2 The Concept Of Over Population**

According to Millier (1798) quotes in Newton (1992), it states that the growth in human population around the world affects all people through its impact on the economic and environment. The author opines that over-population is not just geometrical increase in number of people but also a burden to humanity itself. Malthus (1798) notes that over population results when there is geometric increase in number of people and arithmetic increase food supply.

According to Newton, over-population is the greatest threat to the world. Houtonsonen, (2011) sees over-crowding of classrooms in terms of overpopulation of student /pupils in academic environment called class. This explains the presence of more students /pupils in a classroom than the available resources, teacher, infrastructure and instructional materials.

Ike, (2009) opines that overcrowding is over population of the classroom and that the demand for western education far exceeds the capacity of the schools plants as well as the instructional materials. From the views of the above scholars, it is clear that over population and overcrowding of classrooms is not far from one another. Overpopulation is looking at the number of people in a society or state and relationship to the available resources there while overcrowding of classrooms concerns itself - with the number in classrooms environments.

## **2.3 Importance of Infrastructural and Instructional Materials in Teaching and Learning**

Ivowi (2011) describes infrastructural and instructional material as the fundamental elements of effective teaching, learning and understanding. The author further observed that for effective teaching and learning to be adequate infrastructural facilities like school building, chalk board,

playing field, waste paper baskets, notice board etc. must be available. In the same vein, Okebukola (2008) argues that instructional materials are useful in teaching of different subjects in schools. The author further explains that school resources are used for making the teacher's teaching more effective. He also classifies teaching aids into two categories, namely, visual aids or visual media and audio aids or media. The visual aids include items like, computer, camera, and overhead projectors while audio aids include television, projector and video player among others. According to the scholar the advantages of the use of instructional materials include reducing boredom, stimulating the interest of the learner, enhancing retention and helping recalling.

Uche (2012) is of view that availability of infrastructural and instructional materials are most important to be considered for effective teaching and learning. The observed opinion is that this has been the reason for good result in some schools that are well equipped.

Uche (ibid) describes infrastructural facilities as those things provided for the physical plant management while instructional materials are those materials used to enhance learning and promote retention in order to make recall easy. As observed learning process would be incomplete without the necessary instructional materials. On their importance Uche notes that infrastructural materials and facilities makes learning environment more conducive while instructional materials simply makes learning enjoyable, enhance retention and afford the students opportunity for participation.

From the views of the scholars it could be understood that infrastructure and instructional materials are fundamental to effective teaching and learning, shortage of which affects academic performance of students. Therefore where a class is overcrowded and facilities and instructional aids cannot go round the academic performance of students are affected.

#### **2.4 School Mapping and Facilities in Nigeria**

According to Campbell (2002) school mapping refers to how the school plants can be put into use. The researcher defines school mapping as the scientific analysis and utilization of existing educational facilities and infrastructure as related to school going children and their teachers. Campbell on school mapping takes into record the facilities available demography of staff, and student's growth and development in order to plan for the future of the school.

School mapping and facilities analysis is identified with three (3) phases of diagnosis of learning situations in term of facilities, equipment, manpower etc. projection of school growth and

requirement within time and space, and setting up of an administrative organ responsible for implementation.

In Nigeria studies are not effectively done regarding to planning for the future hence most public schools have students that outnumbered the teachers and available resources. In of Campbell, educational administrators and planners are expected to ensure that there is healthy relationship between increase in students' population and increase in supply of educational plants but planners in Nigeria.

Opinmi, (ibid) writing on school, classroom organization and management, observes that a conducive environment cannot be created – in the classroom unless there is proper and effective classroom organization and management.

According to him effective teaching and learning can only take place where all the learning facilities, the learners and the teaching materials are properly organized.

Diakwa, (2010) making reference to foster (1966) posits that the number of primary school in Nigeria grow by 10.04% the classrooms growth was 32.19%, total enrolment of pupils by 91.63% while there is only 5.72% in the number of teachers. The corresponding increase in number of secondary schools, classrooms and enrolment, and teachers were 4.4%, 8.33%, 18.88% and 7.04%.

The teacher, pupils/students ratio in the primary schools and secondary schools shows that more teachers, classrooms block and schools are needed for Nigeria public schools.

The observation of Foster (1966) and Diakwu (2010) are in order looking at the present day school mapping and facilities. Foster and Diakwa further blame this situation on the attitude of Nigeria leadership towards maintenance of existing facilities.

Fajana (1980) notes that education infrastructure in Nigeria is unevenly distributed in public schools. Some of the public schools, children learn in very comfortable situations with good classrooms and teachers while other are learning under the tree and thatched shade with no trained teachers.

The observations of these authors clearly show that educational planners and Nigeria government have not been doing so well in school mapping and as a result, there has not been adequate infrastructure in most schools. The number of students/pupils outweighs the facilities and this is not healthy for the education sector.

## **2.5 Effects of Overcrowding on Academic Performance**

According to Okebukoka (2012), teaching as an activity consists of verbal interaction between the pupils and their teacher as teacher aims to influence behaviour of his/her student/pupils. The roles of the teacher according to the author include: imparting knowledge, ensuring the physical development of the child, helping to improve the child's behaviour, taking care of the interest of the child, helping the child with his personal problems and ensuring spiritual development of the child. These roles of the teacher cannot effectively take place in an overcrowded situation, because there is a limit to the number of students /pupils a teacher can manage effectively well.

Sotomade (2004) states that Nigerian schools are presently in a sorry state characterized by dilapidated structure, overcrowded classrooms and poor staffing. As a result of this Nigeria Primary/secondary school's students learn under difficult conditions thereby stalling their creative abilities and development. This situation according to Sotomade has affected Nigeria's national development.

Campbel (ibid) notes that demographic data in educational planning refers to the number of children per class and in each school at primary, secondary and territory levels and the ratio of these children to the member of outcomes and to determine how many more teachers to be provided to achieve the goal of national policy on education. Campbell concludes that overcrowding of classrooms in schools may lead to potential manpower wastages of school age.

## **Research Methodology**

### **3.1 Research Design**

The study utilized questionnaire to acquire information from students and teachers of the selected public secondary schools.

### **3.2 Target Population**

The target populations for this study are teachers and students of public schools in Surulere Local Government area of Lagos State. Four (4) secondary schools were selected for the distribution of questionnaire, these secondary schools are:

- (1) Surulere Girls Secondary School
- (2) Atunrase Secondary School
- (3) Government College Eric More
- (4) Ansar-Ud-Deen Secondary School

### **3.3 Sample and Sampling**

The sample involved teachers and senior secondary School student that comprise (SSI, SSII and SS III) from the four (4) schools. The sampling technique adopted for this research is the sample random sampling. This technique was used to select a hundred and twenty students from schools. Thirty (30) students were randomly selected from each school to afford all the subjects equal chances of appearance in the sample. Ten (10) teachers were also sampled from each school. In total, One Hundred and sixty (160) subjects forty (40) per school participated in the study.

### **3.4 Instrumentation**

The major instruments used in carry out this work are the questionnaire and oral interview. The questionnaire was design along the three (3) points Likert scale (Agree, Disagree and Undecided) the questionnaire has two (2) parts; the personal /background section and the general information on respondents. The general section contains the questions on the subject matter.

### **3.5 Validity**

The supervisor of this work examined all the statements and instructions used in the construction of the questionnaire and made adjustments and corrections after which the questionnaire was confirmed fit to gather data for the research.

### **3.6 Administration of Research Instrument**

The questionnaire was administered on teachers and students of the four (4) selected schools that served as target populated. One hundred and sixty (60) questionnaires were administered on the respondents. One Hundred and twenty (120) on students and forty (40) on teachers. Both categories of respondents were allowed the opportunity to freely respond to the questions. The questionnaire given to the students were collected on the spot while those given to the teachers were collected much later.

### **3.7 Method of Data Analysis**

For the purpose of analysis the questions in the questionnaire were grouped according to the related hypothesis, frequency count for each group were made and percentage was adopted to present the overall picture of the responses.

## **Data Analysis: Result and Discussion of Findings**

### **4.0 Introduction**

This chapter presents the results of the analyzed data based on the research questions raised for this study. It presents the descriptive analysis of socio- demographic characteristics of respondents; investigated the factors responsible for over- crowding of the classroom. It also examined the relationship between overcrowding of classroom and pupils/students attitude and behaviour. It hypothesized if overcrowding had significant effect on academic achievement of students as well as examined the relationship between overcrowding of classroom and general standard of education. In order to achieve the objectives of the study, a total of one hundred and sixty (160) questionnaires were distributed to the 120 students and 40 teachers in the selected schools in Surulere Local Government Area of Lagos State. All the questionnaires were duly completed and returned making 100% questionnaire that were used for data analyses. Simple percentage was employed for data analysis. The result were analyzed and interpreted. The research questions that guided the study are as stated.

### **Research Questions**

- (i) What are the factors responsible for over-crowding of classroom?
- (ii) Is there any relationship between overcrowding of classroom and pupils/students attitude and behaviour?
- (iii) Has overcrowding any effect on teach and learning?
- (iv) Has overcrowding any significant effect on academic achievement of students?
- (v) Is there any relationship between overcrowding of classroom and general standard of education?

Four hypotheses were also used; they are analyzed and presented in the chapter four.

### **Hypothesis**

Hi: High birth rate and shortage of infrastructural facilities are responsible for overcrowding of classrooms.

Ho: High birth rate and shortage of infrastructure are not responsible for overcrowding in the classrooms.

Hi: Overcrowding of classrooms significantly influence behavioral attitudes of students.

Ho: Overcrowding of classrooms has no significant influence on the behavioral attitude of students.

Hi: Overcrowding of classrooms significantly affects effective teaching and learning.

Ho: Overcrowding of classroom has no significant effect on teaching and learning.

Hi: Overcrowding significantly affects academic performance of students.

Ho: Overcrowding has no significant relationship with academic performance of students.

Hi: Overcrowding in public schools is responsible for the decline in the standard of education.

Ho: Overcrowding has no significant relationship with decline standard of education.

The table that follows presents the personal information of the respondents

**TABLE 1: Analysis of Responses to the Questionnaire on Personal Information**

| School                  | Students | Teachers | Total | percentage |
|-------------------------|----------|----------|-------|------------|
| Surulere Girls          | 28       | 8        | 36    | 90%        |
| Atunrase Secondary      | 27       | 9        | 36    | 90%        |
| Govt. College Eric More | 28       | 10       | 38    | 95%        |
| Ansar-ud-deen Secondary | 29       | 9        | 38    | 95%        |
|                         | 112      | 36       | 148   | 92.5%      |

**Source: Field Survey (May 2016)**

Table 1 shows a breakdown of respondents' return of questionnaire, from the picture it shows that Government College Eric More and Ansar-ud-deen Secondary School had the highest returns of 95% representing thirty-Eight (38) respondents. Surulere Girls Secondary School and Atunrase Secondary School also tied on 90% (36) respondents.

**Table 2 Distribution of Respondents by Status**

| School                  | Students   | Teachers   | Total    |
|-------------------------|------------|------------|----------|
| Surulere Girls          | 28(77.8%)  | 8(22.2%)   | 36(100%) |
| Atunrase Secondary      | 27(75%)    | 9(25%)     | 36(100%) |
| Govt. College Eric More | 28(73.68%) | 10(26.32%) | 38(100%) |
| Ansar-ud-deen Secondary | 29(76.32%) | 9(23.68%)  | 38(100%) |
| Total                   | 112        | 36         | 148      |
| Percentage              | 75.68%     | 24.32%     | 100      |

**Source: Field Survey (May 2016)**

Table 2 shows the breakdown of the status of our respondents from Surulere the picture shows that 77.8% (28 respondents) were Students, while 22.2% (8) were Teachers. Atunrase also produce a total of thirty-six (36) respondents with 75% (27) Students and 25% (9) Teachers

Govt. College Eric More have 73.68% of Students and 26.32% (10) Teachers while Ansar-ud-deen Secondary School had 76.32% (29) Students and 23.68% (9) Teachers.

**Table3: Distribution of Respondents by Qualification**

| School                  | NCE/OND | BSC/ BED | PG    | TOTAL |
|-------------------------|---------|----------|-------|-------|
| Surulere Girls          | 1       | 4        | 3     | 8     |
| Atunrase Secondary      | 2       | 3        | 4     | 9     |
| Govt. College Eric More | -       | 4        | 6     | 10    |
| Ansar-ud-deen Secondary | 1       | 4        | 4     | 9     |
| Total                   | 4       | 15       | 17    | 36    |
| Percentage              | 11.11   | 41.67    | 47.22 | 100   |

**Source: Field Survey (May 2016)**

Table 3 shows a further breakdown of our respondents with respect to their qualifications. Out of the thirty- six teachers that returned the questionnaire, 11.11% (4 respondents) are NCE/ OND holders and 41.67% (15) are first Degree holders, while the rest 47.22% have Post graduate degree in their various areas of Specialization.

The highest numbers of Post graduate Teachers are from Government College Eric More. While Atunrase Secondary School has more NCE Teachers Two (2) Teachers only

**Table 4: Distribution of Respondents by Status Years of Experience**

| School                  | 0-5 | 6-10 | 11-15 | 16-20 | 21-ABOVE | TOTAL |
|-------------------------|-----|------|-------|-------|----------|-------|
| Surulere Girls          | -   | 2    | 3     | 2     | 1        | 8     |
| Atunrase Secondary      | -   | 3    | 1     | 3     | 2        | 9     |
| Govt. College Eric More | 1   | 2    | 2     | 4     | 1        | 10    |

|                         |      |    |    |       |       |     |
|-------------------------|------|----|----|-------|-------|-----|
| Ansar-ud-deen Secondary | -    | 2  | 3  | 2     | 2     | 9   |
| Total                   | 1    | 9  | 9  | 11    | 6     | 36  |
|                         | 2.78 | 25 | 25 | 30.56 | 16.67 | 100 |

**Source: Field Survey (May 2016)**

Assessing the experience of the teachers, it was discovered that over ninety-seven percent of the Teachers have had between 6 years and 21 years of experience while only one (1) that is 2.78% is between one(1) year and five (5) years. 25% are between (6) and (10) years, Nine (9) Teachers have served between six (6) and Ten (10) years, the same number served between eleven (11) and fifteen (15) years, while between (16) and (20) years we have (11) Teachers and only six (6) for (21) years above. The years of experience of our respondents. Teachers will enhance our research.

**Table 5: The public school I attended is located in a poor environment**

| School                  | S.Agree | Agree   | S. Disagree | Disagree | Undecided | Total |
|-------------------------|---------|---------|-------------|----------|-----------|-------|
| Surulere Girls          | 29      | 5       | -           | -        | 2         | 36    |
| Atunrase Secondary      | -       | 15      | -           | 17       | 4         | 36    |
| Govt. College Eric More | 5       | 16      | -           | 17       | 4         | 38    |
| Ansar-ud-deen Secondary | 12      | 9       | 1           | 14       | 2         | 38    |
| Total                   | 46      | 45      | 1           | 46       | 19        | 38    |
| Percentage              | 31.8%   | 30.44 % | 0.68%       | 31.08    | 6.76%     | 100   |

**Source: Field Survey (April 2016)**

Table 5 above shows a diverse opinion on the state of school environments in Nigeria. 61.49% agreed that the public schools were located in a poor environment. Out of this number, 31.08% (46 respondents) strongly agreed while 30.41% (45 respondents) ordinarily a agreed. Another

31.76% (47 respondents) disagreed with this view, while 6.76% (10 respondents) were undecided.

**Table 6: Research Question (I) states that; there is inadequate infrastructure in public schools. Response to Public schools. The table 4.1.2 presents the analysis.**

| School                  | S.Agree | Agree | S. Disagree | Disagree | Undecided | Total |
|-------------------------|---------|-------|-------------|----------|-----------|-------|
| Surulere Girls          | 36      | -     | -           | -        | -         | 36    |
| Atunrase Secondary      | 36      | -     | -           | -        | -         | 36    |
| Govt. College Eric More | 35      | 3     | -           | -        | -         | 38    |
| Ansar-ud-deen Secondary | 37      | 1     | -           | -        | -         | 38    |
| Total                   | 144     | 4     | -           | -        | -         | 148   |
| Percentage              | 97.3%   | 2.78  | -           | -        | -         | 100   |

**Source: Field Survey (May 2016)**

Table 6 shows a total agree on the issue of inadequate infrastructure in Nigeria public schools. All the respondents (100%) agreed that there is inadequate infrastructure in public schools, while 97.3% (144 respondents), strongly agreed, 2.7% (4 respondents) ordinary agreed.

**Table 7: Research Question (2) states that; Overcrowding affects students attitude and behaviour to their studies.**

| School                  | S.Agree | Agree  | S. Disagree | Disagree | Undecided | Total |
|-------------------------|---------|--------|-------------|----------|-----------|-------|
| Surulere Girls          | 22      | 11     | -           | -        | 3         | 36    |
| Atunrase Secondary      | 27      | 9      | -           | -        | -         | 36    |
| Govt. College Eric More | 36      | 2      | -           | -        | -         | 38    |
| Ansar-ud-deen Secondary | 31      | 4      | -           | -        | -         | 38    |
| Total                   | 118     | 26     | -           | -        | 4         | 148   |
| Percentage              | 79.73%  | 17.57% | -           | -        | -         | 100   |

**Source: Field Survey (May 2016)**

Table 7 reflects on the effects of overcrowding and according to 97.30% (144 respondents) of research population, overcrowding affects students attitude and behaviors to their studies. They orally noted student's attitude is usually influenced by the kind of school he/she attends. The rest respondents (2.70%) were undecided.

**Table 8: Research Question (3) states that; Students in overcrowded classrooms usually lose concentration on the process of teaching and learning.**

| School                  | S. Agree | Agree | S. Disagree | Disagree | Undecided | Total |
|-------------------------|----------|-------|-------------|----------|-----------|-------|
| Surulere Girls          | 19       | 10    | -           | 5        | 2         | 36    |
| Atunrase Secondary      | 20       | 9     | -           | 4        | 3         | 36    |
| Govt. College Eric More | 26       | 8     | -           | -        | 4         | 38    |
| Ansar-ud-deen Secondary | 23       | 10    | -           | 3        | 2         | 38    |
| Total                   | 88       | 37    | -           | 12       | 11        | 148   |
| Percentage              | 59.46%   | 25%   | -           | 8.1%     | 7.43%     | 100   |

**Source: Field Survey (May 2016)**

Table 8 shows that 84.46% of respondents agreed that students in overcrowded classrooms usually lose concentration during teaching and learning processes. It must be noted here that all the teachers strongly agreed with this observation, that a conducive classrooms Environment is needed for effective teaching and learning. However, 8.1 (12 respondents) disagreed with this assertion. The people in this group are students who are academically sound and they believe that crowding classroom has not affected their performance; the rest eleven (11) respondents (7.43%) were undecided.

**Table 9: Research Question (4) states that; Overcrowding is an obstacle to effective teaching and learning**

| School                  | S. Agree | Agree | S. Disagree | Disagree | Undecided | Total |
|-------------------------|----------|-------|-------------|----------|-----------|-------|
| Surulere Girls          | 36       | -     | -           | -        | -         | 36    |
| Atunrase Secondary      | 36       | -     | -           | -        | -         | 36    |
| Govt. College Eric More | 38       | -     | -           | -        | -         | 38    |
| Ansar-ud-deen Secondary | 38       | -     | -           | -        | -         | 38    |
| Total                   | 148      | -     | -           | -        | -         | 148   |
| Percentage              | 100      | -     | -           | -        | -         | 100   |

**Source: Field Survey (May 2016)**

Here, all respondents strongly agreed that the overcrowding is obstacle to effective teaching and learning. The students noted that they do not even hear what some of the teachers are saying when the class is rowdy. While Teachers opined that it is irritating teaching a rowdy class, because they cannot interacting (interact) with the individual students well in the class.

**Table 10: Research Question (5) states that; overcrowding of classroom affects academic performance of students.**

| School                     | S.Agree | Agree | S. Disagree | Disagree | Undecided | Total |
|----------------------------|---------|-------|-------------|----------|-----------|-------|
| Surulere Girls             | 31      | 4     | -           | -        | 1         | 36    |
| Atunrase Secondary         | 35      | 1     | -           | -        | -         | 36    |
| Govt. College Eric<br>More | 30      | 1     | -           | -        | 7         | 38    |
| Ansar-ud-deen<br>Secondary | 29      | 4     | -           | -        | 5         | 38    |
| Total                      | 125     | 10    | -           | -        | 13        | 148   |
| Percentage                 | 84.46%  | 6.76% | -           | -        | 8.78%     | 100   |

**Source: Field Survey (May 2016)**

Table 10 shows that one hundred and forty-eight (148) respondents being 91.22% strongly agreed that overcrowding affects academic performance of students. Thirteen (13) respondents (8.78%) were undecided and it must note that we orally discovered that this group is made up of gifted students.

## **4.2 Testing of Hypothesis**

### **Hypothesis One (1)**

Ho1: High birth rate and shortage of infrastructure are not responsible for overcrowding of classrooms.

|    |   |     |       |    |       |    |      |     |
|----|---|-----|-------|----|-------|----|------|-----|
| 1. | The public school that I attended is located in a poor environment. | 91  | 61.48 | 47 | 31.75 | 10 | 6.75 | 148 |
| 2. | There is inadequate infrastructure in public schools.               | 148 | 100   | -  | -     | -  | -    | 148 |
|    | Total   | 239 | 80.74 | 47 | 15.88 | 10 | 3.38 | 296 |

**Source: Field Survey (May 2016)**

From the table 2 above, most of respondents opined that shortage of infrastructural facilities due to overpopulation is responsible for overcrowding of the classroom. While two hundred and thirty-nine (239) respondents are in this category stating that infrastructure is in a short supply, forty-seven (47) (15.88%) disputed 3.38% were undecided.

The above level of acceptance and rejection proved that the first hypothesis is accepted that high birth rate and shortage of infrastructure are responsible for overcrowding of classrooms in public schools.

#### **4.2.1 Hypothesis Two (2)**

Ho2: Overcrowding of classrooms has no significant influence on behavioural attitude of students.

| S/N | Questions   | A   | %     | D | % | U | %     | Total |
|-----|---|-----|-------|---|---|---|-------|-------|
| 6.  | Overcrowding affects students attitude and behaviour to their studies | 144 | 97.30 | - | - | 4 | 2.70  | 148   |
| 8.  | Overcrowding of classroom may lead to increase in truancy.            | 148 | 100   | - | - | - | -     | 148   |
|     | Total   | 292 | 98.65 |   |   | 4 | 1.35% | 296   |

**Source: Field Survey (May 2016)**

Two Hundred and ninety-two (292) i.e. (98.65%) of respondents accepted the hypothesis states that overcrowding of classroom significantly influence behavioural attitude of students to their studies. They asserted that overcrowding affects attitudinal behaviour of school age children.

This percentage of acceptance against 1.35% of undecided proves the acceptance that overcrowding affects attitude of children to school and increases in truancy.

### Hypothesis Three (3)

Ho3: States that overcrowding of classrooms has no significant effects on teaching and learning.

| S/N | Questions   | A   | %      | D  | %    | U  | %     | Total |
|-----|---|-----|--------|----|------|----|-------|-------|
| 7.  | Students in overcrowding classrooms usually lose concentration on the process of teaching | 125 | 84.46% | 12 | 8.11 | -  | 7.43% | 148   |
| 9.  | Overcrowding is an obstacle to effective teacher/learning.                                | 148 | 100    | -  | -    | -  | -     | 148   |
| 3.  | Most public schools are over populated.   | 148 | 100    | -  | -    | -  | -     | 148   |
|     | Total   | 421 | 94.82  | 12 | 8.11 | 11 | 7.43  | 444   |

Source: Field Survey (May 2016)

In the test of hypothesis, 94.82% of the people agreed that overcrowding of classroom significantly affects effective teaching and learning, while 8.11% disagreed and 7.43% were undecided thereby leading to the acceptance of the third hypothesis.

### Hypothesis Four (4)

Ho4: Overcrowding of classrooms has no significantly affects academic performance of students.

| S/N | Questions  | A   | %      | D  | %    | U  | %     | Total |
|-----|--|-----|--------|----|------|----|-------|-------|
| 11. | Overcrowding affects academic performance of students.   | 135 | 91.22% | -  | -    | 13 | 8.78  | 148   |
| 12. | Poor classrooms environment is responsible for poor academic performance of students of public | 113 | 76.35  | 13 | 8.78 | 22 | 14.86 | 148   |

|  |          |     |       |    |      |    |       |     |
|--|----------|-----|-------|----|------|----|-------|-----|
|  | schools. |     |       |    |      |    |       |     |
|  | Total    | 248 | 83.78 | 13 | 4.39 | 35 | 11.82 | 296 |

**Source: Field Survey (May 2016)**

In the text for fourth hypothesis, two hundred and forty-eight being 93.78% agreed that than overcrowding of classroom negatively affects academic performance of students, and that it is the major factor responsible for poor performance of public schools.

The respondents noted that given a good environment devoid of overcrowding and overpopulating standard of education would improve. However, (4.3%) disagreed with this position and (11.82%) were undecided noting that some students will do well under crowdly environment. The rate of agreement (83.78%) however led to the acceptance of the hypothesis.

### **4.3 Discussion of Findings**

Discussion of the result of this study primarily based on hypotheses that were formulated for this study. From the data analyzed, the result disclosed that majority of the respondents were of the opinion that there was shortage of infrastructural facilities due to overcrowding of classrooms. In the same vein, the findings of this study is in relation with the work of Moiner (2000) who opines that overcrowded classroom have increased the probabilities for mass failure and make students to lose interest in school.

In hypothesis two, the analysis indicated that overcrowding of classroom significantly influence behavioural attitude of students to their studies. The finding in hypothesis two agrees with the findings of Okebukoka (2012) who states that teaching as an activity consist of verbal interaction between the pupils and their teacher as teacher aims to influence to behaviour of his/her student/pupils. The findings were in line with the submission of Wahab (2009) also opines that a teacher need personal interaction with the students/pupils to contribute to the student's physical development and improve his behaviour thus when the classroom is overcrowded the chances of achieving this is usually slim. Null hypothesis three showed that overcrowding of classroom significantly affects effective teaching and learning. This finding is in support of the views of Lawal (2007) who observes that effective teaching and learning can only be ensured in a conducive environment. He further opines that a conducive environment cannot be created unless there is proper and effective classrooms organization and management. In hypothesis four, the analysis indicated that overcrowding of classroom negatively affects academic performance

of students, and that it is the major factor responsible for poor performance of public schools. The finding in hypothesis four is in line with Sotonade quoted in Ogunyemi (2004) who observes that Nigerian schools are presently in a sorry state characterized by dilapidated structure, overcrowded classrooms and poor staffing. As a result of this – Nigeria Primary/secondary school’s students learn under difficult conditions thereby stalling their creative abilities and development. This situation according to Sotomade has affected Nigeria’s national development.

### **Summary of Findings, Conclusion and Recommendations**

This chapter presents the summary of the study; Conclusion drawn from findings of this study was made after which recommendations based on the findings were presented

#### **5.1 Summary of findings**

The study examined the impact of crowded classroom on academic performance of public secondary schools students in Surulere Local Government in Lagos State. It specifically investigated the factors responsible for over- crowding of classroom. It also examined the relationship between overcrowding of classroom and pupils/students attitude and behaviour. It assessed the overcrowding the effect on teaching and learning. It hypothesized if overcrowding had significant effect on academic achievement of students as well as examined the relationship between overcrowding of classroom and general standard of education.

The population for this study consisted of all the teachers and students in public secondary schools in Surulere Local Government area of Lagos State. For the purpose of this study, a total of thirty (30) students and (10) teachers were randomly selected from the selected four school. In total we have one Hundred and sixty (160) students being forty (40) per school. Both primary and secondary sources of data were used to gather information for the study. The information obtained was then analyzed using descriptive and inferential statistics. The Names of the schools are as following:

- Surulere Girls Secondary School
- Atunrase Secondary School
- Government College Eric More
- Ansar-Ud-Deen Secondary School

The revealed that majority of the respondents were of the opinion that there was shortage of infrastructural facilities due to overcrowding of classrooms. The analysis also indicated that overcrowding of classroom significantly influence behavioural attitude of students to their

studies. It also showed that overcrowding of classroom significantly affects effective teaching and learning. The analysis also indicated that overcrowding of classroom negatively affects academic performance of students, and that it is the major factor responsible for poor performance of public schools.

## **5.2 Conclusion**

From the data analysis and the findings, the conclusion could be drawn in the view that it is obvious from the findings that overcrowding of classroom had significantly. Conclusively, it is hoped that the teachers should also understand the effects of the environment in teaching, learning and understanding, a wide knowledge of this will helps in organization of the schools environment and admission of students.

## **5.3 Recommendations**

With regard to the findings of this work, these recommendations are offered as ways of improving on the effect or impact or overcrowding on academic performance of students.

- (1) The Government should give education the desired attention by allocating adequate resources to the sector. In developed countries, education takes the highest allocation in annual budget but in Nigeria the highest to the section has been (13%) Thirteen percent below the defense and power sectors, yet this (13%) is consumed by corrupt officials.
- (2) Education is of foremost important to the society; because without it Technological advancement cannot be achieved therefore the government should consider it necessary to declare state of emergency on education.
- (3) The authorities should admit, with regard to available spaces because admitting all and offering half education is dangerous.
- (4) The government and educationists should adhere to UNESCO's recommendation of 1:25 Teacher and Students ratio and old schools structures should be renovated and new ones constructed to enhance the academic performance.

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