



KWARA STATE UNIVERSITY, MALETE, NIGERIA
SCHOOL OF POSTGRADUATE STUDIES (SPGS)

TEACHERS' AND LEARNERS' CHARACTERISTICS AS PREDICTORS OF PUPILS'
NUMERACY ACHIEVEMENT IN ILORIN WEST LOCAL GOVERNMENT AREA,
KWARA STATE

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Matric No: 18/27/MEE011

OCTOBER, 2021



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BY

Juliana Olubunmi OLALEYE

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**A POST FIELD THESIS SUBMITTED TO THE DEPARTMENT OF
EARLY CHILDHOOD EDUCATION, FACULTY OF EDUCATION,
KWARA STATE UNIVERSITY, MALETE, NIGERIA, IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
MASTER OF EDUCATION (M.ED) IN EARLY CHILDHOOD
EDUCATION**

OCTOBER, 2021

DECLARATION

I hereby declare that this thesis titled (Teachers' and Learners' characteristics as predictors of Pupils' Numeracy Achievement in Ilorin West Local Government Area, Kwara State) is a record of my research, and has not been submitted by me or any other person for any degree in this or any other tertiary institution. I also declare that as far as I am aware all cited works have been acknowledged and referenced.

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APPROVAL

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DEDICATION

This thesis is dedicated to my son Olaleye Michael Iretomiwa

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TABLE OF CONTENTS	Pages
Cover page -----	i
Title page-----	ii
Dedication-----	iii
Approval page-----	iv
Dedication-----	v
Acknowledgements-----	vi
Table of contents-----	viii
List of Tables -----	ix
List of figures -----	x
Abstract --- -----	xi
 CHAPTER ONE: INTRODUCTION	
Background to the Study -----	1
Statement of the Problem -----	11
Purpose of the Study -----	12
Research Hypotheses -----	13
Significance of the Study -----	13
Delimitation of the Study -----	14
Operational Definition of Terms -----	15
 CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Theoretical Review -----	17
Urie Bronfenbrener Ecological theory -----	19

Conceptual Review	19
Concept of Numeracy (Mathematics)	19
Concept and factors of Academic performance	23
Teacher Qualiication	26
Teachers years of teaching experience	29
Teachers knowledge of the subject matter	34
Learners Gender	36
Parental Education and occupation	42
Review of Empirical Studies	46
Teachers qualification and students academic achievement	46
Teachers years of teaching experience and pupils academic Achievement	49
Learners gender and pupils' academic Achievement	50
Parental Educational qualification and pupils' academic Achievement	54
Family size and pupils' academic Achievement	55
Appraisal of Reviewed Literature	57
CHAPTER THREE: METHODOLOGY	
Research Design	59
Population of the Study	59
Sample and Sampling Techniques	59
Research Instruments	60
Validation of the Instrument	61
Reliability of the Instrument	61
Procedure for Data Collection	61

Method of Data Analysis	62
-------------------------------	----

CHAPTER FOUR: DATA ANALYSIS AND RESULTS

Test of Hypotheses	64
--------------------------	----

Summary of Findings	68
---------------------------	----

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Discussion of Findings	69
------------------------------	----

Conclusion	73
------------------	----

Recommendations	74
-----------------------	----

Limitations to the Study	74
--------------------------------	----

Suggestions for Further Research Studies	75
--	----

REFERENCES	76
------------------	----

APPENDICES	87
------------------	----

LIST OF TABLES

Pages

1. Teachers' gender distribution -----	63
2. Teachers' qualification distribution of teachers by gender -----	63
3. Teaching experience of teachers' -----	64
4. T-test showing difference in the Academic Achievement of pupils' based on teachers' gender -----	64
5. ANOVA showing difference in the Academic achievement and teachers' qualification----- -----	65
6. ANOVA showing difference between pupils' academic Achievement and teachers' years of teaching experience-----	65
7. PPMC showing the relationship between academic achievement and teachers' knowledge of the subject matter-----	66
8. T- test showing difference in Academic Achievement of pupils based on pupils' gender -- -----	66
9. ANOVA showing difference between pupils' Academic Achievement and parental educational qualifications-----	67
10. ANOVA showing difference between pupils' Academic Achievement and pupils' family size-----	67

APPENDICES		pages
Appendices		
1. Teachers' characteristics questionnaire-----		87
2. Teachers' knowledge of the subject matter test questionnaire-----		88
3. Learners' characteristics questionnaire-----		90
4. Numeracy Achievement test -----		91

Abstract

Poor academic performance in Numeracy has been linked to so many factors such as teachers' characteristics, learners' characteristics, poor study habits, dyscalculia among others. Therefore, This study examined teachers' and learners' characteristics as predictor of pupils' Numeracy Achievement in Ilorin West Local Government Area of Kwara State, Nigeria. The study employed descriptive survey research design. The population comprised of all the primary school numeracy teachers' and pupils' in Ilorin West Local Government. The study sample size was 590 pupils, 32 schools and 32 teachers using proportional sampling techniques. The instruments for data collection were titled 'Teachers characteristics Questionnaire (TCQ), pupils' characteristics Questionnaire (PCQ)' Teachers' knowledge of the subject matter test (TKST) and Numeracy Achievement Test. The reliability coefficient of the instruments are: 0.79, 0.78, 0.71 and 0.72 respectively. Seven research hypotheses were tested in this study. ANOVA, Independent samples t-test and PPMC were used to test the hypotheses at 0.05 level of significance. The findings of the study revealed that there is no significant difference in the academic achievement of primary school pupils in numeracy based on teachers' gender ($t = -1.430$; $df = 30$; $P > 0.05$), there is no significant difference in the academic achievement of pupils based on teacher qualification ($F_{(3,28)} = 1.27$; $P > 0.05$), there is no significant difference in the academic achievement of pupils based on teachers' year of teaching experience ($F_{(2,29)} = 0.341$; $P > 0.05$), there is a significant relationship between pupils academic achievement and teachers' knowledge of subject matter ($F_{(1,30)} = 0.17$; $p < 0.05$) there is no significant difference in the academic achievement of pupils based on learners' gender ($t = 1.688$; $df = 588$; $P > 0.092$), there is no significant difference in the academic achievement of pupils based on parental Educational qualification ($F_{(5,584)} = 0.37$; $P > 0.05$), there is no significant difference in the academic achievement of pupils based on pupils family size ($F_{(2,587)} = 0.438$; $P > 0.05$). Based on the findings of this study, it was concluded that teachers and parents plays an important role in the academic performance of pupils' in numeracy in Ilorin West Local Government Area of Kwara State; therefore the school and home environment should be made conducive for teachers and learners to enhance teachers' efficiency and effectiveness and to help improve pupils' numeracy achievement in Ilorin West Local Government Area of Kwara State. The following recommendations were made: Teachers' should be encouraged to attend seminars, training and workshops so as to improve their efficiency and effectiveness in the discharge of their duties, Teachers' should be encouraged to upgrade their teaching qualification to enhance better performance, Parents should be involved in the academic activities of their children at home by helping in home work or assignment, regardless of the number of children at home to complement the teachers' efforts in school.

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