

## EVALUATION OF THE EFFECTS OF TEACHERS AND STUDENTS POPULATION RATIO ON ACADEMIC ACHIEVEMENTS OF STUDENTS IN ENGLISH LANGUAGE IN BWARI AREA COUNCIL: IMPLICATION FOR CURRICULUM IMPLEMENTATION

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### Abstract

*This work entitled “Evaluation of the effects of teachers and students population ratio on academic achievements of students in English language in Bwari area council, FCT, Abuja”. The instrument used for the study was a carefully constructed questionnaire which was randomly sampled among the respondents. A total of 150 questionnaires was sampled teachers and students who were the respondents in 6 randomly selected Secondary School in Bwari Area Council. The result shows that student’s population ratio has a positive effect on the academic performance of students in secondary schools in Bwari Area council. The classes in secondary school should be less crowded so that teachers will be able to effectively flow if information, therefore funds should be made available for the execution of the national students – teachers population ratio and the ministry of education should provide reasonable recommendation which attracts to supports the teaching effectively and given in-service training programmes for teachers.*

### Introduction

Every formal education setting involves students-teacher relationship. The nomenclature of the teacher depends on the Mode of interaction. Aina (2019) Most of the governments of the world spend most of their budget on resource inputs in the Education sector.

They make decisions about providing resources inputs to enhance student achievement and performance. However, not all these decisions are easy to take especially in Nigeria where mismanagement makes the problem more adverse. Resources are scarce, especially in low income

countries; policy makers can ill afford errors in the choice of allocations. To reduce the scope for mistakes, the true picture of the determinants of Education outcome is desirable.

The Government introduced Education Sector Reforms (ESR) and National Plan of Action (2001-2015) for the improvement of quality of Education through improving the states of various recourse inputs like revision of curricula, teacher training and provision of better facilities in the public sector schools. Secondary schools not only occupy a strategic place in the educational system in Nigeria, it is also the link between the primary and the university levels of education. Secondary school education is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions, Ashikai (2019).

Over the years, perennial problem of classroom congestion, poverty level and low classroom utilization rates in Nigeria worsen the situation of education. Education in the country is poorly funded, hence most of the public schools experience classroom congestion, low students-classroom-space and low classroom utilization rates; hence these situations may likely affect students' academic performance adversely. Olagoke (2018)

The poor funding of education in most third world countries does not enable the school system to have manageable class sizes, adequate student classroom space and appropriate class utilization rates. In spite of the fact that these factors determine the productivity of teachers and students academic performance governments do not show adequate concern about the deterioration in the standard of education in the countries Fraser, (2018).

The National policy on Education prescribed a maximum of 30 students in a class, but in most schools in the country, average class size exceeds 50. The situation has negative impact on the average classroom space per student. Yet, these students need to learn in comfort. In most of the public schools in the country, the classroom utilization rate is perpetually high; this is because most of the schools have exceeded the number of students they can cater for.

The few schools that have enough teaching staff at times have low classroom utilization rates, perhaps because of poor supervision. This situation does not favour academic Performance (Dave, 2018). Students' achievement in any teaching and learning situation is very important. Unfortunately, students performance in secondary schools in Nigeria has not been very encouraging as consistently highlighted by the moderators and chief Examiners reports and WAEC and NECO results for past decade.

### **Statement of the Problem**

In recent years, there has been growing concern over the increasing disparity between the population of students and the number of available teachers in public secondary schools, particularly in English Language instruction. In many schools within Bwari Area Council, overcrowded classrooms and teacher shortages have become recurring challenges, resulting in poor teacher-student interactions, limited individual attention, and reduced instructional effectiveness. This imbalance in teacher-student ratio often undermines the quality of teaching

and learning, particularly in English Language—a core subject essential for academic success across all disciplines and a critical component of national examinations.

Despite various education reforms and curriculum reviews aimed at improving learning outcomes, the disproportionate teacher-student ratio persists, raising questions about its direct impact on students' academic achievement and the effectiveness of curriculum implementation. Poor performance in English Language has become a common trend in both internal and external assessments, suggesting that overburdened teachers and insufficient classroom support may be contributing factors.

This study therefore seeks to evaluate the effects of teachers' and students' population ratio on the academic achievement of students in English Language in Bwari Area Council, and to determine the implications of this phenomenon for effective curriculum implementation in the Nigerian education system.

### **Purpose of the Study**

The aim of this study is to evaluate the effect of students and teacher population ratio on students' academic achievement with special reference to secondary schools in Bwari Area Council, FCT.

The main objectives of the study centres on the following:

- 1 To investigate the student-teachers population ratio in Government Secondary Schools
- 2 To identify the relationship between the student teacher ratio, class size, and academic achievement of Government senior Secondary Schools in Bwari Area Council, FCT, Abuja.
- 3 To find out whether student-teacher population ratio influence government senior secondary school students' performance Bwari Area Council, FCT, Abuja

### **Research Questions**

In this work, the following research questions will be looked into, in finding solution to the mentioned problems:

1. Is there any significant relationship between teacher-student ratio and academic achievement of Students in English Language?
2. What is the students' enrolment and numbers of teachers in the secondary schools in Bwari Area Council?
3. To what extent does students-teacher ratio and class size influence secondary school students' academic performance in Bwari Area Council?

### **Significance of the Study**

Since the central focus of this study is to evaluate the effect of students- teacher ratio on student's academic achievement with special reference to Bwari Area Council. It will be of great benefit to

teachers, students, government and all other stakeholders in education. Grasping the impact of the identified variables on the students' academic achievement could lead to a deeper insight into how such variables can be explored to improve the academic achievement in schools.

**The Government:** The research will be helpful to the government who is the policy makers in education to review its policies; properly reposition and implement enforce them in secondary schools education. Implementing its policies will have a positive impact on the academic performance of the students.

**The Students:** The research will expose the students to the fact that improved policy on students – teachers' population ratio will enhance their level of academic performance in English Language and other subjects.

**The Teachers:** The findings of the study would be useful to teachers as they work toward providing learning experiences that are motivating to students. With few students in class, the teachers are more likely to know and remember the entire student and concentrate on the more.

**The Schools:** The findings would be of immense value to the schools as they aim at giving better and sound education to the students. It is believed that the findings of this study and recommendations would bring to the fore the need for government to invest more on education.

Lastly, the outcome of this study would be of immense benefit to the future researchers who intend to work in the area of students-teacher ratio and academic performance.

### **Delimitation of the Study**

This research work focuses on evaluating the effect of teachers and students population Ratio on academic achievements of students in English Language in selected secondary schools Bwari Area Council of FCT Abuja

### **Student-Teacher Population Ratio**

Class factors are very important in the teaching-learning activities, particularly when students' academic performance is being considered. Class size is an important factor in relation to academic performance of students. There is a consensus among various researchers and educationists that, the lower the class size or teacher-students ratio, since students 'achievement decreases as class size increases. Many studies have pointed out the significance of teacher student's ratio to cognitive learning in the school.

Fabunmi (2019). The National policy on Education (2004) recommended that the teacher-students ratio should be 1:30. In emphasizing the importance of class size to the learning/teaching process, the All Nigeria conference of principals of secondary schools (ANCOPSS, 2002) recommended a maximum of forty students per class for effective management and better control. Other studies like Bozzomo (2016), Bourice (2019) and Bolton (2019) confirm that there was no relationship between the size of the class and the results. Ojoawo (2019) in one of his major findings revealed that the class sizes were found to be negatively related to school academic performance.

Bolton (2019) found that “there was no significant difference in post test achievement scores between large classes and small class control groups in developmental English.

Edge (2019) identified two of the problems, which large classes pose, they are (1) the provision of an opportunity for discussion or for any kind of oral input to the written work is difficult; and (2) the amount of making involved can dissuade even the not enthusiastic teacher from setting the amount of written work that he feels would benefit the students.

Osamo (2017) pointed out that for enthusiastic teachers if classes are very large, it is important that as far as possible, the learners should be constantly busy and the tasks should function continuously without repeated intervention from the teacher. On the other hand, most parents, teachers and students have a belief that small group classes are preferable to large ones.

However, Hanushek (2018), confused student-teacher ratio with class size. At the first place, the study stated that first student-teacher ratios are not the same as class size Hanushek(2018). Ambiguous boundary between class size and student-teacher ratio and described these econometric estimates relate class size or teacher intensity to measures of student performance. Furthermore, summary of the findings of 377 econometric studies of the determination of student performance. He confused class size and student-teacher ratio differences, 277 studies reflected on student-teacher ratio.

Etombi (2015) found that if class size systematically matter, there was 15% significant correlation between teacher and student performance.

Onasanya (2017) identified teacher effectiveness as a major factor which promotes effective teaching and learning process in Nigeria. He refers to learning as the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interest of the student and some given subject matter content, the ability of the teacher to relate the leaning activities to the development process of the learners and to their current and immediate interests and needs.

He further stated that there is a common agreement that teachers are an essential part of the educational process. It is also widely accepted that the quality of an educational system will be only as high as the quality of its teachers. However, there is little or no agreement on what to expect from teachers, even within any one settling. Quality means different things at different times and expectations range over a wide spectrum. The degree of teacher effectiveness can be measured by the extent to which a teacher attains the expected teaching outcomes.

Teacher effectiveness is sometimes defined as the degree of increase in students learning and or impart on the community (outcomes defined). Alternatively, it is sometimes defined as the degree of competence in displaying appropriate pedagogic interaction (process definition). In defining teacher effectiveness, Dave (2019) expects that the educational process should respond to the personal and social needs of the learners and the community. An effective teacher should become more than a classroom and must be an agent of community change. He must, in addition, be a



liaison officer between the policy maker on one hand and the people on the other hand, and he must assume the leadership.

### **Influence of Student-Teacher Population Ratio on Quality of Learning**

According to Ali (2018), it is very easy for teachers to evaluate, educate and get positive feedback if class-size is small and number of students in class is very less. Most of the experts consider that lower student-teacher ratio or "student teacher ratio" give better upshots in contrast to higher student-teacher ratio. In many cases, higher student-teacher ratio outcome brings in high score. In general, student-teacher ratio plays a decisive role in augmenting the quality of education. Actual class- size may be quite larger than the pupil teacher ratio due to absenteeism and specialism of teachers.

Moreover, class-size is sometimes lower than calculated pupil teacher ratio in the system of multiple shifts. Some of the researchers fall out that deliberate student-teacher ratio is logical approximations of definite class-size.

Generally, quality of education is much better when students-teacher population ratio is low. Best part is that it further improves academic achievement of both educational institute and students. However, this includes both teaching as well as non-teaching staff. No one can deny the fact that teachers are principal factor when it comes to educational proviso and maintain quality of education. For better and quality education, some of the major attributes that needs your consideration includes count of teachers in the institution, student-teacher ratio and personal trait of individual teachers. Most common personal characteristics comprise academic qualification, content knowledge, and years of expertise, pedagogical training and aptitude.

Wole (2018) found that the students in the treatment group outperformed the corresponding students in the control groups, minority students gained more than other students.

Olagoke 2017 echo the findings that smaller class size not only increased achievement for all students but also benefited most those students who are minorities, however, were more specific in concluding that for these at-risk students, small class sizes narrowed the achievement gap, reduced grade retention, decreased behavioural problems, reduced truancy, and increased graduation rates.

Hakeem, (2017) found that minority, low income, and urban students achieved their most significant improvements during the first two years of having smaller class size rather than building cumulatively every year for four years. Konstantopoulos and Chung (2019), found the most significant improvements for students spending four years in the experiment. However significant short term as well as intermediate term gains that continued through high school especially for minority students which seemed to combine the conclusions of word with those of Konstantopoulos ,Chung (2019).

Chung (2019), found that students who attended smaller classes continued to outperform those students who had attended larger classes in mathematics, language arts, and science tests through ninth grade.

Nye. (2019) also found that while minority, low income, and urban students who attended smaller classes achieved more significant gains than their majority student counterparts during the star experiment, these differences in achievement continued throughout high school although the differences narrowed over time.

Ali (2019) also noted that in the last 10 years much more careful analyses have been done of the impact of class size on student learning. The best studies focus on removing or at least reducing likely sources of bias in the estimates. Almost all sources of bias arise because class size is correlated with unobserved student, parent or school variables that directly affect student learning. For example, parents who are very concerned about their children's education are more likely to move to areas where schools have small classes, which lead to a negative correlation between class size and parents' educational aspirations and thus overestimation of the impact of class size reductions if parental aspirations are unobserved. Another problem is that parents may enrol their children in schools that they perceive to be of high quality, increasing class sizes in schools perceived to be of high quality.

### **Convergence Theory**

Convergence theory, explains the changes in social systems, predicts that student-teacher ratios will become more similar worldwide under the impact of economic accumulation, technological utilization, industrialization, location and growth of the student-age population, enrolment expansion, and changes in each society's relationship to the individual. To test this proposition, student-teacher ratios at the primary, secondary, and tertiary (postsecondary) levels were computed for 2010 2011 and 2013 for 34 low-income countries, 59 middle-income countries, 18 industrialized countries, and 11 centrally-planned countries. The differences in country income levels approximate the differences in economic development being tested.

Used data on student-teacher ratios in 24 European countries from 2010 to 2013. Results for primary education show strong convergence toward lower student-teacher ratios through time and across economic levels. Ratios for secondary and postsecondary education show less evidence of convergence, although both industrialized and centrally-planned countries do converge toward lower ratios at the secondary level. Appendices list the student-teacher ratios for the 122 developed and developing countries and the 24 European countries.

### **The Three Class Model**

This model is given by a system of differential verbal description, which simultaneously describes the interactions among teachers and students as two separate populations and between teachers and students interacting in public high schools. The theory assumes the population of teachers to students is uniform and homogeneously mixing, that is, there is no bias within the interactions of students and teachers. The theory classify the student – teachers populations into six groups: positive teachers (Pd, discouraged teachers (Dd, reluctant teachers (Ri)' positive students (P2 ),

discouraged students (D2 ), and reluctant student (R2)' In this model, positive teachers as those who are rated excellent by students and faculty. Discouraged teachers are those who are noticeably challenged by their environment, therefore affecting the performance students positively are the teachers that are rated and loved by the students and also it has an effect on the classroom performance of the teachers. Reluctant teachers are teachers who are rated poorly by students and faculty. We describe positive students as motivated and likely to achieve high scores, while discouraged students lack motivation and obtain lower scores. Reluctant students refer to the students who are poorly motivated and ranked lower in their class.

### Research Design

According to Olagoke (2018), research designs are efficient methods of collecting data regarding the characteristics of populations, current practices and conditions or needs. Research design provides the glue that holds the research study together. In this study, the research design is used to structure the research, to show how all the major parts of the research the samples, measures, treatments, and methods of data collection- work together in order to address the central research questions. However, for the basis of this study the research design for this study is mainly a descriptive research design and explorative in nature. It is therefore a survey research designed to establish the relationship between student-teacher ratio and student academic achievement using secondary schools in Bwari Area Council of FCT Abuja as a case study.

### Population of the Study

The population for this study consists of all Senior Secondary Schools in Bwari Area Council of FCT. Bwari Area Council is one of the six (6) area councils in the Federal Capital Territory. There are private and public Secondary Schools in Bwari Area Council. In order to make the study purposeful, the researcher randomly selected six (6) Secondary Schools. The researcher randomly sampled 25 questionnaires at each of the randomly selected secondary school making a total of 150 respondents.

### Sample Size

The samples size for this study is on 6 secondary schools in Bwari Area Council namely:

Names of Schools	Number of Teachers	Number of Students
Federal Government Girls College, Bwari	81	1012
Junior Secondary School, Bwari	45	807
Government Day Secondary School, Bwari	63	1952
Government Day Secondary School, Kubwa	89	2580
Government Secondary School, Wushafa	69	1995



Government Day Secondary School, Dutse 78 2418  
Alhaji

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<b>TOTAL</b>	<b>425</b>	<b>10764</b>
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### Instrumentation

In carrying out this research, two instruments were employed; namely: Inventory and WASSCE result from the schools. The inventory is to take care of the list of students and the teachers in the intact class to be use as sample (student-teacher ratio). While, the WASSCE result is meant to cater for the students' academic achievement. The research instrument was divided into two major sections: Section A contained items that sought information on the inventory (that is, gender and student-teacher ratio). Nevertheless, the instruments was carefully and thoroughly vetted by three(3) experts and the project supervisor before the final approval was made for final production, so as to avoid ambiguity in the items of the instrument and to ascertain the validity and reliability of the instrument.

### Data Collection Procedure

The method of data collection adopted in this study involved the gathering of information and data through both primary and secondary sources. The primary data was gathered from the inventory/intact class, and the secondary data was derived from WAEC and NECO Results.

### Method of Data Analysis

The findings of this research would be analyzed quantitatively using mean analysis. Also, the responses obtained from the oral interview conducted will be subjected to the appropriate statistical test to provide answers to the research questions and to test the research hypotheses in order to investigate the relationship between students-teacher ratio and students' academic performance.

### Presentation of Non Personal Data

**Research Question One:** Is there any significant relationship between teacher-student ratio and academic achievement of Students in English Language?

**Table 2: Teachers- Student population ratio and academic achievement of students.**

SN	Questionnaires Item	SA (4)	A (3)	SD (2)	D (1)	Mean	Decision
1	Students with less crowded class are sound60 in there spoken English than those in crowded schools	45	37	8		3.04	Strongly Agree
2	Class size with less number of students55 results in better understanding in English language	67	25	7		3.16	Agree

3	Noise as a result of crowded class affect students academic performance positively	42	51	19	38	2.65	Agree
4	Recommended teachers students population ratio affect student academic performance positively	51	47	22	30	2.79	Strongly Agree
5	Less number of students in class allows teachers to communicate effectively with students	49	58	23	20	2.91	Agree
6	More than half of the students enrolled for SSCE Exams have the potentials to score C grade and above in English Language	36	48	41	25	2.63	Agree
Sectional Mean						2.86	Agreed

From the table above, the sectional mean 2.86 posited that there exist a significant relationship between teachers – student ratio and academic performance. Classes with less population are sound in spoken English that those in classes with crowded population, this carries a mean score of 3.04 and this also result in result in better understanding of students in English language, this take a mean score of 3.16. From the results some of the negative effect of overcrowded classes is noise making which have a negative impact on student's academic performance. From the table above, teachers communicate effectively in less populated classes, this show a mean value of 2.91. The table shows that more than have of the student who enrolled for external examinations have the potentials to score C grade and above in there external examinations.

**Research Question Two:** What is the students' enrolment and numbers of teachers in the senior secondary schools in Bwari Area Council?

**Table 3: Students enrolment and number of teachers in senior secondary schools**

SN	Questionnaires Item	SA (4)	A (3)	SD (2)	D (1)	Mean	Decision
7	Students enrolment level in your school is satisfactory	41	53	33	23	2.73	Agree
8	Number of qualified teachers in your school is satisfactory	90	27	12	21	3.24	Strongly Agree
9	Good number of external students comes to register for external examination (SSCE) during examination period.	15	27	58	50	2.05	Strongly Disagree

10	Do parents of your students recommend your school to fellow parents?	41	62	27	20	2.83	Agree
11	Parents usually withdraw their children from your school base on poor performance of their children.	40	21	42	47	2.36	Disagree
Sectional Mean							2.64 Agreed

From the table above, the sectional mean 2.64 opine that schools visited have satisfactory student enrolment in there various schools. In terms of qualified teachers, the schools have qualified teachers as an asset to the school with a mean value of 3.24. Majority of the respondents agreed that parents of students do recommend the school for other parents to bring there children to there school, this carried a mean value of 2.83. From the finding in the table, respondents from the sampled schools disagreed to the question of parents withdrawing there children from there schools. This carries a mean score of 2.36.

**Research Question Three:** Is there any significant relationship between teacher's qualifications and academic achievement of students in English Language?

**Table 4: Teachers qualification and academic achievement of students in English Language**

SN	Questionnaires Item	SA (4)	A (3)	SD (2)	D (1)	Mean	Decision
12	Teachers' qualification affects academic performance of students.	45	68	23	14	2.96	Agree
13	School with more Bsc/Msc- Bed Med teachers have their student's performance well/excellently in English Language examination.	54	46	31	19	2.90	Strongly Agree
14	Teachers who are experience in teaching motivate and teach better than teachers who have less experience.	55	48	27	20	2.92	Strongly Agree
15	For students to perform excellently in their exams it's a must for the school to train and develop its teachers for better performance.	61	48	17	24	2.97	Strongly Agree
16	Teachers with NCE/ND qualification perform better than teachers with Bsc/Msc qualification.	31	35	32	24	2.30	Agree

## Sectional Mean

2.81 Agreed

From the table above, teachers qualification affects the academic performance of students with a mean score of 2.96, from the study also, the result find out that teachers with experience teach better than teachers tha has no teaching experience, this carries a mean value of 2.92. Development of teachers has also been identified as a major factor that affects student's acedmic perfomance, with a mean value of 2.97. From the table above, schools that as teachers with Bsc/Msc – B.ed/Med have the performance of there student better than those school that do not have enough qualified teachers. This carried a mean value of 2.90.

## Research Findings

Findings from study show that there is significant relationship between teacher- student ratio and academic achievement of students in English Language. This finding was supported by Bayo (2017) who opined that smaller classes benefit all pupils because of individual attention from teachers, but low-attaining students' benefit more at the secondary school level. Students in large classes drift off task because of too much instruction from the teacher to the whole class instead of individual attention, and low-attaining students are most affected.

The ratio of students to teaching staff compares the number of students (in full-time equivalent) to the number of teachers (in full-time equivalent) at a given level of Education and similar types of institutions.

However, this ratio does not take into account the amount of instruction time for student compared to the length of a teacher's working day, nor how much time spend teaching. It therefore cannot be interpreted in terms of class size.

Furthermore, Finn (2013) concluded that the students became occupied in the small class size, both academically and socially. Therefore, their strong engagement caused academic achievement improvement.

Findings also revealed that there is a significant relationship between teacher's years of experience and academic achievement of students in English Language. This findings was supported according to Oriai in Maduwesi (2010), quality assurance is a baseline standard in education which can be measured on a scale of reference. It is an expression of standard or a means by which a certain set standard in education can be achieved.

This finding collaborates with Oluwagbemiga 2014 that no educational system can raise beyond the quality of its teachers. There is also a significant relationship in quantity and quality of teachers and students' academic performance. Therefore, in order to find solution to the problems hindering effective functioning of secondary education, a look must be taken at the quality of teacher interaction and delivery. Situations where some teachers are not masters of the subject they teach, cannot communicate effectively, show dedication and commitment to duty do not augur well for education. The results also show that there is a significant relationship between

teacher's qualifications and academic achievement of students in English Language. The findings support the assertion of Fergabaum in Nwagbara (2009) who opines that the word quality is often used to signify excellence of a product, service or action. He asserts that quality is the totality of features and characteristics of a product or services that bear on its ability to satisfy stated or implied needs. "It is therefore the ability of such products or services to meet the expectation of the recipient or users. This of course involves Quality Control", which is the regular process through which products, services and quality performance are measured.

### **Recommendation**

Based on the findings of this study, the following recommendations are hereby suggested:

1. There is no doubt that the smaller the student-teacher ratio, the better the educational quality of both high and low intelligent schools. Those in charge of this arrangement should endeavour to scale down the number of students per class by employing more high quality teachers.
2. The practice of separating the low from the high performing students should be discouraged as that creates room for the feelings of inferiority and superiority complexes amongst them which is unhealthy. Mixing them promotes the spirit of healthy competition as the low achievers will feel challenged to struggle harder to meet up with their class mates.
3. Teachers in schools that practice separation should know that the low performers need extra attention from them instead of shying away from entering their classes or paying good attention to help them improve.

### **Implication for Curriculum Implementation**

The findings from the evaluation of the effects of teacher-student population ratio on students' academic achievement in English Language in Bwari Area Council carry significant implications for curriculum implementation. One major implication is the urgent need to align human resource deployment with curriculum demands. A high student-teacher ratio hinders effective teaching and learning, making it difficult for teachers to deliver the English Language curriculum as designed. When teachers are overloaded with large numbers of students, they struggle to provide individualized instruction, carry out formative assessments, and implement learner-centered strategies—all of which are critical for achieving the objectives of the English Language curriculum.

Furthermore, overcrowded classrooms limit the use of interactive teaching methods such as group discussions, role play, and debates, which are essential in language acquisition and literacy development. This undermines the core intent of the curriculum, which is to foster communicative competence, comprehension, and critical thinking in learners. Inadequate teacher attention may also contribute to students' poor performance in assessments, reduced confidence in using English effectively, and limited engagement with curriculum content.



Another implication is the need for ongoing teacher training and recruitment. To ensure that the curriculum is effectively implemented, qualified English Language teachers must be available in sufficient numbers to match the growing student population. This calls for policy interventions in teacher recruitment, equitable distribution of teaching personnel, and investments in education infrastructure.

In summary, for the English Language curriculum to achieve its intended outcomes in Bwari Area Council, the issue of disproportionate teacher-student ratios must be addressed through strategic planning, resource allocation, and consistent monitoring. Addressing this challenge will not only improve the quality of English Language instruction but will also enhance students' academic performance and overall educational experience.

### **Conclusion**

This study evaluated the effects of teacher-student population ratio on the academic achievements of students in English Language in Bwari Area Council, with a focus on the implications for curriculum implementation. The findings reveal that an imbalanced teacher-student ratio—particularly the prevalence of overcrowded classrooms and inadequate number of qualified English Language teachers—has a significant negative impact on students' academic performance. When teachers are overburdened with large class sizes, it becomes difficult to deliver the curriculum effectively, provide individualized attention, assess students meaningfully, and implement interactive and learner-centered pedagogies. The study underscores the urgent need to address teacher shortages and classroom congestion to enhance students' mastery of English Language, which is not only a core subject but also the medium of instruction in Nigerian schools. For the curriculum to be implemented as intended—promoting communicative competence, critical thinking, and effective language use—adequate staffing, improved infrastructure, and strategic resource allocation are essential. Therefore, deliberate policy actions by government, school administrators, and education stakeholders are necessary to ensure optimal teacher-student ratios that support quality teaching and meaningful learning outcomes in English Language and beyond.

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