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Global Utilisation Rate: A Predisposing Factor to Pupils' Academic Achievement in Lagos State Primary Schools, Nigeria

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A B S T R A C T

The goal of this study was to determine the global utilisation rate as a predictor of pupils' academic achievement in Lagos State's public primary schools. The study used a descriptive research approach, with 100 primary schools serving as the sample and 1020 public primary schools as the population. Sixty primary schools from the urban centre and 40 from the rural centre were chosen using a stratified sample technique. Since the data obtained already existed in the schools, Record Observations Formats were utilised to gather data. Inferential statistics were used to assess the null hypotheses. Some of the results indicated that there was a positive and non-significant relationship between global utilisation rate and pupils' academic achievement in Lagos State; and no significant difference in class size, global utilisation rate, or pupils' academic achievement in public primary schools in Lagos State. According to the study's findings, pupils' academic achievement in public primary schools in Lagos State, Nigeria, is not significantly influenced by the global utilisation rate, which includes both time and space utilisation rates. Additionally, the survey found no difference in class size, global utilisation rate, or pupils' academic achievement across public primary schools in rural and urban areas. Therefore, the study advised that policymakers like SUBEB and UBEC enforce and guarantee the application of the policies developed in relation to a particular number of pupils in the classrooms and the necessary classroom dimensions in elementary schools.

1. Introduction

Efficiency is a concept that winds around terms such as economics, wastage, productivity, utilisation and of course planning to mention but a few, even though some of these terms are also interwoven. For instance, the economist who wants high productivity will battle with scarcity of resources and choice. To succeed, will require effective planning in order to reduce wastage, utilising these resources which Gbenu (2023) sees as means as satisfying human needs and wants in order to produce the desired results depending on the nature of production.

Efficiency is the effective use of resources, minimising wastages in the process. At the other side of the coin is effectiveness which refers to producing desired results or achieving stated goals in organisations. Thus, every successful organisation, including schools, are both expected to be efficient and effective in utilising and combining resources in the best form. Resources can be human and non-human. While the human aspects would centre around personnel (both quantity and quality), examples of the non-human aspect would include land, capital, building, machinery, time and space (even though both time and space are utilised in the building and form parts of its quality).

In the educational front, buildings and their quality play significant roles in producing quality outputs which are the pupils/students. Beyond contributing to quality production of output by housing and protecting their well-beings, effective utilisations of buildings in terms of time and space (collectively regarded as Global Utilisation) are of high paramount to educational planners across all the levels of education. Precisely, the product of time and space utilisations is known as Global Utilisation. When rate is introduced, then it becomes Global Utilisation Rate. A good teacher may be concerned about time utilisation rate without paying attention to the latter or conversely. The better teacher would pay attention to both simultaneously which is the Global Utilisation Rate. This gives a better picture of how the teacher is performing in the classroom and his level or proportion of contributions to quality outputs (the pupils/students).

The issue of the adoption of Global Utilisation Rate in classrooms cannot be discussed without recourse to student or pupil enrolment. In most developing countries, according to reports, public discussions usually focus on educational standards because of the interest in, and concern for, the annual turnout of students/pupils from public schools. In i, as stated by Olaniyonu and Gbenu (2020), "population explosion is one of the rationales for educational planning". This situation seems to be affecting pupils'/pupils' academic achievement as enrollments grow geometrically while facilities (especially teachers and buildings) grow arithmetically. This makes time and space planning for the teacher herculean. Akinyemi and Gbenu (2020), in line with this position, add that school population does not match the expansion or provision of adequate facilities in schools.

Meanwhile, it is important to state that primary education in Nigeria is the first stage of formal education, typically designed for children aged 5-11 years old plus in Nigeria (FRN, 2014). The primary education system is intended to provide pupils with a foundation in basic subjects, skills, and values that will serve as a basis for future learning. This level can be said to be the key success or failure of the whole system since the rest of the education is built upon it. Primary schools usually provide a foundation in basic subjects and skills, promoting cognitive, social, emotional, and physical development while preparing pupils for future learning and careers. In most countries, primary schools are the first level of formal education, followed by secondary schools.

According to the National Bureau of Statistics (NBS) (2022), the net enrolment rate (NER) for primary school in Nigeria was 74.2% in 2020, which means that about

74% of children aged 5-11 years were enrolled in primary schools. Daniel (2003) also opines that Nigeria is among the countries that fall within the serious risk of not reaching the goals of Education for All (EFA) with a net enrolment ratio of less than 80%. The Gross Enrolment Ratio (GER) for primary school in Nigeria was 93.8% in 2020, indicating that almost 94% of the age-group were enrolled in primary schools. However, South-west region has a relatively higher NER (81.4%) and GER (94.4%) compared to other regions like North-east region with the lowest NER (64.3%) and GER (84.2%) and North-west region with the highest NER (81.1%) and GER (95.3%) among all regions in Nigeria. In South-west Nigeria, some states with relatively high NER and GER include: Lagos State with NER (86.4%), GER (96.3%); Ogun State has NER (85.1%), GER (95.2%); while Oyo State has NER (83.8%), GER (94.5%) among others. This indicates that Nigeria, like the majority of developed and developing nations global, has embraced and largely implemented the United Nations' (UN) Education For All (EFA) policy, which has significantly increased the number of students enrolled in all educational levels. However, other educational issues brought about by the increased enrolment have caught the attention of educational planners, especially when compared to pupils' academic achievement (Ikolo, 2011).

Academic achievement is a learner's achievement of teaching and learning assessments, that is, final examination results achieved by the learner in school. It can be seen as the improvement of pupils' overall quality during their school years. Wang (2021) believes that academic achievement can be equated with academic achievement. According to Zheng and Mustappha (2022), academic achievement is a direct manifestation of learning effectiveness and a valid indicator to evaluate the effectiveness of teaching and education as well as the overall development of pupils. Though, academic achievement of pupils can be influenced by various factors. As noted by Zhu (2016), academic achievement of primary school pupils is an important factor affecting the achievement of education goals.

Despite the Universal Basic Education Commission's efforts at improving facilities at the primary school level to facilitate access to quality primary education in the country, it seems the existing ones have not been put to maximum use which will reduce cost of expansion. It has been suggested that one of the cost-effective ways to increase access to primary schools is to promote efficiency in the utilisation of the existing teaching spaces and other educational resources including time management. Quansah (2015) opines that the efficiency of utilisation of teaching space facility is a cardinal factor of enrolment and if education services are to be expanded without a corresponding expansion in resources inputs, then available resources will have to be managed more efficiently.

Statement of the Problem

Primary education is fundamental to the growth and educational development of the child. As part of the Basic Education structure of many countries globally, it plays a crucial role in laying a solid foundation for other aspects and levels of education (whether formal, informal and non-formal). Educational analyses and discussions on education have constantly paid critical attention to teacher quality and school

buildings. While this might be an obvious notion to non-educational planner, educational planners place detailed attention to every planning index that can make or mar a child's educational prospects in life.

While the researcher may align with the facts of teacher quality and school buildings, there are other, seemingly minute or non-important factors to non-school plants experts which, in deed, deserves a great deal of attention. Some of these are time utilisation rate and space utilisation rate, the combination of which is referred to as Global Utilisation Rate (GUR). Although, there is a direct relationship between teacher quality and GUR as schools with high teacher quality is likely to experience better GUR. The submission here is that usually attention is not often paid to GUR in the teaching-learning equation, even by some teachers in schools based on observations, which results into inefficiencies. While de-emphasising the issue of teacher quality and school buildings as far as pupils' academic achievement is concerned, of what significance would GUR play is this regard especially with reference to high school enrolments that are being recorded in the recent past, and, to what extent are school authorities and teachers aware of the need to apply GUR in primary schools? Answers to these questions may even vary in terms of the geographical delineation of Lagos state to Divisions or rural-urban dichotomy. Thus, this study intends to fill this knowledge gap.

Objective of the Research

The main objective of this study was to investigate the influence of global utilisation rate on pupils' academic achievement in Lagos State primary schools, Nigeria. Specifically, the study sought to;

i. investigate the relationship between global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria;
ii. examine the relationship among class size, global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria;
iii. find out the difference in class size, global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria based on rural and urban areas dichotomy.

Hypotheses

The study's goals inform the formulation and testing of the following null hypotheses at the 0.05 level of significance.

H_{01}: There is no significant relationship between global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria.

H_{02}: There is no significant relationship among class size, global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria.

H_{03}: There is no significant difference in average class size, global utilisation rate and pupils' academic achievement in public primary schools between the rural and urban areas in Lagos State, Nigeria.

Literature Review

Qualities of studies are improved upon through relevant and updated literatures which provide basis for a better and thorough grasp and understanding of the studies. The appropriate literature was, therefore, reviewed and the theoretical framework was the Systems theory by Bertalanffy (1968). A system works by taking in inputs from the outside world, processing them in some fashion, and returning output to the environment as feedback. For instance, children are admitted as inputs into primary schools, where they are processed with the use of resources like school buildings and facilities, before being released back into society as primary school leavers. However, this study adopted the theory for examining the global utilisation rate and pupils' academic achievement in Lagos State primary schools, Nigeria and this is called the Input-Process-Output (IPO) Model which was propounded by McGrath in 1964.

Input: This refers to the resources available to a school, which include physical infrastructure such as classrooms, laboratories, libraries, ICT facilities, and other educational materials. The adequacy and quality of these inputs form the foundation for the learning environment.
Process: This stage involves the utilization and management of the available facilities. It includes how teachers and students interact with these resources, the maintenance of facilities, and the effectiveness of their integration into the teaching and learning process.
Output: The outcomes of the educational process, primarily measured by pupils' academic achievement, engagement, attendance, and other indicators of educational achievement.

Application to the Study

The IPO Model is particularly useful for this study because it provides a structured framework to analyze:

i. How the input of school facilities impacts the 'process' of teaching and learning through their 'utilisation'
ii. How these processes collectively influence 'pupils' academic achievement' (output).

Research shows that high-quality educational infrastructure (input), when effectively utilised (process), leads to improved pupils' outcome (output), including better academic achievement, higher motivation, and reduced dropout rates. Conversely, inadequate or poorly managed facilities can hinder learning and negatively affect academic achievement.

Justification

The IPO Model is supported by empirical studies in both developed and developing countries, which consistently find a strong link between global utilisation rate and pupils' academic achievement. It is also adaptable to the Lagos State primary schools, where combined use of space and time are known to influence academic achievement.

Due to increasing demand for education arising from the adoption of Basic Education in Nigeria, as in many countries of the world as well as the use of education as a campaign strategy by politicians, there has been pressure on school enrolments especially at the primary level. School Authorities are expected to manage this challenge, in the midst of limited resources, to produce desired result of good or high academic achievement. There is the need for the introduction of effective management strategies such as would involve time and space.

School Heads must ensure that an optimum class size is maintained, which by standard global recommendation, ranges between 20-25 pupils per class. To guarantee this can mean that classes have to be broken into two given that spaces and time are inelastic in the short run. Alternatively, more classrooms can be solicited from the government, alumni associations, Parents-Teachers Association (PTA) or non-governmental orgaisations or individual donors.

Equally too, classrooms that are not effectively used or being under-utilised, can be re-arranged by teachers and school Heads for optimality in terms of time and space. This is to avoid over-utilisation of limited facilities in terms of time and space, otherwise, the result might produce poor or low academic achievement. Thus, enrolment can be high or low in terms of rates and global outlook, or optimum particularly when related to class size. A desired class size as stated by the Nigerian Federal Government for primary education is 40. Both pupil enrolments and GUR serve as inputs into the system, with school management tactics serving as the process, which if well-handled through various strategies as suggested above, will lead to high academic achievement in Lagos state public primary schools.

2. Methodology

The study's data was produced using a quantitative research strategy. For this reason, a descriptive research design was determined to be appropriate for the study. This is because, in order to improve the academic achievement of the pupils in Lagos State's public primary schools, the study described the current state of the use of teaching resources in terms of time and space utilisation rates, also known as global utilisation rates. In order to ascertain the after-the-effect of the independent factor (global utilisation rate) on the dependent variable (pupils' academic achievement), the study also employed ex-post facto research, utilising data that was previously available. According to the Lagos State Universal Basic Education Board (2024), the study's population consisted of all 1020 public elementary schools spread over 20 Local Government Education Authorities in Lagos state. The study's sample comprised 60 primary schools from the urban centre and 40 primary schools from the rural area, using a stratified sampling technique. Both primary and secondary sources of information were used. Data was gathered from the chosen elementary schools for the study using Records Observation Formats. Form II for Primary Six Pupils promotional examination results of 2014/2015 to 2023/2024 academic sessions, which represents pupils' academic achievement; information on the designed capacity of the teaching spaces, which was used to gather information on the theoretical capacity of the room (that is, the average

number of seats in the classroom); and information on the theoretical number of hours (that is, the official number of hours in which a classroom is put into use). The data obtained through the records observation format, which the researchers created, was already present in the primary schools and could not be altered. This included pupil results, the validity of which the schools themselves had confirmed. Therefore, in this instance, the forms are deemed consistent. Pearson's correlation, multiple regression analysis, and the independent t-test are among the inferential statistics that are employed. To test Hypothesis I, Pearson's Correlation was used. For hypothesis II, regression analysis was employed, and for hypothesis III, an independent t-test. With the use of the Statistical Package for Social Sciences (SPSS) 26.0 version, the hypotheses were evaluated at the 0.05 level of significance.

3. Results and Discussion

Hypothesis One

There is no significant relationship between global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria (Table 1).

Table 1. Pearson's Product-Moment Correlation analysis of global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria

		Global utilisation rate	**Academic achievement**
Global utilisation rate	Pearson Correlation	1	.142
	Sig. (2-tailed)		.324
	N	50	50
Academic achievement	Pearson Correlation	.142	1
	Sig. (2-tailed)	.324	
	N	50	50

The test's result shows that pupils' academic achievement in Lagos State, Nigeria's public elementary schools and the global utilisation rate have a very weak, positive, and non-significant link ($r = 0.142$, $\rho > 0.05$). This suggests that the global utilisation rate has a negligible and non-statistically significant positive impact on pupils' academic achievement in public elementary schools. Since the null hypothesis is accepted, there is no meaningful correlation between the global utilisation rate and the academic achievement of students in Lagos State, Nigeria's public elementary schools. The number of classroom spaces available and the notional number of hours of use each week make up the global utilisation rate, which is the product of the time and space utilisation rates. This finding raises the possibility that students, instructors, and heads of schools may not require efficient use of time and space in order to be productive in their diverse academic endeavours. The study's findings concur with those of Akinyemi and Gbenu (2020), who discovered a negligible and insignificant negative correlation between pupils' academic achievement in Lagos State's public tertiary institutions and the global

utilisation rate. The study's results are in line with those of Gbenu, Akinyemi, and Lawal (2020), who discovered no meaningful connection between pupils' academic achievement in Lagos State's public tertiary institutions and their time usage rate. Ben-Ayed, Lahmar, and Kammoun (2016) investigated how class time was used in Tunisian business schools, which supported the findings. The goal of the study was to observe what transpired in five business schools' classrooms. Less than 55% of the lecture time is typically used by the instructors for teaching, according to the data gathered from 75 randomly chosen classes. According to the kids, their attendance percentage was less than 34%. When pupils involved in unnecessary activities are excluded, the rate falls to 20%. Nonetheless, the Gbenu, Akinyemi, and Lawal (2020) study also discovered no connection between the academic achievement of students in public tertiary institutions and the rate of space utilisation. The findings of this study were supported by the authors' conclusion that neither the time nor space usage rates significantly influence pupils' academic achievement in public tertiary institutions in Lagos State, Nigeria.

Hypothesis Two

There is no significant relationship among class size, global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria. Table 2 shows Summary of Analysis of Variance and Multiple Regression Analysis of Combined class size, global utilisation rate and pupils' academic achievement in public primary schools in Lagos State, Nigeria

Table 2. Model Summary of Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.933[a]	.871	.866	19.98574

a. Predictors: (Constant), Global utilisation rate, Class size

Table 3. ANOVA of Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126904.189	2	63452.095	158.857	.000[b]
	Residual	18773.193	47	399.430		
	Total	145677.382	49			

a. Dependent Variable: Academic_achievement

b. Predictors: (Constant), Global utilisation rate, Class size

Table 4. Coefficients of Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.368	6.783		2.708	.009
	Class size	.724	.041	.931	17.616	.000
	Global utilization rate	1.084	4.391	.013	.247	.806

a. Dependent Variable: Academic_achievement

Based on class size and global utilisation rate, multiple regression was used to predict pupils' academic progress in public primary schools in Lagos State, Nigeria. The results are shown in Tables 2, Table 3, and Table 4 shows the regression coefficient was shown to be non-significant ($F_{(2, 47)} = 158.857$, $R^2 = 0.871$, $\rho < 0.05$). This suggests that class size and global utilisation rate account for 87.1% of the variation in pupils' academic achievement in public primary schools. The summary model of regression results on the correlation between class size, global utilisation rate, and pupils' academic achievement in public primary schools in Lagos State, Nigeria, is also shown in Table 2.1. Class size, global utilisation rate, and pupils' academic achievement in public primary schools in Lagos State, Nigeria, are positively correlated, according to the data ($R = 0.933$, $\rho < 0.05$).

There is a substantial correlation between pupils' academic achievement, class size, and global utilisation rate. Additionally, the findings imply that there is a noteworthy correlation between the academic accomplishment of students in public primary schools in Lagos State, Nigeria, class size, and global utilisation rate. While global utilisation rate contributes (ß = 1.084, $\rho > 0.05$, which is not statistically significant), class size is the largest contributor to change in the dependent variable (pupils' academic achievement) in public primary schools in Lagos State, Nigeria, according to Table 2.3's beta weight value of 0.931 under the standardised coefficients (ß = 0.724, $\rho < 0.05$). The null hypothesis, according to which there is no meaningful correlation between class size, global utilisation rate, and pupils' academic achievement in public primary schools in Lagos State, Nigeria, is rejected by these findings.

Based on these findings, it can be said that at public primary schools in Lagos State, Nigeria, class size is a predictor of pupils' academic success. Since teachers and students complete all of their tasks within the allotted time and space, it is impossible to separate the global utilisation rate from pupils' academic success. The findings are corroborated by Muraina and Muraina (2014), who found that smaller classes and comfortable classroom temperatures improve teacher effectiveness while giving students the chance to get more individualised attention, ask more questions, participate fully in class discussions, have fewer behavioural issues, and outperform their peers in larger class sizes.

The results are consistent with those of Fabunmi, Brai-Abu, and Adeniji (2007), who discovered that Oyo State children' academic achievement is greatly influenced by class size, classroom space, and classroom utilisation rate. The findings, however, contradict those of Akinyemi and Gbenu (2020), who found no correlation between pupils' academic achievement in Lagos State's public tertiary institutions and class size or global utilisation rate. Ekundayo (2012) highlights that pupils' academic achievement is influenced by the availability, relevance, sufficiency, and use of facilities. The provision and appropriate use of facilities are also emphasised by Ahunanya and Ubabudu (2006) as being necessary for efficient teaching and learning.

Hypothesis Three

There is no significant difference in class size, global utilisation rate and pupils' academic achievement in public primary schools between the rural and urban areas in Lagos State, Nigeria (Table 5 and Table 6).

Table 5. Descriptive Statistics of difference in class size, global utilisation rate and pupils' academic achievement in public primary schools between the rural and urban areas in Lagos State, Nigeria

	Areas	N	Mean	Std. Deviation	Std. Error Mean
Class size	Rural	20	102.6575	72.37790	16.18419
	Urban	30	83.4700	68.77360	12.55628
Global utilisation rate	Rural	20	1.2000	.61559	.13765
	Urban	30	1.2667	.69149	.12625
Academic achievement	Rural	20	92.6825	39.22223	8.77036
	Urban	30	81.0467	62.92398	11.48829

Table 6. Independent t-statistics of significant difference in class size, global utilisation rate and pupils' academic achievement in public primary schools between the rural and urban areas in Lagos State, Nigeria

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Class size	Equal variances assumed	.004	.947	.947	48	.349	19.18750	20.27147	-21.57102	59.94602
	Equal variances not assumed			.937	39.404	.355	19.18750	20.48385	-22.23144	60.60644
Global utilisation rate	Equal variances assumed	.499	.483	-.349	48	.729	-.06667	.19124	-.45119	.31785

	Equal variances not assumed			-.35 57	44.008	.723	-.06667	.18678	-.44309	.30976
Academic achievement	Equal variances assumed	.397	.532	.736	48	.465	11.63583	15.81428	-20.16091	43.43257
	Equal variances not assumed			.805	47.847	.425	11.63583	14.45338	-17.42702	40.69869

Table 6's findings indicate that there is no discernible difference between Lagos State, Nigeria's rural and urban public primary schools in terms of class size [t(df = 48) = 0.947; ρ > 0.05], global utilisation rate [/t(df = 48) = -0.349; ρ > 0.05], and pupils' academic achievement [t(df = 48) = 0.736; ρ > 0.05]. At the 0.05 level, the mean difference is not significant. Class size, global utilisation rate, and pupils' academic achievement do not differ considerably depending on the location of public primary schools in Lagos State, Nigeria, according to the mean values. Class size, global utilisation rate, and pupils' academic achievement therefore vary by school location. Additionally, it has been noted that enrolment in Nigerian rural primary schools, especially in Lagos State, is higher than the availability of instructional materials. These discrepancies appear to be caused by discrimination based on pupils' academic achievement.

4. Conclusion

The conclusion can be drawn from this study that global utilisation rate (time and space utilisation rates) is not a notable determinant of pupils' academic achievement in public primary schools in Lagos State, Nigeria. It can also be concluded from the study that the location (area) of a public primary schools, rural and urban area, does not make a difference in class size, global utilisation rate and pupils' academic achievement. The study therefore recommended that policy makers, including SUBEB and UBEC, must enforce and ensure the implementation of policies on the specified pupil-to-classroom ratio and the requisite dimensions of classrooms in primary schools. The primary school administrators, using quality assurance measures, must guarantee that teachers and students adhere to the designated instructional hours outlined in the timetable for optimal teaching and learning efficacy. This would mitigate or diminish the loss of instructional time for both educators and students. The underutilisation of classrooms on Fridays and during

extracurricular activities should be mitigated by enforcing strict adherence to the prescribed timeline for teachers.

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