

Instructional Space Planning and Students' Academic Performance in South West Nigeria Secondary Schools

Isaac Abiodun Ajayi* and Musibau Adeoye Yusuf**

**Department of Educational Foundations and Management, University of Ado-Ekiti, Ado-Ekiti, Nigeria*

E-mail: isaacabiodun2005@yahoo.com

***Amoye Grammar School Ikere Ekiti, Ikere Ekiti, Nigeria*

E-mail: siyanmade@yahoo.co.uk

KEYWORDS Classroom. Library. Technical Workshop. Laboratory

ABSTRACT The study examined the relationship between instructional space planning and students' academic performance in south west Nigeria secondary schools. A descriptive research of the survey design was used in the study. The sample consisted of 1650 respondents comprising 150 school principals and 1500 students. Multistage, stratified and simple random sampling techniques were used to select the sample. Data collected were analyzed using frequency counts, percentages, means and pearson product moment correlation. The five null hypotheses formulated were tested at 0.05 level of significance. The study revealed that the levels of instructional space planning and students' academic performance were relatively high during the period under study. The study also revealed that students' academic performance was significantly related to instructional space planning, classroom planning, library planning and technical workshops planning. It was revealed that there was no significant relationship between laboratory planning and students' academic performance. Based on the findings, it was recommended that stakeholders should not relent in their effort in sustaining good instructional space planning in order to enhance good students' academic performance.