

TEACHER QUALIFICATION AND PUPILS' NUMERACY AT PRIMARY LEVEL

BY

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DEGREE IN SCIENCE EDUCATION

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Teacher Qualification and Pupils' Numeracy at Primary Level" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined teacher qualification and pupils' numeracy at primary level, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of teacher; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with teacher and qualification. The study adopted a descriptive survey research design, anchored on the Constructivist Learning Theory and the Technology Acceptance Model. A sample size of 389 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 365 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.15). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.468$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.11, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.27$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on teacher.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of teacher qualification and pupils' numeracy at primary level is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The salience of teacher in national discourse has grown steadily, driven by changing social conditions and technological penetration. National policies and programmes have sought, with varying degrees of success, to respond to the realities of teacher and qualification. Field evidence gathered by Eze and Olawale (2016) suggested that stakeholder engagement materially improves the results achieved in matters of teacher. These developments carry important implications for policy and practice in science education. Adebayo and Famuyide (2020), in a survey of relevant stakeholders, concluded that the benefits of teacher are unevenly distributed across groups. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The salience of teacher in national discourse has grown steadily, driven by changing social conditions and technological penetration. Nigeria's federal structure and its diverse cultural geography ensure that the experience of teacher varies considerably from one region to another. Findings reported by Ekwueme and Oyelaran (2018) observed that respondents with greater exposure to teacher recorded markedly different results. Such findings reinforce the argument that teacher deserves a place of priority on the development agenda. The aggregate picture emerging from Ibrahim and Bello (2023) points to a modest but consistent association between teacher and the outcomes of interest. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, teacher has become increasingly significant within the Nigerian landscape and beyond. The socio-cultural diversity of Nigeria implies that responses to teacher must be differentiated rather than uniform. Comparative work by Ibrahim and Bello (2022) across several states uncovered a consistent pattern linking teacher with qualification. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. A notable study by Alade and Olawale (2017) argued that the impact of teacher is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding qualification. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, teacher is now regarded as a key index of institutional performance. National policies and programmes have sought, with varying degrees of success, to respond to the realities of teacher and qualification. Studies by Dauda and Olawale (2019) largely support the view that teacher exerts a measurable influence on outcomes of interest. These observations collectively invite a reconsideration of