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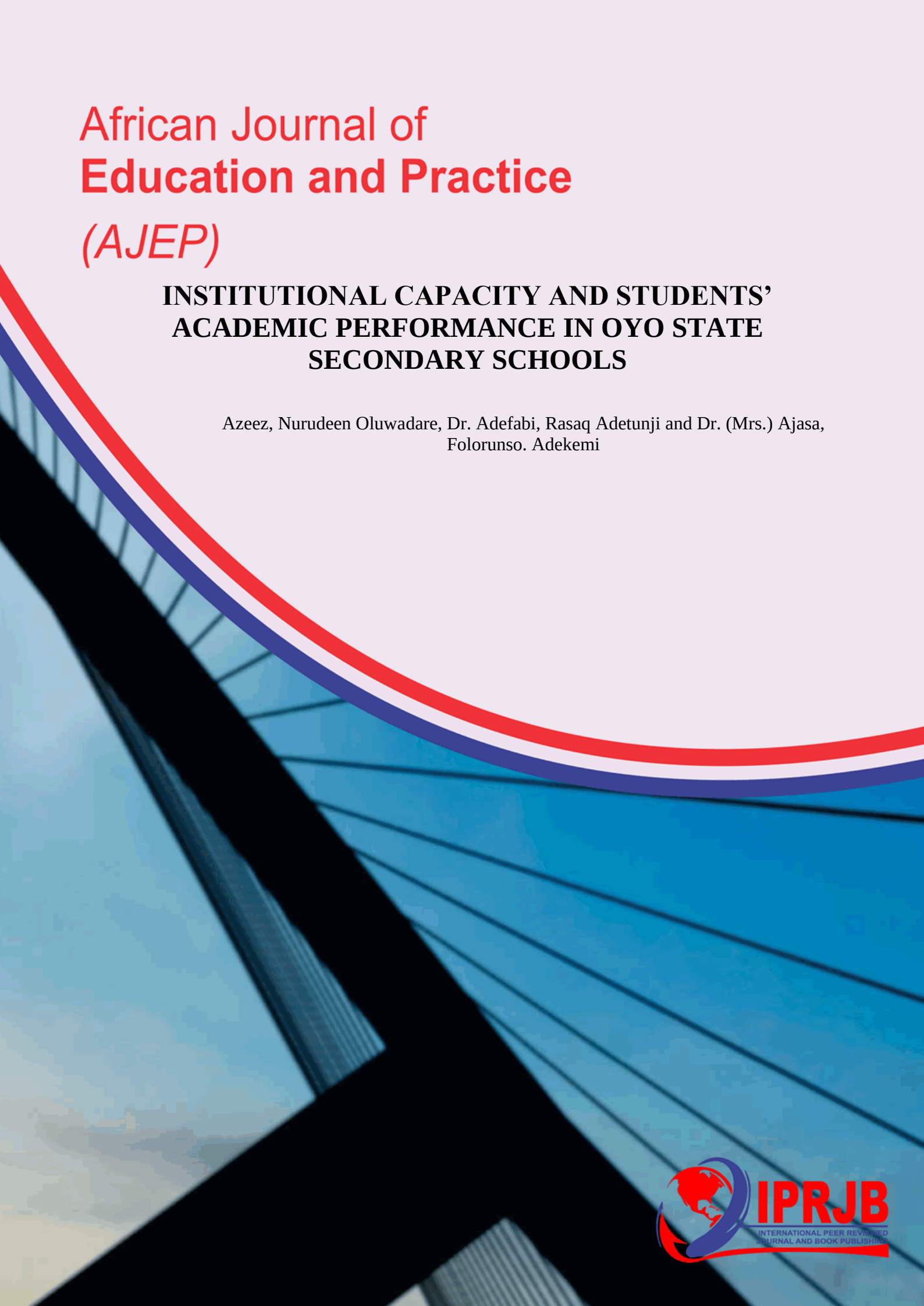

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INSTITUTIONAL CAPACITY AND STUDENTS' ACADEMIC PERFORMANCE IN OYO STATE SECONDARY SCHOOLS

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Abstract

Purpose: This study investigated the relationship which exists between institutional capacity and students' academic performance in Oyo State secondary schools.

Methodology: The researcher adopted descriptive research design of survey type. The population for the study consisted of all teachers in all the 324 public secondary schools in Oyo State. Stratified random sampling and proportional sampling techniques was used to select 15 local Government Areas out of 33 Local Government Areas that form the three Senatorial Districts of the state. Forty public secondary schools out of 112 in the sampled Local Governments. Four hundred and fifteen respondents selected out of 1,230 teachers in all the selected schools. A researchers' self-designed instrument titled "Institutional Capacity Questionnaire" (ICQ) was adopted to elicit information from the respondents. The instrument was validated and tested for reliability. A reliability coefficient of .72 was obtained. The instrument was administered by the researcher and some trained research assistants. Hypotheses formulated were tested using Pearson product-moment correlation statistics at 0.05 level of significance. The coded data were analyzed using inferential statistics of Pearson product-moment correlation statistics at 0.05 level of significance and 413 degrees of freedom.

Findings: Main finding of this study revealed that there was significant relationship between institutional capacity and students' academic performance in Oyo State secondary schools. Other findings of the study revealed that there was significant relationship between school population and students' academic performance in Oyo State secondary; there was significant relationship between classrooms and students' academic performance in Oyo State secondary schools; there was significant relationship between teacher-students ratio in Oyo State secondary schools.

Unique contribution to theory, practice and policy: It was recommended among others that public secondary schools in the State should admit students according to what their school capacity can carry, and that the government, Parents-Teacher Association (P.T.A.) and other stakeholders in education should help to build and provide more classrooms, appoint more qualified teachers that will cater for the school population.

Keywords: *Institutional Capacity, Students' Academic Performance, School population, Classroom and Teacher-Students ratio.*

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1.0 INTRODUCTION

In Nigeria from researcher's perspective, secondary schools are run by federal, state and private individuals. In the federal government secondary schools, teachers and staff are Federal Government employees, teachers and staff are State Government employees in the State Government secondary schools and teachers and staff are Private employees in the private owned secondary schools. In most cases, teachers at the Federal Government secondary schools possess a Bachelor's degree in Education in a particular subject area, with average human resources, medium class size, and inadequate material resources. On the other hand, in the state owned secondary schools, most teachers usually have a National Certificate of Education or a Bachelor's Degree. Often times, state schools are staffed with less human resources based on professional qualification and teaching experience, large class size, inadequate material resources. These schools are supposed to be model schools carrying and maintaining the ideals of secondary education for Nigerian students. These discrete variations define the institutional capacity of each category of school (Achieng, 2012).

In general terms, capacity can be defined as the ability to perform functions, solve problems and achieve set objectives (Fukuda-Parr, Lopes & Malik, 2002). Oliver (2013) posited that capacity is the ability of individuals, institutions and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner. Segnestam, Persson, Nilsson & Arvidsson (2002) affirmed that institutional capacity implies a broader focus of empowerment, social capital, and an enabling environment, as well as the culture, values and power relations that influence us. Ogunsola (2011) viewed institutional capacity as the available organizational structure and processes that facilitate the achievement of developmental goals. Institutional capacity thus encompasses, on the one hand, the functions (tasks) that institutions should have, the competence (ability) to perform, and, on the other hand, the resources and structures they need to that end (Bhagavan & Virgin, 2004). Institutional capacity can therefore be seen as the carrying ability (capacity) which the schools possess to carry out the desire educational tasks with the use of available resources and structures for educational goal and achievement of the students. Institutions are not only discrete organisations (e.g., government agencies), but also, more generally, sets of rules, processes or practices that prescribe behavioural roles for actors, constrain activity, and shape expectations (Keohane, 1988). Thus, institutional capacity represents a broader "enabling environment" which forms the basis upon which individuals and organisations interact (Achieng, 2012).

Jaag (2006) admitted that the students' academic performance is a puzzling question in education science and economics. The general approached followed by economics is to use a model of added value based on the educational production function. This methodology consists in evaluating the effects of educational inputs (characteristics and attributes of the teachers, physical resources committed) on the students' performance by taking into account other inputs (socio-economic origin, characteristics and attitudes of the students). Bratty, Checci and Filippin (2007) pointed out that the differences in students' academic performance can be explained by the differences between the areas in economic terms of structures, regional leisure, type of institutions and the individual characteristics of the students. Keeping in view all of the variables discussed by different other researchers, this study is particularly keen on the following aspects of institutional capacity of public secondary schools namely; school population, classroom and teachers-students ratio.

School population is an important factor in relation to academic performance of students. There is a consensus among various researchers and educationists that, students' performance decreases as school population increases and students' performance increases as school population decreases. Regrettably, most of the Oyo State secondary schools are over populated that teachers cannot

recognize the students by names and sometimes by their faces. This situation makes the teachers to develop the feeling of inertia to interact with the students on individual bases so as to meet their academic, psychological, guidance or counselling needs where necessary. School population has also impinged on the quality of assessment, evaluation and feedback system carried out by teachers in our secondary schools. A number of reports attest to this fact. Wosyanju (2005) maintained that over populated schools pose some teaching challenges such as delayed feed-back provided to students¸ no high quality individual feedback resulting in inefficiency and poor quality of students, reduction in teaching, less assignment so as to reduce marking, avoiding assessment which encourages shallow learning and students become faces instead of people. As a result of the challenges posed by assessment of over populated schools, Wosyanju (2005) also observed that teachers adopt the strategies of concentrating on "true" or "false" answers or objective tests to ease marking. This reduces writing or creative skills in the students. School population problem is like a vicious cycle in Oyo State secondary schools. It leads to teachers' poor work quality, which results in students poor learning outcomes and finally culminates in turning out half-baked products into the tertiary institutions and the labour markets respectively. According to Asiyai and Ajudeonu (2010) the academic performance of students depends on the effectiveness of instruction provided by teachers. This they said can only take place in a conducive and manageable numbers of students. Osim (2011) found school population as one of the sub-variables of school quality exerted significant influence on teachers' task performance in terms of teaching, assessment of students' academic performance and classroom management. Idienumah (1987) reported that there was positive relationship between certain variables such as school population, teacher-pupil ratio, students' factors and performance in examination. They were discovered to be factors that have strong and direct influence on academic performance of students. Oguntoye (1983) found that school population had negative coefficient with examination performances of students. The relationship between school population and academic performance is a major controversy. The lower school population allows for more effective communication between the learner and the teacher.

Classroom represent learning environment which has tremendous/positive impact on the comfort, safety and academic performance of students. Many research findings have shown that the success of any educational endeavour rest on the availability of adequate classroom in the school. Olutola (2004) noted that the availability of adequate classrooms and other plans contribute to good academic performance as they enhance effective teaching-learning activities. Olutola (2004) further stated that adequate classroom with aesthetic conditions, etc. usually contribute to achieving higher academic performance by the students. Throwing more light on this, the Encyclopaedia of Educational Research recorded that the total environment within a classroom should be comfortable, pleasant and psychological uplifting. It should provide a passive physical setting that is educationally stimulating, it should produce a feeling of well-being among its occupants, and it should support the educational process. The above condition can only be met through the cooperative efforts of imaginative teachers, administrators and a creative knowledgeable architect. Williams (1973) succinctly said that, adequate classrooms are very vital input to educational system; emphasizing that even though they do not teach but their use may facilitate or impede learning. However, Samuel (1997) did not see classroom as one of the critical variables affecting students' academic performance because there was no evidence to show that an expensive/adequate classroom would necessarily improve academic performance. Adaralegbe (1983) reiterated that from Inspector's reports over the years, there is abundant evidence and catalogue of inadequacies in the provision and judicious use of classrooms and materials for instruction. Adaralegbe (1983) went further to say that many classrooms have been held under unhygienic conditions while some classrooms have no

ceiling, some have no doors and windows have no shutters and some classroom floors have not been concreted. The situation is even worst in rural areas and under these unfavourable situations; much learning cannot be expected to take place. Akinwumiju and Orimoloye (1987) opined that education institutions from Nursery to University require adequate classrooms for their effective operations. Parveen and Mohammed **(** 2012) revealed that, the current status of quality of education in the sampled government girls' secondary schools was poor due to inadequate classrooms and communication gap between teachers, parents and community, Some of the schools provided classrooms but were not sufficient to meet the needs of students. This not only affected the teaching-learning process but also the physical health of the students, it was also revealed from the study that students who got conducive classrooms showed good results as compared to other schools which lack adequate classrooms. Farombi (1998) found that the classroom learning environment in some schools was poor. He cited examples of schools without chalkboard, absence of ceiling, some roofing sheets not in place, windows and doors removed among others, a situation which the researcher regarded as hazardous to healthy living of the learners. Ahmed (1999) opined that classroom is the origin of failure and a close look at the public schools and what goes on there shows that nothing good can come out of most schools as they do not have sufficient classroom to accommodate the students, adequate and appropriate human resources to prepare candidates for WASSCE. The above statement indicates that the problem of candidates' mass failure in WASSCE's organized examination will continue until the situation of the nation's public schools change for the better. World Bank publication (1990) linked performance of students to the provision of adequate classrooms while referring to a survey of 51 primary schools in Botswana that student performed significantly better on academic tests when they had adequate classrooms. Hallak (1990) added that, unattractive classrooms and overcrowded classrooms among others contribute to poor academic performance. Describing where classrooms should be located,

Teacher-students ratio is a significant measure of quality in education. This is because; in a system where the ratio is high learners may lack personal attention from the teacher while the less academic learners are likely to lag behind. Consequently, learners' progress through the curriculum may be hindered, a factor that may lead to dismal performance in the final examination (Katunzi & Ndalichako, 2004). Katunzi and Ndalichako (2004) further stated that in a low teacher-students ratio learning environment, learners are more likely to get more one-on-one time with the teacher. Moreover, teachers may get to know the individual student's better, thereby enhancing teacher's capacity to identify areas where the student may be in need of assistance. Duflo, Dupas and Kremer (2007) submitted that if the subject is theoretically based, the teacher- pupil ratio can accommodate high ratio like 1:30. If it is both theory and practice, a lower ratio of 1: 20 may obtain; while if it is only practically based, a very low ratio of 1: 10 may be ideal. If the teacher is a tutor, the ratio may be 1:1 or a little more. If the teacher is a director, the ratio may be a bit higher, e.g. 1:10. If the teacher is a monitor, the ratio may be 1:2. As a supervisor, the ratio may be within the range of 1:3. As a classroom instructor, the ratio may be between 1:20 and 1:30.

Ikediashi and Amaechi (2012) clarified that, teacher-students ratio is not the same thing as class size and that arguments using these two terms as synonyms are flawed. Class size is the number of children in a teacher's room daily for whom the teacher is accountable; while the teacher-students ratio is generated by dividing the number of pupils in one school by all educators, including administrators, counsellors, special teachers, etc. and other adults who serve in the school. Ronald, Dominic, Adam, and Willms (2001) pointed out that teacher-students ratio typically includes teachers who spend all or part of their day as administrators, librarians, special education support staff, itinerant teachers, or other roles outside the classroom. Thus, teacher-students ratio is a global

measure of the human resources brought to bear, directly and indirectly, on children's learning. Teacher- Student ratio refers to the number of learners enrolled in a given level of education divided by the number of teachers in the system (Williams, 1979).

Idowu and Oluwole (2014) viewed teacher-students ratio as the number of students who attend a school divided by the number of teachers in the institution. For example, a teacher-students ratio of 1:10 indicates that there are 10 students for every one teacher. 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. Classes with too many students are often disrupting to education. Also, too many students in a class results in a diverse field of students, with varying degrees of learning ability. Consequently, the class will spend time for less academic students to assimilate the information, when that time could be better spent progressing through the curriculum. In this way, student–teacher ratios are compelling arguments for advanced or honours classes. Numerous sources argue that lower student to teacher ratios are better at teaching students complex subjects such as physics, mathematics and chemistry, than those with a higher ratio of students to teachers. Commonly the schools with lower student to teacher ratios are more exclusive, have a higher attendance of whites, and are in non-inner urban areas and/or fee-paying (non-government) institutions. Walker (2011) revealed that classrooms with fewer students are more likely to have higher class average achievement scores. The study said that individualization is made possible because having fewer students enables teachers to know students better, it reduces the need for discipline which results in more time for instruction, and it increases teacher enthusiasm for teaching.

A Poll by Japan's National Institute for Educational Policy Research Shows (Small Classes Yield Better Academic Performance in 2001) as written by Ikediashi & Amaechi (2012) showed that classes of 20 students or less in secondary schools showed better academic performance, created a better classroom atmosphere and developed better relationships with teachers and also developed a desirable attitude toward learning. Huebler (2008), in a presentation in International Education Statistics on teacher-students ratio in secondary school, said that the teacher-students ratio is an indication of education quality. Huebler (2008) further lamented that in crowded classrooms with a high number of students per teacher the quality of education suffers. It is not easy for the students to follow the course and the teacher will not have enough time to take care of the needs of each individual student. Robison (1990) opined that schools with high teacher-students ratio recorded poor performance while better academic performance is associated with schools with lower teacher-students ratio. In Nigeria, for effective teaching and learning, the teacher-students ratio is 1:40 Federal Government of Nigeria in the national policy on education (2004).

Problem Statement

In the case of Oyo State secondary schools, the researcher sees the role of institutional capacity towards academic performance of the students as reflected in the West African Secondary Schools Certificate Examination (WASSCE) results not to be encouraging. Disparities in academic performance continued to be noticed as one of the many challenges facing education. These variations have raised a lot of concern as the government expenditure on education was not only aimed at increasing enrolment but also ensuring that academic performance is improved in these institutions at minimum cost (Achieng, 2012). The researcher noted that West African Secondary Schools Certificate Examination (WASSCE) results had been poor in recent years in Oyo State as a result of inadequate school space that made most of the schools to be overpopulated, inadequate classrooms where in most cases students often receive lectures under trees in most schools and

inadequate teacher-students ratio that made one teacher to be attached to more than sixty students (1:60) as against the submission of the Federal Government of Nigeria in national policy on education (2004) of 1:40 per class. Ahmed, (1999) submitted that classroom is the origin of failure and a close look at the public schools and what goes on there shows that nothing good can come out of most schools as they do not have adequate and appropriate structures and resources to prepare the students for WASSCE. Hence, this study find out the extent to which school population, classroom and teacher-students ratio as components of institutional capacity influence students' academic performance in Oyo State secondary schools.

Theoretical Framework

This study is based on the Theory of Education Production Function which was propounded by an American education economist named Erick A. Hanushek in 1998. Hanushek reviewed the role of education in promoting economic well-being. He concluded that there is strong evidence that the cognitive skills of the population – rather than mere school attainment – are powerfully related to economic growth (Hanushek, 1998). An education production function is the relationship between school and student inputs and a measure of school output. Some researchers are mainly interested in the effect on student performance of the characteristics of educational institutions which include class size, teacher-student ratios, and expenditure per student. In those studies students are usually treated as the 'raw material' that educational institutions transform into the final product. Much of the variation in student performance from school to school is related to student characteristics and home-related factors over which schools have no control. The theory gives these two very important academic performance determinants a completely passive role (Achieng, 2012). Based on the Theory of Education Production Function, this study aims to shed light on the level of capacity that are needed in secondary schools to build their institutional capacity, and then hold them accountable by expecting good academic performance in return. The theory helps to focus the study on education as an investment from which returns are expected. It is therefore the most relevant theory that enabled the researcher to investigate every aspect of institutional capacity as a vital raw material to be used in the manufacture of the desirable products-the good students' academic performance.

Research Hypotheses

The following research hypotheses were formulated to assist in the conduct of this study:

Main hypothesis

$Ho_{.}$ There is no significant relationship between institutional capacity and students' academic performance in Oyo State secondary schools.

Operational Hypotheses

Ho_1. There is no significant relationship between school population and students' academic performance in Oyo State secondary schools.

Ho_2. There is no significant relationship between classroom and students' academic performance in Oyo State secondary schools.

Ho_3. There is no significant relationship between teacher-students ratio and students' academic performance in Oyo State secondary schools.

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2.0 METHODOLOGY

The researcher adopted descriptive research of survey type for the study. Three research hypotheses was formulated to guide the study and tested at 0.05 alpha level of significance. The population of the study consisted of all the academic staff in the whole of public secondary schools in the 33 local government area of Oyo State. Stratified random sampling technique was used to select fifteen local governments from the 33 local governments that form the three senatorial districts of the state, representing a sample percentage of 45.5%. Proportional sampling technique was used to select 40 public secondary schools out of 112 in the fifteen local government areas that were sampled, representing a sample percentage of 36%. Out of the 1,230 academic staff in the 40 selected schools, 415 respondents (male and female teachers) were proportionally selected, representing a sample of 34%. A self-developed questionnaire tagged "Institutional capacity questionnaire" (ICQ) as the main instruments for collecting data which was validated by experts in the field of Educational Management and tested for reliability In order to determine the reliability of the instruments was used for this study, test-retest reliability co-efficient was applied and results were analyzed using the Pearson Product Moment Correlation Co-efficient (r). This was be done by administering the test twice, but allowing an interval of two weeks between the tests. A correlation co-efficient of 0.72 was obtained. The researcher and some trained research assistants distributed the questionnaires to the teachers and collected on the spot to avoid misplacement of the questionnaire. This afforded the researcher opportunity to give vivid explanations on the instruments and also have high returns of the distributed questionnaires. The coded data were analyzed using inferential statistics of Pearson product-moment correlation statistics at 0.05 level of significance and 413 degrees of freedom.

3.0 FINDINGS

Hypotheses Testing

Main Hypothesis

Ho: There is no significant relationship between institutional capacity and students' academic performance in Oyo State secondary schools.

Table 1: Pearson correlation of institutional capacity and students' academic performance

Variable	N	Mean	SD	DF	Cal. r-value	Cri. r-value	Decision
Institutional capacity	415	33.64	7.25	413	.874	.195	Ho Rejected
Students' academic performance	415	32.39	9.10				

As shown in table 1, the calculated r-value of .874 is greater than the critical r-value of .195 at 0.05 level of significance and at 413 degree of freedom. Hence, the null hypothesis which stated that there is no significant relationship between institutional capacity and students' academic performance in Oyo State secondary schools was rejected. This implies that significant relationship exists between institutional capacity and students' academic performance.

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Operational Hypotheses

Ho1: There is no significant relationship between school population and students' academic performance in Oyo State secondary schools.

Table 2: Pearson correlation of school population and students' academic performance

Variable	N	Mean	SD	DF	Cal. r-value	Cri. r-value	Decision
School population	415	8.48	2.54	413	.596	.195	Ho_1 Rejected
Students' academic performance	415	32.39	9.10				

From table 2, the calculated r-value of .596 is greater than the critical r-value of .195 at 0.05 level of significance and at 413 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between school population and students' academic performance in Oyo State secondary schools was rejected. This implies that there is significant relationship between school population and students' academic performance.

Ho_2: There is no significant relationship between classroom and students' academic performance in Oyo State secondary schools.

Table 3: Pearson correlation of classroom and students' academic performance

Variable	N	Mean	SD	DF	Cal. r-value	Cri. r-value	Decision
Classrooms	415	8.57	2.60	413	.658	.195	Ho_2 Rejected
Students' academic performance	415	32.39	9.10				

From table 3, the calculated r-value of (.658) is greater than the critical r-value of (.195) at 0.05 level of significance and 413 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between classrooms and students' academic performance in Oyo State secondary schools was rejected. This means that there is significant relationship between classroom and students' academic performance.

Ho_3: There is no significant relationship between teacher-students ratio and students' academic performance in Oyo State secondary schools.

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Table 4: Pearson correlation of teacher-students ratio and students' academic performance

Variable	N	Mean	SD	DF	Cal. r-value	Cri. r-value	Decision
Teacher-students ratio	415	8.36	2.35	413	.547	.195	Ho_3 Rejected
Students' academic performance	415	32.39	9.10				

From table 4, the calculated r-value of (.547) is greater than the critical r-value of (.195) at 0.05 level of significance and 413 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between teacher-students ratio and students' academic performance in Oyo State secondary schools was rejected. This denotes that there is significant relationship between the teacher-students ratio and students' academic performance in Oyo State secondary schools.

Discussion of Findings

This study investigated the influence of institutional capacity on students' academic performance in Oyo State secondary schools. One main hypothesis and three operational hypotheses were formulated and inferential statistics of Pearson product-moment correlation statistics was used to test the hypotheses formulated at 0.05 level of significance and 413 degrees of freedom and all the hypotheses formulated was rejected, and they are discussed as follows:

Table 1 showed the calculated r-value of .874 which is greater than the critical r-value of .195 at 0.05 level of significance and at 413 degree of freedom. Hence, the null hypothesis which stated that there is no significant relationship between institutional capacity and students' academic performance in Oyo State secondary schools was rejected. This means that institutional capacity can influence students' academic performance. The result of this finding is in line with the submission of Little & Thompson (1983) who postulated that the difficulties resulting in failure by the students may not necessarily lie with the child but with the educational system and in particular the school. Achieng (2012) also supported this finding that the inadequacy of most of the school resources such as classroom, laboratory, library, teaching staff could explain the low academic performance of students.

Table 2 showed the calculated r-value of .596 which is greater than the critical r-value of .195 at 0.05 level of significance and at 413 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between school population and students' academic performance in Oyo State secondary schools was rejected. This means that there are more numbers of students than the required numbers in most of the schools. This finding is corroborated with the finding of Wosyanju (2005) who maintained that over populated schools pose some teaching challenges such as delayed feed-back provided to students¸ no high quality individual feedback resulting in inefficiency and poor quality of students. Osim (2011) also supported this finding that the school population was found as one of the sub-variables of school quality exerted significant influence on teachers' task performance in terms of teaching, assessment of students' academic performance. This finding was against the opinion of Oguntoye (1983) who found that school population had negative coefficient with examination performances of students.

Table 3 revealed the calculated r-value of .658 which is greater than the critical r-value of .195 at 0.05 level of significance and at 413 degree of freedom. Therefore, the null hypothesis which stated

that there is no significant relationship between classroom and students' academic performance in Oyo State secondary schools was rejected. This signifies that there are less available classrooms compare to the required numbers of classrooms in most of the schools. If enough classrooms are available for the students, it will create conducive atmosphere for teaching and learning. This finding is corroborated by Olutola (2004) who noted that the availability of required and adequate classrooms and other plants contribute to good academic performance as they enhance effective teaching-learning activities. Olutola (2004) further stated that adequate classroom with aesthetic conditions contribute to higher academic performance by the students. This finding is against the submission of Samuel (1997) who did not see adequate classroom as one of the critical variables affecting students' academic performance; because there was no evidence to show that an expensive/adequate classroom would necessarily improve academic performance.

Table 4 revealed the calculated r-value of .547 which is greater than the critical r-value of .195 at 0.05 level of significance and at 413 degree of freedom. Therefore, the null hypothesis which stated that there is no significant relationship between teacher-students ratio and students' academic performance in Oyo State secondary schools was rejected. This implies that, there are more students per teacher ratio than the required number expected in most of the schools. The result of the finding is supported with the view of Huebler (2008) who said that the teacher-students ratio is an indication of education quality. Huebler (2008) lamented that in crowded classrooms with a high number of students per teacher the quality of education suffers. It is not easy for the students to follow the course and the teacher will not have enough time to take care of the needs of each individual student. This was supported by the federal government of Nigeria in national policy on education (2004) who approved one teacher per forty students (1:40) in secondary schools.

4.0 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of this study, the researcher concludes as follows:

On school population, there was overpopulation in most of the schools considering the school capacity, and overpopulation in school produce poor quality of students and affect the morale, motivation and self-esteem of teachers which later result to poor students' academic performance while under-population and adequate population provide for better classroom atmosphere for students to learn and is capable of producing positive students' academic performance. On classroom, there was inadequate in the numbers of available classrooms in most of the schools considering population of students and this made students to be receiving lessons in a congested classroom that does not match the population of the students. On teacher-students ratio, there was high teacher-students ratio (1:60) in most of the schools. That is, teachers are not sufficient to cater for the increase population of the students in most of the schools and this has been affecting the performance of the students negatively The above statements are corroborated with the facts revealed through the main finding of this study that significant relationship exists between institutional capacity and students' academic performance in Oyo State secondary schools.

Recommendation

Sequel to the findings of this study, the following recommendations were made:

Public secondary schools in the state should always admit students in line with their school strength (capacity) as this will avoid overpopulation and over-utilization of the available school facilities.

Government in conjunction with Parent-Teachers Association (PTA) and all other stakeholders in education should work together towards building and making provision for more classrooms that will accommodate the required numbers of students and must be located in an area that will provide for safety and comfort of the students with adequate facilities. Government in conjunction with Parent-Teachers Association (PTA) should help to appointment more qualified teachers that will cater for the increase in students' population in schools and teacher-students ratio of 1:40 or less should be strictly adhere to as specified by Federal Government of Nigeria in the national policy on education (2004).

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