

Assessment of Teachers Characteristics as Correlates of Pupils Academic Achievement in Social Studies in Ilorin West Local Government Area of Kwara State

Yahaya OLAREWAJU

Department of Early Childhood and Primary Education

Kwara State University, Malete

Correspondence: childrenmustgrow@gmail.com

+2348032449774

Abstract: *The study examined assessment of teachers' characteristics as correlate pupils' academic achievement in social studies. The study adopted a descriptive survey research design. The population comprised all school teachers, 310 teachers were used as sample size. The instrument was tagged Teachers' characteristics Questionnaire (TCQ). Four hypotheses were postulated and tested for the study. The face and content validity of the instrument was determined by the experts. Test re-test method was used to test for the reliability of the instruments. (PPMC) Co-efficiency was used to determine reliability index which was ($r=.87$). The data collected were analyzed using descriptive statistics of frequency counts, for demographic data, inferential statistics of PPMC and ANOVA Analysis of Covariant. Thereafter, the study revealed that, there was significant relationship between teachers' characteristics and pupils' academic achievement in social studies. Recommendations made include, governments and schools administrators should make more provision to study leave for in service teachers.*

Keywords: teacher characteristics and academic achievement

Introduction

To start with, it is proper to unveil your mind from the earlier opinion that social studies is the study of history, geography, religious studies, government civics, economic history, anthropology or sociology. It is not an amalgamation of the subjects listed above under the big umbrella of social studies. According to the National Policy Guide for Social Studies (MoE, 2008), the establishment of a Social Studies policy is aimed at providing a well-organised and practically orientated programme in the teaching and management of Social Studies in schools. It further states that the policy guide aims to provide guidelines for subject managers in monitoring and supervising teaching and learning activities in schools. However, Negumbo (2016) found that the participating schools in her investigation do not put this policy into practice because teachers are not always appointed based on appropriate qualifications. Negumbo's research (2016) also revealed that inexperience, qualified and unqualified teachers were used to teach Social Studies in most of the schools that participated in this study. This is not in tandem to what the policy requires and it could create certain challenges for untrained and inexperience teachers because they could find it difficult to implement the Social Studies curriculum.

Van and Roos (2014) maintained that professional development of teachers can be effective and sustainable, if certain conditions are met (Curwood 2014). Besides, the analysis of Van den Bergh and Roos (2014) suggested that the implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models. While hiring of qualified teachers is encouraged for improvement of academic achievement. Huang & Moon (2009) documents that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students' achievement in assessment.

Dawal, Ayuba and Bash (2018) found that, there is need for Nigerian Science Teachers to develop more effective teaching strategies that can enhance high students' achievement and improve the quality and quantity of discourse during science lessons. Darling-Hammond (2014) opined that measures of teacher preparation and qualification are by far the strongest correlates of student achievement in reading and mathematics. Rockoff (2014) found a strong and statistically significant different between teachers' qualification and achievement. Studies show little impact of emergency or alternative- route certification on students' achievement in either mathematics or science as compared to teachers who acquire standard certification

Ibe (2008) found that in Nigeria, Basic Science teaching is faced with multi-talented problems among which are- poorly trained teachers, inadequacy in pedagogy and content knowledge, ill-equipped laboratories and poor assessment techniques. Robert (2010) observed that specialization in the 21st century has been as notable a tendency in the social sciences as in the biological and physical sciences. This is reflected not only in varieties of research but also in course offerings in academic departments. Abioye (2011) asserted that area of specialization does have tremendous influence on academic achievement of students' in our educational institutions. Most of the subjects taught in school are closely related and knowledge gained in one can help in another. For example there are many relevant topics in Physics and Chemistry such as electrolysis, gas laws, quantum theory

Martins, Mullis, Gregory, Hoyle and Shen (2000) showed that, in a situation where experienced teachers are not promoted out of the classroom into management positions, level of experience has a significant influence on teaching effectiveness of the teachers and their students' achievement. Peter and Ayuni, (2019) The study investigates the influence of teachers' variable on students' academic achievements in secondary schools in Jalingo Local Government Area of Taraba State. Based on the presentation, analysis and interpretation of the data, it was found that majority of secondary schools teachers in Jalingo were professionally qualified. But their teaching was not effective. In this study, the researcher seeks to determine the assessment of teachers' characteristics as correlate pupils' academic achievement in social studies in Ilorin West Local government area of Kwara state. It has been observed from the literature reviewed that study of this type has never been carried out in Ilorin West Local Government Area of Kwara State. Therefore, this is meant to fill the gap requiring empirical evidence regarding the assessment of teachers' characteristics as correlate pupils' academic achievement in social studies.

Statement of the problem

Good teachers work with their colleagues, parents, other professionals and community members to inspire their learners to learn. These qualities are essential to ensure a permanent change in pupils' behaviour. However, there have been public outcries that the academic achievement of pupils in social studies is below expectation. Most of the pupils cannot really conform socially among peers.

This poor achievement of pupils has been partly attributed to the teachers' characteristics. Claims have been made that the some of the teachers at primary school level of education are not qualified/ specialized or taking teaching as stepping stone. Studies on teacher characteristics have been conducted but deserved research attention has not been given to the examination of the assessment of teachers' characteristics on pupils' academic achievement in social studies particularly at the primary school level.

Purpose of the study

The main objective was to find out the assessment of teachers characteristics on pupils' academic achievement social studies Ilorin West Local Government Area of Kwara State. Specifically, the study aimed to examine;

1. Whether there is any significant relationship between teachers characteristics and academic achievement in social studies
2. If there is any significant deference in teachers characteristics on pupils academic achievement in social studies based on qualification
3. Whether there is any significant deference in teachers characteristics on pupils academic achievement in social studies based on specialization
4. If there is any significant deference in teachers characteristics on pupils academic achievement in social studies based on years of teaching experience

Hypotheses

The following research hypotheses were tested.

H⁰₁: There is no significant relationship between teachers' characteristics and pupils' academic achievement in social studies in Ilorin West Local Government Area of kwara State.

H⁰₂: There is no significant deference in teachers' characteristics on pupils' academic achievement in social studies based on qualification

H⁰₃: There is no significant deference in teachers' characteristics on pupils' academic achievement in social studies based on specialization

H⁰₄: There is any significant deference in teachers' characteristics on pupils' academic achievement in social studies based on years of teaching experience

Methodology

The study adopted a descriptive survey research design. The population of this study comprised all private and public primary school teachers in Ilorin West Local Government Area of Kwara State. There are 5156 teachers in both public and private primary school in Ilorin West Local Government Area of Kwara State, (Annual School Census; Report, Kwara State ministry of Education and Human Capital Development, 2019/2020). 310 teachers were used as sample size, the study adopted the Krejcie and Morgan sample

table, because it will not be possible for the researcher to involve all the primary school teachers in Ilorin West Local Government area of Kwara State. Instruments were used to obtain data from the respondents.

Researcher designed questionnaire which was tagged Teachers’ characteristics Questionnaire (TCQ). The instrument is divided into two (2) sections. Section A, section A is designed to get demographic data like qualification, area of specialization and teachers’ qualification, section B comprised ten items on teacher characteristics and pro forma achievement test was used to obtain the scores from schools. The instrument was validated and determined by the experts in the field of Early Childhood and Primary Education. While test re-test method was used to test for the reliability of the instruments. Pearson Product Moment Correlation (PPMC) Co-efficiency was used to determine reliability index which was ($r=.87$). The data collected were analyzed using descriptive statistics of frequency counts, percentage and mean for demographic data while research hypotheses were tested using inferential statistics of PPMC and ANOVA Analysis of Covariant.

Results

Research hypothesis One: There is no significant relationship between teachers’ characteristics and pupils’ academic achievement. Table 2: Summary of PPMC Showing the relationship between teachers’ characteristics and pupils’ academic achievement in social studies in Ilorin West Local Government Area of kwara State

Variable	N	Mean	Std.d	r	Df	Sig.	Remark
Teachers’ characteristics	310	28.61	2.701	.154	98	.127	Not Significant
Academic achievement		62.40	11.211				

Table 2 there is no significant relationship between teachers’ characteristics and pupils’ academic achievement in social studies in Ilorin West Local Government Area of kwara State.

It was revealed that the mean and standard deviation of teachers’ creativity were 38.83 and 5.144 respectively, while the mean and standard deviation of cognitive skill acquisition were 32.86 and 4.684 respectively.

The calculated value of rcal was .154 and degree of freedom was 98, the observed P-value ($p<0.05$). Therefore, the null hypothesis that states that there is no significant relationship between teacher creativity and preschoolers’ cognitive skill acquisition was not rejected. This implies that teacher creativity does not determine preschoolers’ cognitive skill acquisition.

Research Hypothesis Two: There is no significant difference in the level of teachers’ knowledge of pupils with dyslexia based on educational qualification

Table 9: Table showing difference in the level of teachers’ knowledge of pupils with dyslexia based on educational qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.025	2	4.013	.120	.887
Within Groups	9592.320	287	33.423		
Total	9600.345	289			

Table 9 shows the difference in the level of teachers’ knowledge of pupils with dyslexia based on educational qualification. There was no significant difference in the level of teachers’ knowledge of pupils with dyslexia based on educational qualification ($F_{(2; 287)} = .120; P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05.

Research Hypothesis Three: There is no significant difference in the level of teachers’ knowledge of pupils with dyslexia based on educational qualification

Table 9: Table showing difference in the level of teachers' knowledge of pupils with dyslexia based on educational qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.025	2	4.013	.120	.887
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Research Hypothesis Four: There is no significant difference in the level of teachers' knowledge of pupils with dyslexia based on educational qualification

Table 9: Table showing difference in the level of teachers' knowledge of pupils with dyslexia based on educational qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.025	2	4.013	.120	.887
Within Groups	9592.320	287	33.423		
Total	9600.345	289			

Table 9 shows the difference in the level of teachers' knowledge of pupils with dyslexia based on educational qualification. There was no significant difference in the level of teachers' knowledge of pupils with dyslexia based on educational qualification ($F_{(2, 287)} = .120$; $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value is greater than 0.05.

Summary of Findings

- There was significant relationship between teachers' characteristics and pupils' academic achievement in social studies.
- There was significant deference in teachers' characteristics on pupils academic achievement in Social Studies based on qualification
- There was no significant deference in teachers' characteristics on pupils academic achievement in Social Studies based on area of specialization
- There was no significant deference in teachers' characteristics on pupils academic achievement in Social Studies based on years of teaching experience.

Discussion of the Findings

The findings of this study revealed that the level of teachers' qualification in Ilorin West Local Government Area of kwara State was high and there was significant influence of teachers' qualification on academic achievement in Numeracy in Ilorin West Local Government Area of kwara State. It is indication that there qualified teachers in Ilorin West Local Government Area of Kwara state. The findings was in agreement with Hamzeh, (2012) revealed that there were significant differences in teachers' preparation for teaching specific mathematics topics, professional development programs, and in teachers' perceptions about the effects of school environment on students' TIMSS scores. The finding was in in tandem with Owolabi (2012). His results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications.

The finding also revealed that there was no significant difference in teachers' qualification on academic achievement in Numeracy in Ilorin West Local Government Area of kwara State based on gender and school type. The finding was in agreement with the study of Obafemi, Yahaya and Mohammed (2022), their finding revealed that here is no significant difference on preschool teachers perceptions towards inclusive education in Ilorin East Local Government Area of kwara State based on gender and There is no significant difference on preschool teachers perceptions towards inclusive education in Ilorin East Local Government Area of kwara State based on school type

RECOMMENDATIONS

Based on the findings and the conclusions drawn in this study, it is recommended that

- Governments and schools administrators should make more provision to study leave for in service teachers
- Seminars, workshop, and conference should be organized for teachers on how best to further their study

- Gender and school type do not really influence teachers qualification on academic achievement

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