Encouragement of Class Magnitude on Student Triumph in Erudition of English Language

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Abstrak

Lingkungan tempat siswa terlibat dalam kegiatan akademik perlu ditinjau ulang agar memenuhi standar agar pembelajaran siswa tidak terancam. Ukuran kelas menentukan jumlah siswa di kelas tertentu. Penelitian ini bertujuan untuk menganalisis pengaruh ukuran kelas terhadap keberhasilan siswa dalam belajar bahasa Inggris dan hubungan yang ada antara ukuran kelas dan prestasi akademik siswa dalam bahasa Inggris. Studi ini merupakan studi eksperimental dan memanfaatkan jika prestasi siswa dalam bahasa Inggris berkorelasi dengan kualitas guru mereka. 200 siswa bahasa Inggris dijadikan sampel di seluruh sekolah. Analisis statistik yang digunakan dalam penelitian ini adalah mean, standar deviasi dan PPMC. Temuan menunjukkan bahwa ada pengaruh yang signifikan dari ukuran kelas terhadap keberhasilan siswa dalam belajar bahasa Inggris. Studi tersebut menyimpulkan bahwa semakin besar jumlah siswa di kelas, semakin baik keberhasilan akademik siswa dalam bahasa Inggris. Namun direkomendasikan bahwa ukuran kelas rata-rata seperti yang direkomendasikan oleh Komisi skema/dewan Pendidikan Nasional dipatuhi di sekolah-sekolah Nigeria..

Kata Kunci: *Dorongan, Besaran Kelas, Prestasi Siswa, Pengetahuan, Bahasa Inggris*

Abstract

The environment which students engage in academic activities need to be reviewed to be up to the standard which students learning would not be jeopardized. Class size determines the number of students in a particular class. This study aims to analyze the influence of class size on student success in learning of English language and the relationship that existed between class size and their students' academic performance in English Language. This study was an experimental study and harness if students' achievement in English language correlates with their teachers' quality. 200 English language students were sampled across schools. The statistical analysis used in the study was the mean, standard deviation and PPMC. The findings established that there was significant influence of class size on student success in learning of English language. The study concluded that the larger the number of students in class, the better the academic success of students in English language. It was however recommended that an average class size as recommended by the National Education scheme/board Commission be adhered to in Nigerian schools.

Keywords: Encouragement, Class Magnitude, Student Triumph, Erudition, English Language

1. INTRODUCTION

English language has grown deep roots in the Nigerian communication system and is now an identification of literacy. Hence, literacy in Nigeria can be rightly defined as the ability to read, write and speak English (Awofala & Blessing, 2014; Inko-Tariah, 2014; Soyemi et al., 2018). English has become such an essential language that most primary and secondary schools in Nigeria mandate their students to speak only English and sanction them for conversing in their mother tongue (Hasanah et al., 2019; Idowu et al., 2014; Moyi & Galadima, 2020). Learning outcomes have become a phenomenon of interest to all and this account for the reason why scholars have been working hard to unravel factors that militate against good academic performance (Kamara & Dadhabai, 2022; Ramĺrez & Carrasco, 2020). Previous study pointed out that despite the importance attached to English Language in particular as the essential ingredients to technological development, the laboratory provision in the school plays an important role in the number of students in the

classroom which later led to the poor performance in subject (English Language) (Begum, 2019; Flynn et al., 2016). An examination of the annual report of the West Africa Examination Council (WAEC) showed that English Language was examined as a secondary school subject for the first time in 1967. Even though it was being offered by private candidate at the General Certificate of Examination (GCE) both at Ordinary level and advance levels. It can therefore be rightly assumed that English language became a subject in Nigeria in 1966, since school certificate in English language was a two -year course.

Previous study observed that class size has psychological and social effect on students' academic performance (Ruffina et al., 2018). Where the class size cannot be reduced in a given time due to challenges beyond the control of the school authorities, it is recommended that teachers and management of the school should employ rotational students' group formation and study (Çam & Oruç, 2014; Octaberlina & Muslimin, 2020). Other study argues that self-concept is the totality of a complex organized and dynamic system of learned believes, attitude and opinions that each person holds to be true about his/her personal existence (Badrinathan, 2015; Rosique-Blasco et al., 2017). In the present study, the researchers found out that the class size has been the major contribution to the study achievement and their performance in the classroom test score. Review literature on class size and conclude that there are four major reasons why we need the addition of self-concept based constructs to be able to understand completely and predict English students behavior (Atmaca, 2016).

The late coming of English Language into the secondary school curriculum in Nigeria was due largely to the controversy in Britain as to teaching ability or otherwise of English Language at the secondary school level. There has been an increase concern and emphasis on the class size effect as regards teaching of English Language in the country. However, a lot of moves towards the solving of problems facing the class size, that is, large or small class size, in our various schools which are more relevant to our needs and demands. There have been the problems because not much has been done to bring traditional attitude to bear on the effect of large or small classes in our secondary school towards the performance of English Language. Previous study recommended that policy makers should consider as a matter of priority the issue of increased funding of secondary school education in Nigeria (Obiakor & Oguejioffor, 2020). Increased funding will help to ameliorate problems facing academic performance in secondary schools, school supervisors and inspector should concentrate more on the number of students in each class and avoid overcrowding in classes (De Marco et al., 2020; Willis, 2022).

One important indicator of classroom context is the size of the classroom. Class size reduction has been identified by some researchers as a promising school mechanism that can increase achievement for all students (Demir, 2015; Yeh et al., 2019). Nonetheless, the notion that class size may interact has not been well documented, and it is unclear whether teacher effects are moderated by class size one would expect that teachers will have similar effect in classrooms of different sizes. In addition, it is plausible that teachers affect students with various levels of achievement differently in small classes, because in small classes, teachers can identify low achievers easily and can modify their instruction and practices to benefit these students. Class size may be defined as the number of students per teacher in a given class or the population of a class (Al-Shaboul et al., 2021; Ginja & Chen, 2020). Previous study explained that educators universally have identified class size as important and desirable attribute of effective educational system (Meyer, 2020).

Consequently, debate has continued in the educational literature stakeholders such as academics, policy makers and parents over the educational consequences of class size. As school population increases class sizes also increase, the performances of students become an issue. Previous study recommended that policy makers and government should ensure that

more classrooms are built and number of students in a class should not be more than 30 (Owoeye, J. S. & Yara, 2021). Therefore base on those issue the researcher intends to embark on this study so as to investigate and evaluate the effects of class size on teachers' effectiveness in Ijebu-North Local Government Junior Secondary Schools. The broad objective of the study is to analyze the impact of class size on teachers' effectiveness in Ijebu North Local government Junior Secondary School.

2. METHOD

The research design used in this work is English Language Achievement Test (ELAT) specifically carried out in order to find out the relationship between the class size and teacher's quality in English Language (Orakci & Gelisli, 2019; Yavuz & Arslan, 2018). To carry out the research, the researcher made use of questionnaire for clarity in English Language classes, J.S.S. 3 respectively. The target population for this study constituted of all the J.S.S 3 students in the selected schools' students of English Language in Ijebu-North Local Government area of Ogun State.

The sample for this study was drawn from junior secondary school one (J.S.S. 3) of four (4) secondary schools which comprises of Itamerin Comprehensive High School, AgoIwoye, Abusi Edumare Comprehensive High School, Ijebu-Igbo, Methodist Comprehensive High School, Ago-Iwoye and Molusi College, Ijebu-Igbo. The researcher collected the syllabus through the vice-principal academics in each of the school five (5) new unfamiliar topics with the students were taught in our four selected schools were carried out for six weeks.

However, only one instrument was used for this work, which was English Language Achievement Test (ELAT). The ELAT consisted of (20) twenty validated multiple-choice questions to provide information on the performance of the students. The English Language Achievement Test (ELAT) was validated with the help of the researcher's supervisor who checked the language and relevance of the English Language Achievement Test items to the objective of the study. The researcher after having been granted the permission by the principal and the vice-principal of each of the sampled schools engaged students and teachers in the research instruments. The statistical analysis used in the study was the mean, standard deviation and PPMC.

3. RESULT AND DISCUSSION

Result

Base on the hypothesis is made by researcher, there is no significant impact of class-size on students' achievement in learning of English language in learning of English language in junior secondary school in Ijebu north local government. Correlational test is conducted to prove whether the hypothesis is true or not. The correlational test results are shown in Table 1.

Table 1. Correlation Between Class-Size and Students' Academic Performance in English Language

Variables	N	Df	*Level* of sig.	Correlation coefficient (r)	Decision
Class size	92	198	0.05	0.9756	significant
Academic Performance	115				

Base on Table 1, show the result of correlation between class size and students' academic performance in English Language among the selected secondary school Ijebu North Local Government Area. Since our correlation coefficient is positive and close to one. This means that there is positive relationship between the two variables and a very strong one (0.9756).

The correlation co-efficient statistical reveal that there is significant relationship between class-size and students' academic performance in English Language in secondary school students academic performance in English Language in secondary school students in Ijebu North Local Government Area of Ogun State. also, about 97% variations in academic performance of the students are causes or explained by changes in class size. The test is statistically significant at 0.05% level of significant.

Discussion

The findings established that there is inverse correlation between class size and students' academic performance. This support by previous study who stated that large class size had negative effect on students' academic performance in biology (Ruffina et al., 2018). In Nigeria however, the class size is becoming increasingly unmanageable, putting teachers in an impossible position of giving individual student required attention. This conclusion is consistent with earlier studies of where the effects of class size on student academic achievement were mixed (Ngoboka, P. & Schultz, 2021). However, there is evidence that certain variables used as "inputs" in the estimated 'educational production function' have effects on student academic performance that are consistent with results from earlier studies. Also, the study that concludes large class size contributes to poor academic performance, it results to poor teaching methods, instructional materials are not used properly in a large class size because, it is very hard for the teacher to show the students the instructional material especially those at the back (Klomsri & Tedre, 2016; Makondo & Makondo, 2020; Moyi & Galadima, 2020). Result of previous study showed that there was no significant difference in the academic achievement of students in small and large classes from urban schools and there was no significant difference between performance of students from rural large and rural small classes (Owoeye, J. S. & Yara, 2021).

There is a significant difference in the academic performance of secondary school students based on class size with students in large classes performing better than their counterparts in smaller classes (Chang et al., 2021; Ozer & Akçayoğlu, 2021; Suhartono et al., 2019). The result also indicate significant difference with students taught by teachers with higher teaching qualification performing better (Moosa & Shareefa, 2019; Tavil & Güngör, 2017). There is also significant difference in the academic performance of students taught by more experienced teacher and those taught by inexperienced teacher. Result also indicates that students located in the urban areas perform better than their counterparts in rural area of Kaduna State.

This study is significant and worthy to investigate in order to provide a corresponding research into impact of class-size on the academic performance of students but a few research work had been done on the effect of class-size on the teachers quality in the Junior Secondary School in Nigeria. The study is prompted by the development and changes in the global education system which is dynamic and constantly evolving in this age of globalization. The significance of this study will be helpful to teachers and all the stakeholders in the education sector in the various endeavors in an integrated and enthusiastic approach in tackling problem and opportunities. However, it will contribute to academic knowledge in availing researchers to have broad insight of class-size as one of the only survival tool in the dynamic and global education word. More importantly, to acknowledge that no educational institutions either public or private are excluded from the impacts of class-size on the teacher quality.

However, the significant of this research study will also be a source of empirical framework for future researcher into this concept. This work is also significant as it will provide better ways to employ the class-size to improve on the output of the teachers. On the basis of the findings of this study, the following recommendations were made. Average class size of 35 as recommended by the National Universities Commission be adhered to in secondary schools. Finally, it is also recommended that schools especially public secondary schools in Ogun State in particular and Nigeria in general must be rehabilitated. The rehabilitation should involve construction of conducive classrooms, laboratories, libraries and techniques workshops, educational materials needed should also be provided.

4. CONCLUSION

This study show there is an inverse correlation between the number of students in a class and student academic achievement. However, in Nigeria, class sizes are getting out of control, putting teachers in the difficult position of providing the attention needed to each student individually. This study is important and deserves further investigation to provide appropriate research on the impact of class size on student achievement, but little research has been conducted on the effect of class size on teaching quality in junior high schools in Nigeria.

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