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INFLUENCE OF SCHOOL SIZE, STRUCTURE AND LOCATION ON STUDENTS' ACADEMIC PERFORMANCE IN LAGOS STATE SENIOR SECONDARY SCHOOLS, NIGERIA

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Abstract
Despite several studies on factors that determine academic performance in public secondary schools with no definite direction, this study examines the influence of school size, its structure and location on the academic performance of students in public senior secondary schools in Lagos State, Nigeria. The study's foundation hinged on the system theory and adopted Descriptive survey and an ex-post facto design. The study population included the 327 public senior secondary schools and the teachers therein with a sample size of 517 teachers chosen through cluster and simple random sampling from 60 disproportionately selected schools. Data analysis was carried out using both descriptive and inferential statistics of Linear Regression Analysis. The outcome of the data analysis presents that there is a positive and significant influence of school size on academic performance of students of public senior secondary schools in Lagos State, Nigeria ($(\beta = .634, t = 4.335, \rho < 0.05)$; there is a negative and non-significant influence of school structure on academic performance of students in public senior secondary schools in Lagos State, Nigeria ($(\beta = -.022, t = -.119, \rho < 0.05)$ while there is a positive and significant influence of school location on academic performance of students of public senior secondary schools in Lagos State, Nigeria ($\beta = .635, t = 4.336, \rho < 0.05$) The study concluded that school building and school structure have no significant influence on students' academic performance in public senior secondary schools in Lagos state, The study, therefore, recommended that government should provide more schools as much as possible which will help in decongesting the over-crowded schools and also the united nation's recommendation of a maximum of thirty students in a class should be strictly adhere to.

Key Words: *Academic Performance, Learning hours, School Location, School Size, School Structure.*

Introduction
The school is a social and learning agent that provides the environment in which a child may be formally educated in order to attain educational goals. Human beings, have unlimited capacity to learn, but may however be limited by the behavioural patterns and facilities that the immediate environment offers. According to Eze (2010), nature only provides the raw materials in form of potentials but it is the environment that determines the extent of development. There is, therefore, the challenge of low academic performance which has been on the high strain in the Nigerian academic system and which cannot be over emphasized as it has eaten deep into the quality of students and eventual leaders produced into the Nigerian economy. It could be further deduced that there exists a vacuum in the quality of students produced and the required quality of the individuals for various institutional needs of the country.

In assessing the cause-effect of the level of students' academic performance, some variables of the school are considered as those factors that could tailor the level of

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students' academic performance. The school variables, which include the school size, school ownership, school type, school structure and school location are deemed to influence students' academic performance. Hence, the school variables remain an important area that should be studied and well managed to enhance students' academic performance (Lasisi & Adetunji, 2020). The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even students themselves. Yet, the quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school variables. It is believed that the school features have a form of relationship with the students' academic performance in terms of the school size, facilities, structure, ownership, location and type.

A school with a high population of students may result in the teachers not being able to monitor the performance of the students and thus reducing the students' academic performance. Also, research has postulated a form of several relationships between the ownership of the school and the students' academic performance, say public school and private school. Similarly, the location and availability of educational resources at the disposal of the students in terms of school variables affect their level of academic performance (Adeleke, 2018). Furthermore, observation shows that in most excelling students tend to emerge from private schools in the modern academic dispensation with the paradox that teachers of these schools emerged from the public school in the old academic dispensation in Nigeria.

Thus, the perils of poor academic performance among young secondary school graduates seem to have stared both the government and stakeholders in the mug. There is a consensus, therefore, of the outlook about the fallen standard of education as a big problem that is hindering the posterity of the Nigerian nation in terms of quality of students' performance. Again, most students in senior secondary schools seem to experience academic problem that manifests itself in poor students' academic performance. Many researchers have sought to find out the reasons for the downward trend in the academic performance of secondary school students. Samuel (2003) defined academic performance as the developing process that has the capacities and potentials of the individual student to prepare that individual to be successful in a specific society or culture. Academic performance may be referred to as the stage of students' performance, success and accomplishment in school.

The prevalence of poor senior secondary school students' academic performance seems to have amplified over the last two decades and have been estimated at close to 11.3% in a general school population (Adeleke, 2018). For instance, in the 2014 results of the Senior Secondary Certificate Examination, only 62, 295 of the 310, 077 candidates (20.0%) passed with credit in five subjects including English Language and Mathematics. There is further revealed that, a total of 529,425 students, representing 31.3%, obtained a credit pass in five subjects and more, including English Language and Mathematics. It is noted that when compared with the 2011, 2012 and 2013 May/June SSCE results, there was a trivial decline in the performance of candidates as 30.7% was recorded in 2011, 38.81% in 2012 and 36.6% in 2013. According to Adeleke (2018), out of 1,692,435 candidates that sat for the examination, 791,227 candidates, representing 46.75 percent, obtained six credits and above, just as a total of 982,472 candidates representing 58.05 percent, obtained five credits and above. In addition, Adeleke stated that 1,148,262 candidates, representing 67.8%, obtained credits and above in four subjects, while 1,293,389

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candidates, representing 76.4%, obtained credits and above in three subjects (Adeleke, 2018). What may have caused this questionable situation and can it be solved? Providing answers to these necessitated this research with focus on school size and its structure.

Review of Related Literature

The System's Theory (Input – Output Model)

The theory to be adapted for this study is derived from the System's Theory Input – Output model developed by Ludwig Van Bertalanffy and Weihrich (1988) which postulates that an organized enterprise does not exist in isolation; it's dependent on its environment in which it's established. These theorists add that the inputs from the environment are received by the organisation, which then transforms them into output after processing such inputs. As adapted by this study, the students (input) are admitted into the school with different intelligent quotient, family and educational background; when they get into the school system, the school, through its resources (both human and capital) processes such students through the learning process which is aided or made easier through the resources/variables attributed to the school. The effectiveness of such variables is measured through the output of the students which is measured in terms of their academic performance.

Onwuka (2004) argued that organisations were increasingly described as absorbers, processors and generators and that the organisation system could be envisioned as made up of several interdependent variables (system advocate). According to Onwuka (2004), it could be observed that a change in a variable within the organisation has an impact on all other organisational variables and sub system components. Thus, the inputs, the processors and the generators should function well in order to achieve the desired outcome. Ibiain (2004), in agreement with Onwuka (2004), stated that all systems must work in harmony in order to achieve the overall goal of such a system. According to the input – output model, its assumed that the school with high level of variables will enable the students produce a high level of output which can be measured in terms of their academic performance. Therefore, students will perform well in an academic environment with optimal facilities, school size and appropriate proprietorship and location, type and structure. Johnson, Craig and Aimee (2002) stated that the inter relationship among the parts of a system have to be understood by all parties to ensure their inter-dependent nature of the parts. The outcome of the students' academic performance is dependent on suitability of basic school characteristics.

School Size and Enrolment Statistics

School size is a critical factor in any school system, as it is a measure that has severally been used by policymakers across the globe in determining the functionality or otherwise of a school system in terms of effective teaching and learning, utilization available school facilities, school discipline and classroom management, among others (Altonji & Mansfield, 2011). "School quality is an important predictor of educational attainment and labour market success and that school size is one potential measure of school quality over which policymakers have some control" (Altonji & Mansfield, 2011). However, there has been an intensive argument on the implications of school sizes on trends in school enrolment. In the United States, it was established that specialized instructions are offered in larger schools than in smaller due to a high rate of administrative efficiency and

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a reduced cost per-head of students provided by the economies of scale such schools enjoy (Berry, 2006; Duncombe & Yinger, 2007). A study asserts that schools with enrolments of 300 to 400 students were optimal for seven reasons, namely, governance, respect, simplicity, safety, parent involvement, accountability and belonging (Meier cited in Jones and Ezeife (2011)). The above expressions espouse the fact that researchers have different opinions about the implication of school sizes on enrolment issues in schools. A separate study discovered that as school size increases, the class size also increases and what number of students makes a large group and should constitute a small group is a matter of contention (Arop et al., 2018). The revised National Policy on Education specified a maximum of 40 students in class in secondary schools (Federal Republic of Nigeria, 2004). Some researchers believe that enrolment in schools, especially in secondary schools should be based on the school size and locations among others (Arop et al., 2018; Ekaette et al., 2019; Owan et al., 2019). No matter how laudable an educational programme may be, if the number of facilities needed to carry out the programmes is inadequate, the programme will not be as good as expected (Adeyemi & Adu, 2010). The above expression implies that school enrolment should follow the available school facilities and the size of the school in terms of the number of classrooms. The study of Jones and Ezeife (2011) revealed that grade-three writing and grade-six mathematics students in large and urban schools performed significantly higher than the standards set by the education authorities in the province. This implies that school size did not influence students' achievement, indicating that the school size with the proportionate provision of basic facilities may not significantly influence enrolment rate in the schools. The findings of Adeyemi (2009) disclosed that there were increment in the enrolment of students at the rate of 5.6%, however, one notable problem is the shortage of teachers to cater for the diverse needs of learners. Thus, the supply of qualified instructors did not coordinate the interest for them in secondary schools in the state. It was recommended that the state government would require extra 3,585 instructors constantly in 2016. It has likewise been indicated that there is a rise in enrolment growth rate in UBE schools, however, it was low in primary schools but high in junior secondary schools (Adeyemi & Adu, 2010). The progression rates were high in both levels of education while the physical facilities were not adequate. It was concluded that the provision of physical facilities did not match the enrolment growth rate of pupils in primary and junior secondary schools in the State (Adeyemi & Adu, 2010). The results from the study of Adeleke (2015) revealed that on the average, enrolments in junior secondary schools grew by 1.64%. Similarly, Makori and Onderi (2014) concluded that some small and medium-sized secondary schools lacked libraries, laboratories and sports facilities. It implies that increasing school enrolment without recourse to the size of schools may lead to poor attainment of school goals and objectives. The outcomes from another investigation uncovered that enormous school locale size is adverse to accomplishment in fourth and seventh grades in Washington because it fortifies the negative connection between school neediness and understudy accomplishment (Abbott, Joireman, & Stroh, 2002). Multilevel findings of this study argued against the simplistic conclusion that reducing school or district size will automatically improve student achievement or result in more educational equity (Abbott et al., 2002). A study revealed that there are high enrolment trends in primary schools which led to the overworking of staff members, inadequate teaching and learning facilities, poor sanitation facilities and inadequate classroom (Mwirigi, 2015). The expanded enrolment affected by and large on the nature of learning in open elementary

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schools (Mwirigi, 2015). In another study (Vorthmann, 2010) revealed that students in larger schools outperformed their counterparts in smaller schools, higher. It implies that both large and middle schools do not experience similar performance in students' assessment, meaning that the sizes of the schools significantly influence enrolment trend in the area. It has likewise been uncovered, among others, that effective teaching, learning, assessment and records management are difficult to achieve in large class sizes due high rate of students' population pressure (Anashie, Ebuta, & Adie, 2014). A possible reason is because of the differential effect that hampers the average achievement of students from low socioeconomic status as schools get larger (Bickel, Howley, Williams, & Glascock, 2001). The researchers concluded that a traditional argument against smaller schools, however, is that they are simply too expensive to operate, regardless of proven benefits (Bickel et al., 2001). The researchers thus, subscribe to larger schools and increased enrolment on the grounds of the economics of scale in terms of costs effectiveness in running the school system. The results of Isuku (2016) indicated that enrolment and student-teacher-ratio factors were the strongest predictors of unit cost. All three size factors were inversely related to the unit cost (Isuku, 2016). It has also been found that there is an expansion in class sizes of many schools with limited classrooms to cater for such changes in the enrolment of students (Epri, 2016). Furthermore, new teachers were not recruited to take care of the new additions or extra classes created, while many school drop-outs rarely return back to school, with only a few returns after several months of being out-of-school (Epri, 2016). Such increment in enrolments made learning to be very difficult for students due to the poor support offered by their over-worked teachers in such a poor learning environment (Epri, 2016). These results suggest that school size as far as the quantity of understudies, number of educators, school offices accessible affects student enrolment in schools.

School Structure and Students' Academic Performance

To constrict the variable of this research, school structure here is categorized into Day and Boarding school. According to Wikipedia, A boarding school is a school where some or all pupils study and live during the school year with their fellow students and possibly teachers or principals. The word 'boarding' is used in the sense of "bed and board," that is lodging and meals. Some boarding schools also have day students who attend the institution by day and return off-campus to their families in the evenings. It could also be referred to as residential school (non-tertiary school) While a day school as mentioned earlier are those school in which student lived off the school campus but comes into the school premises during the day for learning and return to their various home in the evening. The concept of the boarding school is limited to secondary school whose students are still dependent on their parent and usually still in their teen age. From the benefits and cost analysis of the boarding schools, it is clear that there are points for and against the operations of the boarding schools in Nigeria. It would appear that the chances are fifty percent each way, which means that if the resources are available the boarding schools could be useful provided there is enough supervision by the school authorities. Indeed, the economics of the boarding schools could be useful provided there is enough supervision by the school authorities. Indeed, the economics of the boarding system in the post primary schools is that there is profit and loss in the balance sheet. The important question which has been left out is how does the boarding system affect the major goals of

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the school, more especially the academic performance of students as shown by the school certificate results?

In previous research work on boarding school system in Nigeria and the call for the abolition of such school in the educational system in Nigeria, the following fact were drawn:

(a) The original objectives of the boarding schools including the provision of shelter for students who had to travel long distances, the provision of opportunities to learn "civilized" manners and the provision of balanced diet have been overtaken by events. (b) The benefits of the boarding schools are several including the opportunities for students to live together to develop independence and sense of responsibility, provision of a stable environment, and conducive atmosphere for learning, opportunities for making lifelong friendship and for contributing towards national unity.

(c) The costs of maintaining the boarding schools are high in terms of money, man power, opportunity costs and problems for the students and society.

(d) The academic performances of boarders and day students seem to be at par.'

(e) Parents, students and principals want the system retained because of their convenience.

Also, Olagboye (2000) argued that the first school established by CMS in 1859 was boarding school dough started only with six students who were plainly boys and lived on the school campus. So also, the effect of day school on student academic performance cannot be overemphasized as research had shown that the academic performance between student of both day and boarding school are at par and also most successful student are day student which further fortress the drive for the abolition of boarding schools which makes the student detached from their parents and also may lead to various vices in the students' character and thus leading to even making the student lose focus on academics.

School Location and Students' Academic Performance

Writing on the importance of location, Ojoawo (1990) found that it is one of the potent factors that influence the distribution of educational resources. Throwing light on location influence, Eze (2010) conceptualized urban environment as those environment as those environments which have high population density containing a high variety and beauty and common place views. He further identified the rural environment as being characterized by low population density containing a low variety and isolated place views. Earlier in his contribution, Lindsay (1982) corroborated that "rural community is characterized by low population, subsistence mode of life, monotonous and burdensome ". Citing hotels, recreational centers, markets, banks and good road network as being present in their urban environment, Sobowale (2000) accentuated that our highly qualified teachers prefer to serve therein rather than the rural areas. As a corollary of the above, Holloway (2000) observed that teachers do not accept postings to rural areas because their conditions are not up to the expected standard as their social life in the areas is virtually restricted as a result of inadequate amenities; facilities are deficient, playground are without equipment, libraries are without books while laboratories are glorified ones.

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Writing on location influence on academic achievement of students, Ojoawo (1990) observed a significant difference in urban-rural performance of 480 primary six school finalist on the aptitude sub-tests of the (Nigeria) National Common Entrance Examination (NCEE) into secondary schools. In his study tagged scholastic aptitude test, he concluded that children from urban schools were superior to their rural counterparts. (Scholastic Achievement Test (SAT) have been described as a broad based achievement measure… Keep (2002), Eze (2010) hold similar view with Ojoawo's findings. According to Olagboye (2000), in his studies on urban and rural differences in general showed that location of the community in which the school is situated has effect on the performance of pupils. Giving credence to the above, Adeleke (2018) found significant difference in academic performance of students in urban and rural areas of his study. He therefore concluded that the achievement must have been borne out of many facilities they were used to which were not available in the rural set up. In his study, Ojuoawo (1990) also observed a significant positive relationship between size and location of school and performances in examination in Oyo State. He concluded that large schools in urban areas tend to perform better in examinations than small schools in rural areas. Also, Eze (2010), Oyekwelu (2000) and Lasis and Adetunji (2020) in their different studies on the relationship between academic performance and school location revealed that, there was no significant difference between academic performance of students in urban and rural schools. Also, in his study Adeleke (2018) found out that there was no significant difference between students' academic achievement of rural and urban secondary school students.

Research Hypotheses

The following null hypotheses were formulated to guide the study:

Ho_1: There is no significant influence of school size on the academic performance of students of public senior secondary schools in Lagos State, Nigeria.
Ho_2: There is no significant influence of school structure on the academic performance of public senior secondary school students in Lagos State, Nigeria.
H_{03}: There is no significant influence of school location on academic performance of students of public senior secondary schools in Lagos State, Nigeria

Methodology

The design employed in this study is the Descriptive survey and an ex-post facto designs. The study population included the 327 public senior secondary schools and the teachers therein. The actual sample size was 517 teachers chosen through cluster and simple random sampling from 60 disproportionately selected schools. Two instruments, Records Observation Format and a Checklist, 'School Characteristics Checklist for Teachers (SCCT)", with different sub-scales were used to collect data after ensuring its validity and establishing the reliability coefficients. The checklist has two Parts A and B. Part A of the checklist provides information on demographic data of the respondents while Part B consists of 30 items structured in the following order of Highly Available (HAV), Available (AV), Lowly Available (LAV), and Very Lowly Available (VLAV). Also, Students' Academic Performance Record Observation Format was used to obtain student results records of the West African Senior Secondary School Certificate Examination (WASSCE) 2018 - 2022 from the Education Districts which were used to measure students' performance for the study. The number of students with at least a credit pass in

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five subjects including English and Mathematics were extracted and used to represent students' academic performance. The checklist was found reliable with .91 coefficients using the Cronbach's Alpha test. Data analysis was carried out using both descriptive and inferential statistics of Linear Regression.

Testing of Hypotheses and Results

Data collected were analysed using Pearson's Product-Moment Correlation Coefficient Analysis and the results of the analyses are presented in Table 1, 2 and 3.

Ho_1: There is no significant influence of school size on the academic performance of students of public senior secondary schools in Lagos State, Nigeria.

Table 1:
Influence of school size on academic performance of students of public senior secondary schools in Lagos State, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.345	7.831		2.981	.006
	School size	21.052	4.857	.634	4.335	.000

a. Dependent Variable: Students' academic performance

The result in Table 1 shows that there is a positive and significant influence of school size on academic performance of students of public senior secondary schools in Lagos State, Nigeria ($\beta = .634$, $t = 4.335$, $\rho < 0.05$). This implies that school size could only influence academic performance of students of public senior secondary schools to a very moderate extent, and statistically significant. Therefore, the hypothesis which states that there is no significant influence of school size on academic performance of students of public senior secondary schools in Lagos State, Nigeria is hereby rejected.

Ho_2: There is no significant influence of school structure on the academic performance of public senior secondary school students in Lagos State, Nigeria.

Table 2:
Influence of school structure on academic performance of students of public senior secondary schools in Lagos State, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.211	13.751		4.160	.000
	School structure	-1.488	12.553	-.022	-.119	.906

a. Dependent Variable: Students' academic performance

From the results in Table 2, the analysis revealed through the standardized beta weight that school structure was found to have statistically non-significant influence on academic performance of students of public senior secondary schools in Lagos State, Nigeria. The findings indicated that negative influence exists between school structure and academic performance of students of public senior secondary schools ($\beta = -.022$, $t = -$

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.119, ρ > 0.05). Hence, the hypothesis which states that there is no significant influence of school structure on academic performance of students of public senior secondary schools in Lagos State, Nigeria is not rejected.

H_{03}: There is no significant influence of school building on academic performance of students of public senior secondary schools in Lagos State, Nigeria

Table 3:
Influence of school location on academic performance of students of public senior secondary schools in Lagos State, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.346	7.832		2.983	.006
	School location	21.053	4.858	.635	4.336	.000

a. Dependent Variable: Students' academic performance

The result in Table 3 shows that there is a positive and significant influence of school on academic performance of students of public senior secondary schools in Lagos State, Nigeria (β = .635, t = 4.336, ρ < 0.05). This implies that school location influences academic performance of students of public senior secondary schools moderately but statistically significant. Therefore, the hypothesis which states that there is no significant influence of school location on academic performance of students of public senior secondary schools in Lagos State, Nigeria is hereby rejected.

Conclusion

From the results of hypotheses tested, the conclusion that could be drawn from this study is that school structure has no significant influence on students' academic performance in public senior secondary schools in Lagos state, Nigeria while school size and school location have a great influence on how the students will perform academically. This study therefore concludes that the size and location of schools are an important success factors in improving the academic performance of students in public senior secondary schools in Lagos state, Nigeria.

Recommendations

In line with the findings of this study, the following recommendations are adduced:

i. Government should provide more schools as much as possible which will help in decongesting the over-crowded schools and also the united nation's recommendation of a maximum of thirty students in a class should be strictly adhere to.
ii. Provision of adequate access to technology, libraries (E-libraries) and digital tools in secondary schools as this will aid students' performance.
iii. Government should more allocate resources to support teacher development, infrastructure enhancements and community engagement initiatives.
iv. More funding should be voted to expansion of existing schools and building more mega schools that will accommodate the teeming students' enrolment for hitch free instructional process devoid of over crowdedness.
v. Government should extend its policy attention to school in the rural areas and also encourage teachers to move to rural areas by using relocation allowances to

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transferred teachers and making school infrastructural wise competitive with urban schools.

vi. Government should extend its policy attention to school in the rural areas and also encourage teachers to move to rural areas by using relocation allowances to transferred teachers and making school infrastructural wise competitive with urban schools.

vii. Government, private individuals and voluntary agencies should site schools in a strategic location that is conducive, serene and accessible to students and teachers alike.

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