

# Teachers' Related Variables as Predictor of Academic Achievement of Primary School Pupils in Numeracy in Offa Local Government Area of Kwara State

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**Abstract:** Numeracy is one of the key subjects in primary school education system in Nigeria. It was earlier of the opinion that the teaching of numeracy is very important to all human existence. The study employed descriptive survey research design and the study sample size are 313 pupils and 11 teachers. Simple random sampling and purposive sampling technique were used to select respondents for the study, two instruments was used for data collection for the study; Questionnaire on teacher related variables (QTV) and Numeracy achievement test (MAT), the reliability of (QTV) was at 0.80. Four research hypotheses were formulated and tested for this study, the research hypothesis one was tested using T-test, while research hypotheses two, three and four was tested using ANOVA at 0.05 level of significance. The findings revealed that there was no significant difference in academic achievement of pupils in numeracy based on teachers' gender ( $t = -1.412$ ;  $df = 311$ ;  $P > 0.05$ ) The hypothesis is therefore not rejected, another findings revealed that there was no significant difference in academic achievement of pupils in numeracy based on teachers' qualification ( $F_{(3; 309)} = 632.422$ ;  $P < 0.05$ ). The hypothesis is therefore rejected, another findings revealed that there was no significant difference in academic achievement of pupils in numeracy based on teachers' specialization ( $F_{(5; 307)} = 163.101$ ;  $P < 0.05$ ). The hypothesis is therefore rejected also another findings revealed that There was no significant difference in academic achievement of pupils in numeracy based on teachers' years of experience ( $F_{(2; 310)} = .177$ ;  $P > 0.05$ ). The hypothesis is therefore not rejected. Based on the findings it was concluded that teachers area of specialization and qualification predicts pupils academic achievements in numeracy, hence it was recommended that Teachers' whose area of specialization is based on numeracy should be employed in primary schools.

**Keywords:** Teachers related variable, Academic Performance, Numeracy

## Introduction

Due to the fact that childhood experiences have a significant influence on both the positive and bad aspects of a child's development, modern cultures take education of their young people very seriously. Early childhood is a formative time for the human mind, character, and body and is essential for setting the groundwork for healthy mental health. Education is also thought to be important for guiding people toward a better future and for advancing national development, but the quality of educational advancement, as evidenced by improved student academic performance, depends on the degree of specialization, the number of years of experience, and the gender of teachers.

Students' ability to think critically and solve problems is aided by their numeracy abilities. Students are given the opportunity to recognize the appropriate approaches required to draw conclusions and do computations. Numeracy has aided students as they transition from performing calculations with physical objects to doing so mentally throughout their early schooling. (Carisa, 2018). Because it is integrated into all areas of the educational curriculum, numeracy is referred to as the queen and servant of all academic courses (Fajemidagba, 2006). According to Akinsolu (2014), Numeracy plays a significant role in almost every aspect of daily life and has an impact on all spheres of human activity. According to reports from several studies, Nigerian students do poorly in Numeracy

Finding answers to problems is the goal of numeracy. Before looking for answers, decisions are first transformed into questions and given thought as to how the questions are best addressed by translating them into Numeracy statements. The precision of a person's choice is determined by the breadth of his or her Numeracy understanding. This suggests that in order to perform properly in society, a person must acquire or have reasonably strong understanding of numeracy, especially in this technologically advanced day. The study of numeracy is deeply ingrained in technological advancement. Numeracy has been referred to as a language of science by Kerlinger (1985). According to Aminu (1990), numeracy is not only the language of the sciences but also a vital component of cognition, rational reasoning, and advancement. The author finished by stating that Numeracy literacy is the cornerstone of all human pursuits and the base of all sciences and technologies. Numeracy applications span all fields of human understanding

Numeracy is crucial in all areas of human activity, and this cannot be overstated. Its relevance is practically on par with that of education as a whole because of how valuable it is in tasks related to science, Numeracy, and technology as well as in business,

economics, education, and even the humanities. The teaching of numeracy is crucial to everyone's existence and is one of the main subjects in Nigerian elementary school curricula. According to Okebukola (1992), Numeracy is a crucial intellectual subject in technology cultures.

Therefore, much like language and literacy did a decade earlier, numeracy has climbed to the top of the educational agenda (National Research Council, 2009), and data shows that early numeracy may be an even greater predictor of academic performance than early literacy (Stipek, Shoenfeld, & Gomby, 2012). In the course of their daily lives, young children rather naturally and without realizing it, form concepts about numeracy. Coply (2010) noted that young children continually construct numerical ideal based on their experiences with the environment, their interactions with adults and other children, and daily observations. This contrasts with the common and incorrect belief that children are too young to understand numerical concept and engage in numerical activities.

Separate investigations by Maduaburn and Odili (2006) and Ashikhia (2010) found that pupils' academic achievement in numeracy was low. According to Ashikhia (2010), various teacher personality variables and student factors contributed to the unfavorable low numeracy accomplishment of students. Researchers have identified the teacher's training and area of expertise as crucial teacher factors for resolving pupils' numeracy deficiencies.

Academic accomplishment was defined by Adediwura and Taiwo (2007) as the demonstration of knowledge acquired or abilities developed in academic topics as indicated by test and examination results or grades given by the subjects. Academic achievement is the degree to which students meet their educational objectives over a certain period of time.

The results of the National Common Entrance Examinations for the 2017–2018 school year showed that students performed poorly in Numeracy, with only 40% of students scoring 50 or higher and 60% receiving less than 50. (Yusuf, 2019). Similarly, in the 2018–2019 school year, 52% of students received a score of 50 or lower, while 48% of students received a score of 50 or lower. Numerous factors, including teachers' teaching styles, students' learning styles, poor study habits, teachers' areas of specialization, and teachers' qualifications, have been linked to poor academic performance in Numeracy. However, the focus of this study is on teachers' related variables as a predictor of student academic achievement in Numeracy.

The execution of educational programs rely significantly on instructors at all levels of education. According to Boit, Njoki, and Chang'ach (2012), education should give people the information and skills they need to alter their society and end inequality. Primary school education is a crucial area for both societal and individual growth. Teachers are crucial for the efficient running of the educational system and are crucial instruments for educational progress. Numeracy success of students as predicted by instructors' associated factors. Learning and teaching will be easier if the instructor is well-trained and knowledgeable about the material since they will be able to recognize the areas where their students struggle and where they excel. Usman (2012) defines a competent teacher as having at least a bachelor's degree from an accredited university, being qualified in their field of expertise, and holding a teaching certificate and/or license from the state. Usman (2012) also revealed that Pakistani Ministry of Education officials defined a qualified teacher as having knowledge of the following things: the subject matter, human growth and development, ethical values, groomed in instructional planning and strategies, assessment, learning environment, communication and advocacy, collaboration and partnership, continuous professional development, with an understanding of the code of conduct, and in the skillful use of information.

Empirical studies revealed that Academic accomplishment of students and a teacher's credentials are linked, according to empirical studies. According to research conducted in 2013 by Unanma, Abugu, Dike, and Umeobika, there is a favorable correlation between teachers' academic backgrounds and their students' academic performance in chemistry. Adeyemi's (2013) findings, which showed that students who got teaching from ELTs performed better on their final exams than those who received instruction from TFEs, supported this. Boyd, Landford, Loeb, Rockoff, and Wyckoff (2008) believed that student success increases as teacher credentials are raised, particularly in the lowest schools. According to the authors' further explanation, a value-added model used to estimate the impact of teacher qualities indicates that visible teacher qualifications led to on average higher accomplishment.

Teacher certifications are seen as necessary in Africa's Sub-Saharan African Countries (SSAC), including Rwanda, and are also conducted to help a professional teacher advance their knowledge and abilities. In Kenya, the quality of the teachers has a big influence on how well the schools do (Adeyemi, 2010). However, according to Lydia and Migosi (2015), a lack of computer literacy prevents competent instructors from creating cutting-edge methods for integrating Information Communication Technology (ICT) into their regular teaching activities. In Kenya, where there is a low level of completion rate and pupils receive low marks, they also highlighted that teaching experience is related to the academic outcomes of students.

According to Gbore and Daramola (2013), one important determining factor for the success of learners' academic achievement is the teacher's qualification. They further asserted that teacher's qualifications and exposure can go a long way to bring about pupils' high academic achievement. Meanwhile, Ibukun (2009) claimed that no educational system can surpass the quality of its teachers. Vanhoof, Castro, Onghena, and Verschaffel (2006) made a similar argument that a lack of qualified teachers is to blame for the students' poor academic performance, while Ademulegun (2009) argued that students who are taught by teachers who are more knowledgeable about the subject matter and have more experience perform better than students who are taught by teachers who are less knowledgeable but have more experience.

The success of the students is influenced by the teacher. The years of teaching experience of teachers have a significant impact on the academic success of students. As they continue to teach, the majority of instructors acquire experience. Teachers are essential to the advancement of education. According to a study by Olatunde (2009) on the relationship between teachers' experience

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and student achievement, students who were taught by more experienced teachers performed better because these teachers had a greater command of the subject matter and had developed classroom management skills to deal with a variety of issues.

It has been established that in-experienced teachers perform less effectively than the experienced ones. The inexperienced ones are those with less than three years' experience. Rosentholtz (2016); Hanushek (2016) found that fewer than half of the 109 previous studies, the estimated of teacher experience show that a student statistically have significant effect on student achievement; but Steven and John (2005) found that more experience actually had a negative impact on pupils achievement. Other studies show a stronger positive relationship between teacher experience and student outcomes in scores.

One of the teachers' characteristics that is believed to be significant is a teacher's year of experience. One of the attributes of a teacher that is thought to be a strong predictor of students' academic achievement is the number of years of experience. According to Boyd et al. (2008), teachers with more experience will generate students who are more academically successful. According to Darling-Hammond (2000), less experienced teachers are often less effective than more experienced ones. According to Agharuwhe (2013), good instructors have a favorable impact on students' academic progress regardless of how many years of experience they have. However, due to the experience, Nigeria must exercise prudence. ed to be an important event

Many instructors may have been in the industry for more than 20 years without ever taking the time to fully develop themselves. The new developments in education may be too much for this group of instructors to handle. As the world changes due to technology, the topic curricula change virtually year. Therefore, it is more accurate to state that experience and students' accomplishment are linked when there is sufficient professional and academic growth for teachers (Agharuwhe, 2013).

According to Robert (2010), specialization has become as prevalent in the social and natural sciences as it has in the biological, physical, and Numeracy sciences in the 21st century. According to Abioye (2011), a student's area of specialization has a significant impact on how well they perform academically in educational institutions. The majority of academic courses are interconnected; therefore understanding one subject may be helpful for understanding another.

According to Araoyinbo (2005), a teacher's gender affects how they see the goals and attitudes of their students as well as how engaged they are in the actual teaching process. Male instructors have different personality and social features than female teachers, according to Araoyinbo (2005). Male instructors are less affable and responsible than their female colleagues, but significantly more emotionally stable and professional. Other researches, like Odunusi (2014) and Babayomi (2019), have concurred that when a teacher has these qualities, student success would unquestionably be high.

#### **Statement of the Problem**

The issue of falling standard in education and poor academic achievement of pupils have become a source of concern to many Nigerian schools. The results of National common entrance Examinations for 2017/2018 revealed a poor performance in Numeracy where 40% of the pupils' scored 50 marks and above; while 60% scored below 50 marks. Likewise in 2018/2019 48% of pupils' scored below 50 marks and above; while 52% scored below 50 marks and these Poor Academic performance in Numeracy has been linked to so many factors, Most often, when these issues are raised and discussed, teachers are mostly blamed for the decline in the education sector. The contention has often been that teachers do not effectively perform their jobs. Some adduce poor teacher job performance to the lack of qualified teachers in primary schools. There is therefore the need for an analytic examination of the Teacher Variables as Predictors of Academic Achievement of Primary School Pupils in Numeracy in Offa Local Government area of Kwara State

#### **Research Hypotheses**

**H<sub>01</sub>:** There is no significant difference in academic achievement of pupils in numeracy based on teachers' gender

**H<sub>02</sub>:** There is no significant difference in academic achievement of pupils in numeracy based on teachers' qualification

**H<sub>03</sub>:** There is no significant difference in the academic achievement of pupils in numeracy based on teachers' area of specialization

**H<sub>04</sub>:** There is no significant difference in the academic achievement of pupils in numeracy based on teachers' years of experience

#### **Methodology**

A descriptive survey research design was used for the study, the population of this study comprises of primary school teachers in public schools in Offa Local Government Area of Kwara State, and there are 49 public schools (2019-2020 Kwara State School Census Report). Purposive sampling technique was used to select the primary three pupils in these schools in Offa Local Government, Primary three pupils were used because they are the middle class of the Primary education system and also because they are familiar with numeracy in Primary Education, the class teachers of the pupils selected were used since the study focused on the teachers variables, Hence, simple random sampling technique was used to select 11 public primary schools from the total population, making a total of 313 pupils and 11 class teachers were engaged as respondents for this study. Two research instruments was used for the study namely: Questionnaire on Teacher related Variables (QTV) and Numeracy Achievement Test (NAT), the questionnaire on teacher related variables (QTV) was developed by the researcher and its comprises of the teachers demographic data of teacher such as gender, teachers years of experience, teachers qualification, age, teachers area of specialization. The Numeracy Achievement test (NAT) was used to access the pupil's academic performance in Numeracy (Numeracy) from the class teacher and which was used to determine the academic achievement. To validate the Questionnaire on Teacher related Variable (QTV) the researcher employed the use of face content validity method, copies of the questionnaire was given to lecturers in the Department of Early Childhood and Primary Education, Kwara State University, Malet. Numeracy achievement test (NAT) was designed in form of a profoma, the reliability of Questionnaire on teachers related variable was carried out using test re test method

the researcher administer the questionnaire to 10 classroom teachers in a public school in Offa Local Government which was different to the schools to be used for the study, then after two weeks was administer again to the same set of teachers in other to ascertain the originality of the questionnaire, therefore the Questionnaire on teacher related variables (QTV) was at the reliability co efficient of 0.80,the questionnaire for the study were administered by the research and a trained research assistant, the researcher used one week for the distribution and collection of the questionnaire. The data collected were analyzed using T-test and Analysis of Variance (ANOVA) hypotheses one was analysis using T-test, hypotheses two and three and four were analyzed using Analysis of Variance (ANOVA)

**Results**

**Hypothesis One:** There is no significant difference in academic achievement of pupils in numeracy based on teachers’ gender

**Table 1:**Table showing the difference in academic achievement of pupils in numeracy based on teachers’ gender

Gender	N	Mean	Std. Deviation	T	df	Sig	Remark
Male	147	55.39	9.00	-1.412	311	.159	Not significant
Female	166	56.80	8.61				

Table 1 shows the difference in academic achievement of pupils in numeracy based on teachers’ gender. There was no significant difference in academic achievement of pupils in numeracy based on teachers’ gender (t = -1.412; df = 311; P > 0.05). The hypothesis is therefore not rejected in the light of the result since the significant value (.159) is greater than 0.05.

**Hypothesis Two:**There is no significant difference in academic achievement of pupils in numeracy based on teachers’ qualification

**Table 2:**Table showing the difference in academic achievement of pupils in numeracy based on teachers’ qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	20815.652	3	6938.551	632.422	.000
Within Groups	3390.163	309	10.971		
Total	24205.815	312			

Table 2 shows the difference in academic achievement of pupils in numeracy based on teachers’ qualification. There was significant difference in academic achievement of pupils in numeracy based on teachers’ qualification (F (3; 309) = 632.422; P < 0.05). The hypothesis is therefore rejected in the light of the result since the significant value (.000) is less than 0.05. Table 3 below shows the source of the difference:

Table 3: Summary of Bonferroni’s Poc Hoc Pairwise Comparison of the scores among the four groups

Educational Qualification	Mean
NCE	54.61
B.Ed	66.89
M.Ed	74.67
Others	47.65

Table 3 revealed that the significant difference in academic achievement of pupils in numeracy based on teachers' qualification. Pupils whose teachers had M. Ed (Mean = 74.67) performed significant better than pupils whose teachers have the following educational qualifications: NCE (Mean = 54.61), B.Ed (Mean = 66.68) and others (Mean = 47.65).

**Hypothesis Three:** There is no significant difference in academic achievement of pupils in numeracy based on teachers' area of specialization

**Table 4:** Table showing the difference in academic achievement of pupils in numeracy based on teachers' area of specialization

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	17585.631	5	3517.126	163.101	.000
Within Groups	6620.184	307	21.564		
Total	24205.815	312			

Table 4 shows the difference in academic achievement of pupils in numeracy based on teachers' area of specialization. There was significant difference in academic achievement of pupils in numeracy based on teachers' area of specialization ( $F_{(5; 307)} = 163.101$ ;  $P < 0.05$ ). The hypothesis is therefore rejected in the light of the result since the significant value (.000) is less than 0.05. Table 5 below shows the source of the difference:

**Table 5:** Summary of Bonferroni's Poc Hoc Pairwise Comparison of the scores among the six groups

Specialization	Mean
Early Childhood and Primary Education	67.50
Nummeracyematics Education	52.37
Computer Science	52.37
Integrated Science	50.13
English Education	52.25
Others	50.21

Table 5 revealed that the significant difference in academic achievement of pupils in numeracy based on teachers' area of specialization. Pupils whose teachers specialized in Early Childhood and Primary Education (Mean = 67.50) performed significantly better than pupils whose teachers specialized in the following disciplines: Nummeracyematics Education (Mean = 52.37), Computer Science (Mean = 52.37), Integrated Science (Mean = 50.13), English Education (Mean = 52.25), and others (Mean = 50.21).

**Hypothesis Four:** There is no significant difference in academic achievement of pupils in numeracy based on teachers' years of experience

**Table 6:** Table showing the difference in academic achievement of pupils in numeracy based on teachers' years of experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	27.548	2	13.774	.177	.838
Within Groups	24178.267	310	77.994		
Total	24205.815	312			

Table 6 shows the difference in academic achievement of pupils in numeracy based on teachers' years of experience. There was no significant difference in academic achievement of pupils in numeracy based on teachers' years of experience ( $F_{(2; 310)} = .177$ ;  $P > 0.05$ ). The hypothesis is therefore not rejected in the light of the result since the significant value (.838) is greater than 0.05.

### Discussion of Findings

The findings of the study revealed that there is no significant difference in academic achievement of pupils in numeracy based on teachers' gender in Offa Local Government Area of Kwara State; the hypothesis is therefore not rejected in the light of the result. The findings is not supported by a similar study carried out by Araoyinbo (2005), a teacher's gender affects how they see the goals and attitudes of their students as well as how engaged they are in the actual teaching process. Male instructors have different personality and social features than female teachers, according to Araoyinbo (2005). Male instructors are less affable and responsible than their female colleagues, but significantly more emotionally stable and professional. Other researches, like Odunusi (2014) and Babayomi (2019), have concurred that when a teacher has these qualities, student success would unquestionably be high.

It was also revealed that there was significant difference in academic achievement of pupils in numeracy based on teachers' area of specialization. The hypothesis is therefore rejected. This was supported by Robert (2010), specialization has become as prevalent in the social and natural sciences as it has in the biological, physical, and Numeracyemathematical sciences in the 21st century. According to Abioye (2011), a student's area of specialization has a significant impact on how well they perform academically in educational institutions. The majority of academic courses are interconnected; therefore understanding one subject may be helpful for understanding another.

There was significant difference in academic achievement of pupils in numeracy based on teachers' qualification. The hypothesis is therefore rejected. This was supported by Unanma et al. (2013) examined the relationship between Teacher's academic qualifications and academic achievement of Senior Secondary School Students in Chemistry and discovered that there was a positive relationship between the variables. This was corroborated by the findings of Adeyemi (2013) revealed that students who received instruction from the ELTs had better results in their final examinations as compared with those who received instructions from the TFEs. Also Abe and Ado (2013) which reported a positive significant relationship between teachers' educational qualification and the learning outcomes of pupils. Adodo and Oyeniyi (2013) reported that teachers' qualification contributed marginally to pupils' academic achievement. Wiki (2013) also noted a positive relationship between teachers' qualifications and pupils' academic achievement, Edu, Edu and Kalu (2012) reported that the inadequate qualification of teachers contributed to learners' poor performance.

Another finding revealed that there is significant difference in academic achievement of pupils in numeracy based on teachers' area of specialization. The hypothesis is therefore rejected, this was supported by the findings of Robert (2010) Robert (2010), specialization has become as prevalent in the social and natural sciences as it has in the biological, physical, and Numeracyemathematical sciences in the 21st century. According to Abioye (2011), a student's area of specialization has a significant impact on how well they perform academically in educational institutions. The majority of academic courses are interconnected; therefore understanding one subject may be helpful for understanding another.

Other findings revealed that there was no significant difference in academic achievement of pupils in numeracy based on teachers' years of experience. The hypothesis is therefore not rejected. This was supported by Darling-Hammond (2000) maintained that inexperienced teachers are typically less efficient than the experienced teacher. Also supported by Agharuwhe (2013) who found a positive relationship between teachers' effectiveness and their years of experience and efficient teacher positively influence students' academic achievement.

### Conclusion and recommendations

Based on the findings of the study, it was concluded that there was significant difference in academic achievement of pupils in numeracy based on teachers' qualification and area of specialization more so it was also revealed that there was no significant difference in academic achievement of pupils in numeracy based on teachers' gender and years of experience.

Based on the findings of this study, the following recommendations were made:

1. Teachers' should be encouraged to attend seminars, training and workshops so as to improve their knowledge of the subject matter which will result to good performance in pupils.
2. Teachers' whose area of specialization is based on Numeracyemetics should be employed in primary schools.
3. Teachers who studied early childhood and primary education studies should be employed more in schools
4. Teachers' should be encouraged to upgrade their teaching qualification to enhance better performance.
5. Government and the school owners should employ teachers' with minimum qualification of at least N.C.E.

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