

Effect of Gender, Class Size and Teaching Methods on Learning Outcomes of Public Primary School Pupils in Lagos State Nigeria

Taiwo Gabriel Olusegun Ph.D.¹; Raji, Oluremi Balikis²; Fasakin, Jolly Akinwale³

Department of Educational Foundation and Counselling Psychology, Early Childhood Education unit Lagos State University (LASU), Nigeria

ABSTRACT

Learning outcomes reflect the changes in pupil's knowledge and attitudes after learning instructions. This study, examined the effect of class size and teaching methods on learning outcomes of public primary school pupils in Lagos State, Nigeria. The study adopted a descriptive survey research design. The population consisted of all the public primary schools in Lagos State. The schools were divided into two groups; the compliant (have less than 1:35 class size and non-compliant (more than 1:35 class size). Three teaching methods (Discussion, Demonstration and Questioning and Answering methods were used to teach mathematics lesson to the participants. Their learning outcomes were the Dependent variable. This were classified into four aspects including conceptualization, practice and techniques, critical thinking, research and communication. The research instruments used titled: IA-learning outcomes checklist and Class-size assessment scale with $r = 0.80$ were used for data collection. Statistical measures applied included mean, standard deviation, that while inferential statistics (General linear Model-Univariate test) was used to test the three (3) null hypothesis. The result of the analysis revealed there was a significant effects of categories of class size, ($F(1, 755) = 23.00, p < .05, \eta^2 = .030$). The findings shown that there was significant effect of teaching method on the means of learning outcomes of pupils ($F(2, 755) = 91.487, p < .05, \eta^2 = .195$), and there was a significant interaction effect of class size, teaching method and learning outcomes on the means of learning outcomes of pupils in Lagos state ($F(6, 755) = 3.118, p < .05, \eta^2 = .024$). In conclusion, the class size and teaching methods have significant effect on learning outcomes of pupils' in public primary schools in Lagos State, Nigeria. It is therefore recommended that small class sizes should be maintained in public primary schools, alongside the adoption of diverse and effective teaching methods for effective learning outcomes to take place.

KEYWORDS

Class size, Learning Outcomes, teaching methods, Public primary school, Aspect of learning outcomes

I. INTRODUCTION

Education aids human capital investment and provides and improves the nation's work force for national development. For a nation to develop and grow, it must give all levels of education the right course of learning outcomes because each level is a foundation for the next level. Proper education of a child is a fundamental tool for practical child upbringing and overall societal and national development, and it is a general concern for all stakeholders in Nigeria. Quality education remains the pivot for global prosperity and liberty. It affords

pupil's access to sound knowledge with confidence in communication and the ability to solve problems and make decisions. Education is the systematic process through which a child or an adult acquires knowledge, experience, skill, and a sound attitude.

Pupils' learning outcomes serve as a key indicator of a school's effectiveness and play a pivotal role in shaping the prospects of young people and the nation. It is through learning that individuals and nations can achieve their educational objectives. Learning outcomes have, therefore, become a phenomenon of universal interest, which is why scholars have been working hard on quality education and to identify elements that impede effective learning outcomes. Learning outcomes indicate the overall outcome of the teaching and learning process. This is indicated by the pupils' observable changes after the teaching and learning process. It is equally used to measure the effect of class size and the effectiveness (or otherwise) of the teaching methods employed during the teaching process. There are four different types of learning outcomes: knowledge outcomes, skill outcomes, attitude outcomes and application outcomes. The study emphasised the aspects of knowledge outcomes, which are conceptualisation, practice and techniques, critical thinking, research, and communication.

Class size is essential to pupils' learning outcomes. According to Bruns and Rakotomalala (2013), the size of a class is not only affecting schools in Pakistan, but it has also become a global problem affecting pupils learning outcomes. Corroborating this assertion, Anyanwu (2020) stated that class size significantly affects the learning outcome of public and private schools in Nigeria. The benefit of teaching and learning cannot be gained due to little or no interaction between the pupils and the teachers. It has a deteriorating effect on educational standards in Nigeria, as documented by some authors. Large class sizes present many obstacles that prevent optimal learning outcomes. In a typical large class, pupils are vulnerable to poor quality instructions, disciplinary distractions, lower test scores, and teachers' inability to recognise individuals in the class when there are too many. This is seriously impossible to meet the basic learning needs of the pupils. Students in a large class cannot access individual care from teachers. (Mustapha, Muhammad, Assad, Abdul hammed, 2014). Practical demonstrations are better achieved in a smaller size arrangement of a class than in a large one because pupils are not cohesive in a large class. The demonstration method conforms to Hoover's theory of skill acquisition, which presents the first stage of skill acquisition as the observation stage. The demonstration method ensures that pupils are challenged with problems to find under the guidance of the teacher. Some of the advantages of this method include the opportunity the method affords pupils to be exposed to materials that will illustrate meanings and interpretations to their cognitive context, which in turn enriches learning. The demonstration method also bridges the gap between theory and practice, makes pupils good observers and thus stimulates their interest in the teaching and learning process.

II. STATEMENT OF THE PROBLEM

Large class sizes in public primary schools often result in limited pupil-teacher interaction, reduced individualised attention, and ineffective classroom management, all of which negatively affect pupils' comprehension and retention of knowledge. The relationship between class size, teaching methods, and learning outcomes has been a longstanding

concern in educational research in Nigeria. These extend to poor academic performance of pupils in public primary schools in Lagos State. According to the Lagos State Ministry of Education (2020), the state recorded a low pass rate of 34.6% in the 2020 National Common Entrance Examination. This poor performance can be attributed to various factors, including large class sizes and ineffective teaching methods. It has equally created or given rooms for overcrowded classrooms, with an average pupil-to-teacher ratio of 1:50 (Lagos State Ministry of Education, 2020). It has shown that inadequate teaching resources, including textbooks, educational technology, and infrastructure, have significantly contributed to low learning outcomes among primary school pupils.

Besides, Adeyemi (2018) emphasised that teaching and rote memorisation, which failed in usage in order to engage pupils and promote learning outcomes, have been milestones as a result of ineffective teaching methods. The result of these class size and teaching methods is far-reaching with significant consequences on learning outcomes, with pupils experiencing poor academic performance, low self-esteem, and decreasing motivation to learn. With these challenges, there is a need to explore interactive and participatory teaching strategies that can enhance pupils' learning experiences, regardless of class size.

Therefore, the demonstration, discussion, and question methods could offer a more effective alternative to traditional teaching approaches. The demonstration method allows pupils to observe and actively engage in the learning process, making abstract concepts more concrete and easier to understand. The discussion method promotes critical thinking, collaboration, and deeper understanding by encouraging pupils to share ideas and learn from their peers. Similarly, the questioning and answering method fosters active learning by stimulating curiosity, reinforcing comprehension, and providing immediate feedback on pupils' understanding.

Lastly, given the challenges posed by large class sizes and the limitations of conventional teaching methods, this study seeks to examine the effects of class size and teaching methods on the aspects of learning outcomes of public primary school pupils in Lagos State. All the aforementioned research works was on class size and academic performance as well as learning outcome but no works were on aspects of conceptualisation, practice and technique, critical thinking, research, and communications.

This study will specifically investigate the effectiveness of the demonstration, discussion, and questioning and answering methods in improving pupils' learning outcomes and overall engagement in the learning process.

III. PURPOSE OF THE STUDY

The study's main purpose is to examine the effect of class size and the teaching methods on the learning outcomes of public primary school pupils in Lagos State, Nigeria. Specifically, efforts were made to:

- Examined the effect of class-size on the learning outcomes of pupils in Lagos State primary schools.
- Examined the effect of teaching methods on the learning outcomes of public primary school pupils Numeracy in Lagos State.

- Investigate if there is any significant effect of interaction of class-size and teaching methods on the means of learning outcomes of public primary school pupils Numeracy in Lagos State.

A. *Research Questions*

The following research questions are raised to guide the study:

- Does class size affect the learning outcomes of pupils in Lagos State primary schools?
- Is there a significant effect of teaching methods on the means of learning outcomes of public primary schools in Lagos State?
- Is there any significant interaction effect of class size, and teaching methods on the means of learning outcomes of public primary school pupils in numeracy in Lagos State?

B. *Research Hypotheses*

The following null hypotheses will be tested at a 0.05 level of significance:

- H01: There is no significant effect of class size on the means of learning outcomes of public primary school pupils in Lagos State.
- H02: There is no significant effect of teaching methods on the means of learning outcomes of public primary school pupils in Lagos State.
- H03: There is no significant interaction effect of class size, and teaching methods on the means of learning outcomes of public primary school pupils in Lagos State.

C. *Operational Definition of Terms*

The following terms are operationally defined:

1. *Public Primary Schools: These are schools owned by the government.*

Class size: This refers to the number of pupils in a given classroom. As used in this context, it implies the average number of pupils taught by a teacher, which is determined by dividing the total population by the number of trained teachers in a school.

2. *Teaching methods:*

These are the principles, procedures, and strategies employed in this study by teachers to facilitate pupils' learning, which are the discussion method, demonstration method, and questioning and answering method.

3. *Learning Outcomes:*

This refers to the descriptions of specific knowledge, skill, or expertise that the pupils get from learning activities. In this context, it is measured by the assessment made of pupils' performances in this study (conceptualization, practice and techniques critical thinking, research and communication) Aspect of Learning Outcomes: These are the main areas that altogether make up learning outcomes, including conceptualization, practice and techniques, critical thinking, research, and communications.

IV. LITERATURE REVIEW

Class size refers to the number of students in a particular class who are guided and directed by a teacher. Adeyemi (2018) describes it as an educational tool with an average number of students per class, while Hoffman (2016) describes it as the number of students per teacher. Ogbu (2019), on the other hand, described it as a tool that can be used to measure the educational system's performance. Babalola & Awe (2021) observe that it is an educational tool that can be used to describe the average number of students per class in a school and that it is an essential factor that determines students' learning outcomes and one that can be directly controlled by policy put in place by the government. Researchers worldwide are interested in studying factors affecting learning outcomes and achievement. The number of pupils learning with the teacher in the classroom determines the class size (Feng & Zhang, 2017; Muhammad et al., 2021). Crowded classrooms are more likely to need more teaching materials. Classes of these sizes present problems to even the most experienced teachers. UNESCO (2024) reports reveal an urgent need for 44 million primary and secondary teachers worldwide by 2030. The report shows that Sub-Saharan Africa is particularly affected, with an estimated need for 15 million new teachers by 2030. Consequently, the teacher-student ratio has increased significantly due to a shortage of teachers.

However, small class-size teaching is beneficial for developing students' individuality and cultivating their creativity. Akinola, Akinola, Fadiya, & Akeredolu (2023) averred that small-class teaching reduces the proportion of students and teachers. The students can build critical thinking and creative thinking. Small-class teaching helps develop students' personalities, creativity, and critical thinking abilities; every student can communicate with the teacher and get guidance, which can improve teaching effectiveness. The desire and frequency of speaking out in a class, the relationship with teachers, and self-awareness are also better than those of large-class students. In small classes, teachers can let all students participate in the whole teaching activity, give full play to students' main role, and cultivate students' creative ability (Lv, 2015). This enables the teacher to give very few lectures and leaves more time for students to think and analyze themselves. Teaching opportunities are equal in small-class teaching. Since each class will not have more than 30 students, teachers can pay attention to each student's needs. This is because each student can get the teacher's care and guidance; it can improve teaching effectiveness and ensure students' goals in the education process (Huo, 2019). The students' participation in the small class is higher, which helps develop the students' critical thinking skills. Teachers' responsibility now becomes less in passing on knowledge. This also can help promote teacher-student communication and academic competence; teachers are no longer simply teaching knowledge (Lv, 2015).

Olaleye, Ajayi, Oyebola, and Ajayi (2017) have tried to establish the relationship between class size and effective learning and learning outcomes. According to Fredricks & McColskey (2018), large classrooms typically impede the critical attainment of intended learning targets, resulting in a lower ability to complete expected learning and teaching tasks. Learning quality is challenging to achieve in these circumstances. He also opined that class size has several consequences on students' related involvement, behaviour, and ability to retain what has been taught. Teachers should devise means of control and ways of getting feedback in a large class

Almulla (2017) conducted a study on teachers' views of class size in primary schools; for the collection and analysis of data, the researcher employed a mixed research approach in survey design. In addition, questionnaires and semi-structured interviews were adopted to get data from the participants. The outcome showed that small and large classes influence the process, teacher, and quality of learning delivered in the primary school system.

Teaching methods are strategies instructors use to successfully control and guide students to actively participate in gaining deep knowledge and understanding of the topic while developing and applying higher-order and critical thinking skills. Educators must also understand how to guide pupils, ensuring that they understand what they are learning and aiding them in developing essential skills. Teachers use several teaching strategies and approaches during the teaching process. These strategies are taught to teachers in a variety of ways. They can learn about teaching methods, for example, by reading educational books, making internet searches, attending seminars, and, most importantly, taking refresher courses. Teaching methods vary as the teachers vary. This method aids children in saying what they know or feel about an individual.

A. Discussion Method

This style of debate differs slightly from the notion covered in class Communication. Using this strategy in the teaching and learning process requires students to pool their ideas, analyze, interpret, and balance such ideas on specific situations before concluding. The class is viewed as a marketplace for experiences and contributions to this teaching technique. This strategy teaches children self-confidence and tolerance for other people's beliefs. Comprehend how others feel about specific topics or scenarios; to apply this strategy in a lesson, the teacher must: To facilitate the use of this method, it is essential to clearly explain the concept, idea, issue, and scope of such to be discussed, allow children time and opportunity to prepare for the discussion, divide the class into groups, each group should elect/appoint a leader and recorder to guide the discussion and note salient points, learners should be encouraged to listen courteously to one another, the teacher should guide the overall class discussion to avoid diversion of related discussion goals and reiterate salient and relevant points raised, this method enhances children's ability to express themselves and to display their depth of knowledge.

B. Demonstration

This method encourages children to express themselves and display their knowledge depth. Such as the demonstration method produces immediate feedback to the learner. Pupils model through observing the teacher's practical action. The pace of the demonstration should deliberately be slowed down to allow students to see what is being demonstrated. Instruct the class to demonstrate/imitate skills taught in groups or as individuals after the teacher's demonstration.

C. Questioning and answering method

The question-answer teaching strategy is an old strategy, also known as the "Socratic Method of Teaching." It was developed by the famous philosopher Socrates. According to Parke, "The question is the key to all educative activity above the habit skill level. Its strategy is focused on achieving cognitive objectives and bringing knowledge to the conscious level. It has the following principle.

D. Advantages

While asking questions, the teacher keeps in mind the abilities, needs, and interests of the learner, it involves the learners' participation in the subject matter and in teaching acts, it helps in achieving cognitive objectives and bringing knowledge to a conscious level, classroom verbal interaction is encouraged, it is a useful strategy at all levels of education.

E. Disadvantages

It is difficult to prepare good questions and arrange them logically, the whole content matter must be taught by something other than this strategy, and the teacher wants structured answers from the learners. There is no freedom for imaginative answers.

Gender is a concept created by society to describe the actions and roles expected of individuals based on their sex. According to Adigun, Onihunwa, Irunokhai, Sada, and Adesina (2015), gender encompasses a wide range of biological, behavioural, physical, and mental characteristics that differentiate men and women. It also includes the expectations held about the characteristics, abilities, and likely behaviour of both sexes. It is important to note that gender and sex are not interchangeable terms. While sex refers to the biological differences between males and females that cannot be changed, gender is about individuals' responsibilities, roles, opportunities, constraints, and needs within the social context Szadvari et al. (2023).

F. Research Methodology

The descriptive survey design and quasi-experimental method were used to carry out this study with two groups of class size, three groups of teaching methods and four types of aspects of learning outcomes. A multistage procedure was used to select six (6) local governments from 20 local government education authorities (LGEAs), which were Badagry, Ikorodu, Ikeja, Agege, Etiosa, and Ojo in Lagos State by using balloting and sampling techniques. The respondents were 780 pupils in public primary schools in Lagos State. They were classified into high-class, middle-class, and low-class areas. 240 pupils were in compliant (small class size) schools, while 540 pupils belonged to the non-compliant (large class size) schools. The pupils were divided into three equal groups (260 each) that received each type of teaching method. Two adopted instruments were used to collect data; these are: Class-size Assessment Scale (CAS). It is divided into 2 sections. Section A: School population records, which consist of the name of the school of pupils and staff, including staff status and experience. Section B: Class Size Assessment Scale for class teachers, consisting of 29 items, is to collect information about the class size and teaching methods perceptions on the learning outcomes of classroom pupils. The questionnaire items are constructed using Likert's 5-point scales of strongly agreed (5), agree (4), true or untrue (3), disagree (2), and strongly disagree (1), used to determine the degree of freedom. The second instrument was the Pupils' evaluation worksheet (PEW). It was used to evaluate pupils after teaching-learning activities. Section A consists of the demographic information of the pupils, the questionnaire items are constructed in form of questions and answers and a Yes or No option. Four research questions and four null hypotheses were used to guide the study. Means and standard deviation were used to present descriptive reports, while the general linear model (univariate test) with the SPSS version was used to test the null hypotheses. The results were supplemented with tables and figures.

V. RESULTS AND DISCUSSION

A. Hypothesis 1:

There is no significant effect of class size on the means of learning outcomes of public primary school pupils in Lagos State.

Table 1. Pairwise comparisons of the means of effect of class size on pupils' learning outcomes

Dependent Variable: Learning Outcomes

(I) Category	(J) Category	Mean Diff. (I-J)	Std. Error	Sig. ^b	95% CI Lower Bound	95% CI Upper Bound
Compliant	Non-Compliant	.515*	.107	.000	.304	.726
Non-Compliant	Compliant	-.515*	.107	.000	-.726	-.304

Based on estimated marginal means. The mean difference is significant at the .05 level.

In order to test this null hypothesis, the means of scores of public primary school pupils learning outcomes for those in compliant and non-compliant classes were contrasted. The estimated marginal means provided that those in the compliant group had a mean of 5.585, 95% CI [5.410 - 5.760], while those in the non-compliant group had a mean of 5.070, 95% CI [4.953-5.186]. The test of between subjects-effects that was conducted provided that there existed a significant effect of categories of class size, $F(1, 755) = 23.00$, $p < .05$, $\eta^2 p = .030$, $1 - \beta = .998$. Hence the null hypothesis was rejected. This result is in line with Adeyemi (2018) and that of Babalola and Awe (2021), who opined that class size, which is the average number of pupils per class in a school, is an essential factor that determines pupils' learning outcomes. They believed that the class size goes a long way to determining the learning outcomes of pupils, either positively or negatively. Compliant or crowded classrooms are more likely to need more teaching materials and classes of these sizes present problems to even the most experienced teachers. Nwankwo (2014), Ajayi (2017), and Agu (2021) opined that when pupils are being exposed to non-compliant classes that are overcrowded, it contributes to poor learning outcomes, results in poor teaching methods, and instructional materials are not being appropriately used.

B. Hypothesis 2:

There is no significant effect of teaching methods on the means of learning outcomes of public primary school pupils in Lagos State.

Table 2: Estimated marginal means of the effect of teaching methods on public primary school pupils' learning outcomes in Lagos State

Dependent Variable: Learning Outcomes

Teaching Method	Mean	Std. Error	95% CI Lower Bound	95% CI Upper Bound
Discussion	4.821 ^a	0.093	4.639	5.003
Demonstration	6.352 ^a	0.093	6.170	6.534
Questioning and Answering	4.809 ^a	0.093	4.627	4.991

a. Covariates appearing in the model are evaluated at the following values: Gender = 1.54

The pairwise comparison of the teaching methods (discussion, demonstration, questioning, and answering) that was made provided the following results:

1. *Discussion vs. Demonstration:*

Mean difference = -1.531, $p = .000$, 95% CI [-1.788 - 1.273]. Hence, a significant difference existed. On average, pupils scored -1.531 points less in Discussion vs. Demonstration.

2. *Discussion vs. Questioning and Answering:*

Mean difference = .013, $p = .131$, 95% CI [-.245 -.270]. Hence, no significant difference existed. On average, pupil's scored .013 points more in Discussion vs. Questioning and Answering.

3. *Demonstration vs Questioning and Answering:*

Mean difference = -1.543, $p = .000$, 95% CI [1.286 - 1.801]. Hence, a significant difference existed. On average, pupils scored -1.531 points more in demonstration vs questioning and answering.

The result indicated that the demonstration method is better than discussion and questioning and answering methods. The demonstration method took first place, followed by the discussion method, then the questioning and answering method. This finding is in line with the research works of Basheer et al. (2016), Giridharan & Raju (2017), Abidogun et al. (2020), who noted that demonstration method produced significantly better academic achievement independent of the teacher effect as compared to the lecture method. It was established from this study that the demonstration method is better used in teaching primary school pupils than the discussion, questioning, and answering method because it practically involves pupils in the teaching and learning process, which has far-reaching effects on their learning outcomes.

C. *Hypothesis 3*

There is no significant interaction effect of class size, and teaching methods on the means of learning outcomes of public primary school pupils in Lagos State.

Table 3: Estimated marginal means of the interaction effect of teaching methods and aspects of learning outcomes on public primary school pupils' learning outcomes in Lagos State

Category	Teaching Methods	Aspects of Learning	Mean	Std. Error	95% CI Lower Bound	95% CI Upper Bound
Compliant	Discussion	Conceptualisation	5.002	.309	4.396	5.608
Compliant	Discussion	Technique	5.202	.309	4.596	5.808
Compliant	Discussion	Critical Thinking	5.202	.309	4.596	5.808
Compliant	Discussion	Research And	5.502	.309	4.896	6.108
Compliant	Demonstration	Conceptualisation	6.402	.309	5.796	7.008
Compliant	Demonstration	Technique	6.652	.309	6.046	7.258
Compliant	Demonstration	Critical Thinking	6.352	.309	5.746	6.958

Compliant	Demonstration	Research And	6.102	.309	5.496	6.708
Compliant	Questioning and Answering	Conceptualisation	4.902	.309	4.296	5.508
Compliant	Questioning and Answering	Technique	5.302	.309	4.696	5.908
Compliant	Questioning and Answering	Critical Thinking	5.852	.309	5.246	6.458
Compliant	Questioning and Answering	Research And	4.552	.309	3.946	5.158
Non-Compliant	Discussion	Conceptualisation	4.266	.206	3.862	4.670
Non-Compliant	Discussion	Technique	4.421	.206	4.017	4.826
Non-Compliant	Discussion	Critical Thinking	4.799	.206	4.395	5.203
Non-Compliant	Discussion	Research And	4.177	.206	3.773	4.581
Non-Compliant	Demonstration	Conceptualisation	6.488	.206	6.084	6.892
Non-Compliant	Demonstration	Technique	5.999	.206	5.595	6.403
Non-Compliant	Demonstration	Critical Thinking	6.755	.206	6.351	7.159
Non-Compliant	Demonstration	Research And	6.066	.206	5.662	6.470
Non-Compliant	Questioning and Answering	Conceptualisation	4.555	.206	4.151	4.959
Non-Compliant	Questioning and Answering	Technique	4.199	.206	3.795	4.603
Non-Compliant	Questioning and Answering	Critical Thinking	4.266	.206	3.862	4.670
Non-Compliant	Questioning and Answering	Research And	4.844	.206	4.440	5.248

Note. Covariates appearing in the model are evaluated at the following values: Gender = 1.54.

The null hypothesis was rejected which indicated that there was an interaction between the class size and the teaching methods used in teaching the pupils. Research works of Adeyemi (2018), in line with Babalola and Awe (2021), opined that class size, which is the average number of students per class in a school an essential factor that determines pupils' learning outcomes. They believed that the class size goes a long way in determining the learning outcomes of pupils, either positively or negatively. Non-compliant or crowded classrooms are more likely to need more teaching materials and classes of these sizes present problems to even most experienced teachers.

Nwankwo (2014), Ajayi (2017), and Agu (2021) opined that when pupils are being exposed to non-compliant classes that are overcrowded, it contributes to poor learning outcomes, results in poor teaching methods, and instructional materials are not being appropriately used. It will be difficult for the teachers to manage the class and make the students lose concentration on the lesson. Fan (2012), Earthman (2012), and Obiakor & Oguejiofor (2020) are of the opinion that in compliant or small class sizes, time spent on classroom management was decreased, which led to improvement in learning outcomes. They asserted

that pupils will be able to hear clearly, understand what has been taught, and essentially perform well.

VI. CONCLUSION

The following conclusions were made from this study:

- Class size significantly influences learning outcomes, with smaller class sizes leading to better performance in conceptualization, practice, critical thinking, research, and communication.
- Teaching methods play a crucial role in learning outcomes, indicating that the effectiveness of instruction depends on the strategies used.
- Class size and teaching methods interact to shape learning outcomes, suggesting that the choice of teaching method should consider the class size for optimal results.
- That demonstration method of teaching is better used than the discussion, questioning, and answering methods.

RECOMMENDATIONS

Based on the findings from this study, it was recommended that:

- Reduction in class sizes in public primary schools will improve individualized attention and enhance pupils' learning outcomes, especially in the low and medium economics area of the state.
- Adoption of effective and diverse teaching methods, such as demonstration, interactive, learner-centered approaches, in order to cater for different learning styles.
- Implementation of policies that align teaching strategies with class size, ensuring that teaching methods are adapted to maximize learning outcomes in different classroom settings.
- Providing professional development training for teachers on how to effectively manage various class sizes and integrate appropriate teaching methods to enhance all aspects of learning outcomes.
- The government should be strict in implementing the policies formulated aimed at reducing class sizes to improve pupils' learning outcomes.
- The government should employ more qualified early childhood education teachers and build more classrooms to accommodate pupils.

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