

Teachers' Teaching Methodologies and Attitudes as Correlate of Pupils' Learning Outcomes in Surulere Local Government, Lagos State

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Abstract. Effective teaching at any stage in education particularly at the primary school level is to equip learners with life skills and bring out desired positive learning outcomes. Learning outcomes of pupils is very important because it showcases learners' level of achievement. Hence, effective teaching at the primary school level becomes highly imperative. Despite this, empirical evidence has revealed that pupils are found to have poor learning outcomes. This disheartening situation has prompted numerous scholars to examine factors that could be responsible for this consistence poor performance. Among the factor were teachers' characteristics, school climate, lack of instructional materials, teachers' content knowledge, teaching motivation among others. However, much research attention has not been directed to the issue of teachers' teaching methodologies and attitudes. Hence, this study examined teachers' teaching methodologies and attitudes as correlate of pupils' learning outcomes in Surulere Local Government, Lagos State. Two hypotheses were formulated and tested. Descriptive survey research design of the correlational type was used for the study. Simple random sampling technique was used to select eighty (80) teachers and pupils respectively. Three validated self-designed instruments were used to collect data for the study. The first instrument was titled "Primary Schools' Teachers' Attitude Questionnaire (PSTAQ)" (0.77). The second instrument was titled "Observational Schedule for Primary Schools' Teachers' Teaching Methodologies (OSPSTTM)" (0.81). The third instrument was titled "Primary Schools' Pupils' Achievement Test (PSPAT)" (0.89). Data collected were analysed using inferential statistics of Pearson Product Moment Correlation (PPMC) for the hypotheses tested at 0.05 level of significance. Findings from the study revealed that a positive significant relationship exists between primary schools' teachers' attitudes and pupils' learning

outcomes ($r = .100$; $N = 80$; $p < 0.05$) and a positive significant relationship exists between teachers' teaching methodologies and pupils' learning outcomes ($r = .120$; $N = 80$; $p < 0.05$). Hence, it was recommended that the federal government of Nigeria and private schools' owners should ensure prompt payment of teachers' salaries to enhance teachers' attitudes and that trainings and seminars should be organised for teachers on how to identify methods of teaching that best suit each topic as specified in the curriculum.

Keywords: Teachers; Attitudes; Teaching Methodologies; Pupils' Learning Outcomes

1. Introduction

Effective teaching-learning is one of the core processes in the teaching profession. The focus of effective teaching at any stage of education particularly at the primary school level is to equip learners with life skills and bring out desired significant change in them. In light of the above, to accomplish objectives of lessons, teaching methodologies and attitudes of teachers are inevitable. Transferring knowledge requires teachers to use appropriate method and pedagogy that best suit the learners' interest as well as the achievement of the lesson objectives (Joel, David & Stephen, 2018). This is because learning outcomes of pupil's largely depends on the teaching activities of the teachers. Okoli (2019) asserted that learning outcomes which is most times used interchangeably with academic performance refers to the amount of information learners achieve. Again, it refers to how well learners have mastered certain skills. At this juncture, it is pertinent to note that learning outcomes of learners have further implications on the future success of learners later in life. Boma (2019) submitted that when learners have not display substantial level of

achievement in a lesson, learning is yet to take place. Despite how important learning outcomes are, empirical evidence has showcased that pupils are found to have poor learning outcomes (Akinsolu, 2010; Elvis, 2013; Kurgat & Gordon, 2014; Okwuduba & Okigbo, 2018; Boma, 2019; Olowe, John & Oshin, 2019; Ngozi & Shopekan, 2020).

This worrisome situation geared numerous scholars to direct research attention to the academics of young children in order to exterminate the issue of poor performance. Searching literature further, it was revealed that among the contributing factors reported by previous scholars were teachers' characteristics (Kurgat & Gordon, 2014; Ngozi & Shopekan, 2020), lack of instructional materials (Adebisi & Oredein, 2013; Omotuyole & Olumide, 2020), teachers' content knowledge (Akinbote, Olowe & John, 2017), teachers' attitudes to teaching (Bhargava & Pathy, 2014; Odike & Nnaekwe, 2018), lack of classroom management skills of teachers (Olowe, & John, 2017), lack of teachers' effectiveness (Oviawe, 2016), lack of impressive motivation of teachers (Adelabu, 2005; Adebisi & Oredein, 2013; Nwosun, n.d) among other factors not accessed. The aforementioned factors point to the fact that efforts had been made by researchers to totally annihilate pupils' poor performance and improve the quality of their learning outcomes.

Others factors that are of interest to this study are teachers' teaching methodologies and attitudes. Teaching methods include the principles and techniques adopted by teachers to enhance pupil's learning and bring out desired learning outcomes (Omotuyole & Manuel, 2019). Joel, David and Stephen (2018) defined teaching methods as various approaches used by educators to achieve objectives of a lesson. Kimweri (2014) views teaching methods as various strategies of organising learners and suitable methods to best promote learning process which are influenced by some determinants like number of learners, objectives of lesson, age and the topic to be taught. Elvis (2013) submitted that teaching methodologies work effectively only when the used method meet learners' needs. This implies that aligning appropriate teaching methods with learners' needs is highly imperative. While pointing to the fact that the choice of teaching methodologies plays significant role in the teaching learning-process, Joel, David and Stephen (2018) maintained that teaching methods used by teachers largely determine student' performance. Again, empirical studies have revealed that teaching methods influence pupils' learning outcomes. For instance, finding of the study by Joel, David and Stephen (2018) revealed

that there is a positive correlation between teaching methods and students' achievement in mathematics. The result of Boma (2019) showed that a significantly high positive relationship exists between teaching methods and pupil's academic performance. Okwuduba and Okigbo (2018) found that method of teaching has significant effect on pupil's performance.

In respect to this study, the attitude of a teacher is also a major determining factor for excellent learning and development of pupils. Odike and Nnaekwe (2018) agreed with Elina (2016) that attitude is a cognitive state of readiness, organised through previous experience, applying in a varied influence upon individual's response to prevailing condition. To the perspective of Bhargava and Pathy (2014), an attitude is a state of readiness shaped through the experience and influences the response of individual towards the stimuli. In light of the above definitions, it is worthy of note that attitude of teachers would have significant impact on children's learning and development.

To further reiterate the above submission, Huang and Ya-Hu (2017) maintained that when teachers have positive attitude to teaching, interest of pupils is sustained and the entire atmosphere of learning is turned into elements of fun to the learners. Kurgat and Gordon (2014) and Wanderi (2015) added that positive attitudes of teachers improve pupils' performance due to the fact that attitude of teachers is crucial in the teaching profession, previous researchers have examined the relationship between teachers' attitude and learning outcomes of students. For instance, Odike and Nnaekwe (2018) conducted a study and found that teachers covered in their study had negative attitudes toward teaching profession and unethical behaviour exhibited by some teachers contributed a great extent to the poor perception of undergraduate students towards teaching profession. Findings from the study by Adeniyi and Bello (n.d), revealed that teachers had negative attitude to teach subjects that are not in their field. In a study by Oviawe, (2016), it was revealed that teachers' effectiveness was low and it had influence on student's achievement. Again, in a study by Afolabi (2009), the result indicated that there exists a significant relationship between teachers' attitude and pupils' performance in primary science. Al-Harthi, Shahrir, Abedalazi (2013) carried out a study. The result revealed that teachers' attitudes towards teaching have significant direct effect on their professional performance with the more experienced teachers. In a study by Kurgat and Gordon (2014), it was revealed that teachers had positive attitude

towards teaching; thus, poor performance of students could be attributed to other factors than teacher attitudes. Ojo, (2018) found in his study that a positive relationship exist between teachers' attitude and pupils' performance. The study of Reyhan and Muzaffer (2016) indicated that majority of the participants had positive attitudes toward their job despite problems they encounter while performing it. The literature reviewed so far indicated that studies exist on the issue of teachers' attitudes and teaching methodologies in relation to learning outcomes of pupils. But it is noteworthy to showcase that many of the studies were carried out in foreign countries and other parts of Nigeria. Hence, this necessitated this study.

2. Statement of the problem

The main focus of every lesson is to bring about the best and desired change in learners. Learning outcomes of pupils is very important because it showcases learners' level of achievement. Hence, effective teaching at the primary school level becomes highly imperative. Despite this, empirical evidence has revealed that pupils are found to have poor learning outcomes (Akinsolu, 2010; Elvis, 2013; Kurgat & Gordon, 2014; Okwuduba & Okigbo, 2018; Boma, 2019; Olowe, John & Oshin, 2019; Ngozi & Shopekan, 2020). On this note, previous scholars have made efforts to solve the issue of poor performance of learners with focus on others factors not interested in this study. However, much research attention has not been directed to the issue of teachers' teaching methodologies and attitudes. Hence, the researcher considered it imperative to examine teachers' teaching methodologies and attitudes as correlate of pupils' learning outcomes in Surulere Local Government, Lagos State.

3. Objectives of the Study

The main objectives of the study are to:

- Examine significant relationship between primary schools' teachers' teaching methodologies and pupils' learning outcomes in Surulere Local Government Area of Lagos State;
- Examine significant relationship between primary schools' teachers' attitude and pupils' learning outcomes in Surulere Local Government Area of Lagos State.

4. Research Hypotheses

H₀ 1: There is no significant relationship between primary schools' teachers' teaching methodologies

and pupils' learning outcomes in Shomolu Local Government Area of Lagos State.

H₀ 2: There is no significant relationship between primary schools' teachers' attitude and pupils' learning outcomes in Shomolu Local Government Area of Lagos State.

5. Methodology

5.1 Research Design

Descriptive research design of the correlational type was used for this study.

5.2 Population

The population comprised all primary schools' teachers in Surulere Local Government Area of Lagos State.

5.3 Sample and Sampling Technique

In all, eighty (80) teachers and pupils were sampled respectively. The sampling technique used for the selection of both the teachers and the pupils was simple random sampling technique. The teachers were selected through the pupils in order to have valid result. The teachers were selected based on the criteria that they had been teaching for more than 5 years and have teaching qualifications. The pupils were selected from primary 3, 4 and 5.

5.4 Research Instruments

Three self-developed research instruments were used to collect data for this study. The first instrument was titled "Primary Schools' Teachers' Attitude Questionnaire" (PSTAQ)." The instrument had 15 items with Strongly Disagree, Disagree, Agree and Strongly Agree response type used. The second instrument was titled "Observational Schedule for Primary Schools' Teachers' Teaching Methodologies (OSPSTTM). It had 15 methods of teaching. The response type used were Not Utilised, Rarely Utilised and Always Utilised. The research instrument was used to observe the teachers during teaching process by the researcher. The third instrument was titled "Primary Schools' Pupils' Achievement Test (PSPAT). In the instrument, questions set for the pupils based on what the teachers taught throughout the observation period.

5.5 Validity of Research Instruments

To ensure face and content validity of the instruments, the instruments were subjected to screening and scrutiny by some test and measurement experts in the Department of Education Foundation and expert in Early Childhood Education, University of Lagos. The corrections and suggestions of the experts were used to rework the instruments.

Thereafter, the research instruments were taken to field to gather data for the study.

5.6 Reliability of Research instruments

Twenty (20) copies of each of the instruments were used to gather data outside the target population for the purpose of testing their reliability. Cronbach Alpha was used to determine the reliability of PSTAQ and it yielded a reliability coefficient of (0.77). Inter-rater scale was used to test the reliability of OSPSTTM and it yielded (0.81). While Kuder-Richardson 20 formula was used to test the reliability of (PSPAT) and it yielded a reliability index of (0.89).

5.7 Method of Data Collection

The data were collected by the researcher and 2 other trained research assistance. On-getting to the schools

covered in the study, the researchers seek permission from the school heads and after permission had been granted, the researcher administered PSTAQ for the pupils and collected them immediately. The researchers and the trained assistance used the OSPSTTM to observe the teachers during teaching process. The observation lasted for a period of 8 weeks. At the completion of the observation, the researcher gave the PSPAT to the pupils to answer and were collected back immediately. Thereafter, the instruments were marked and scored based on the scoring criteria.

5.8 Method of Data Analysis

The data collected were analysed using inferential statistics of Pearson Product Moment Correlation (PPMC) for the hypotheses tested at 0.05 level of significance.

6. Results

This section presents interpretation of the result of the analysis conducted. It equally presents the result of the hypotheses tested.

Ho1: There is no significant relationship between primary schools’ teachers’ attitudes and pupils’ learning outcomes in Surulere Local Government Area of Lagos State.

Table 1: Summary of Pearson Product Moment Correlation showing Relationship between Primary Schools’ Teachers’ Attitudes and Pupils’ Learning Outcomes

Variable	Mean	SD	N	r	Sig (p)	Remark
Teachers’ Attitudes	28.25	3.13	80	.100	.003	Significant
Pupils’ Learning Outcomes	67.50	6.06				

Table 1 shows that a positive significant relationship exists between primary schools’ teachers’ attitudes and pupils’ learning outcomes in Surulere Local Government Area of Lagos State ($r = .100$; $N = 80$; $p < 0.05$). Hence, hypothesis 1 is rejected. This result implies that teachers’ attitudes have substantial impact on primary schools’ pupils’ learning outcomes.

Ho2: There is no significant relationship between primary school teachers’ teaching methodologies and pupils’ learning outcome in Surulere Local Government Area of Lagos State.

Table 2: Summary of Pearson Product Moment Correlation showing Relationship between Primary School Teachers’ Teaching Methodologies and Pupils’ Learning Outcome

Variable	Mean	SD	N	r	Sig.	Remark
Methodologies	21.60	2.85	80	.120	.001	Significant
Learning Outcomes	67.50	6.06				

Table 2 shows that a positive significant relationship exists between primary school teachers’ teaching methodologies and pupils’ learning outcome in Surulere Local Government Area of Lagos State ($r = .120$; $N = 80$; $p < 0.05$). Hence, hypothesis 2 is also rejected. This result implies that teachers’ teaching methodologies contribute to primary schools’ pupils’ learning outcomes.

7. Discussion of Findings

The first finding from the study revealed that a positive significant relationship exists between primary schools' teachers' attitudes and pupils' learning outcomes in Surulere Local Government Area of Lagos State. There is no doubt about this finding that the teachers covered in study know the implication of negative attitude therefore, they exhibit positive attitudes to ensure that effective teaching and learning take place for pupils to achieve maximally. This opinionated expression is in line with the submission of Huang and Ya-Hu (2017) that positive attitude to teaching sustained learners' interest and turn the entire atmosphere of learning into elements of fun to the learners. This finding corroborates the results of Afolabi (2009), Al-Harthy, Shahrir and Abedalazi (2013), Kurgat and Gordon (2014) and Reyhan and Muzaffer (2016) who found in their various studies that there was significant correlation between teachers' attitudes and pupils' academic performance. However, the finding contradicts the results of Odike and Nnaekwe (2018), Adeniyi and Bello (n.d) and Oviawe, (2016) who found that teachers had negative attitudes toward teaching profession and unethical behaviour exhibited by some teachers contributed a great extent to the poor perception of undergraduate students towards teaching profession.

The second findings from the study revealed that a positive significant relationship exist between primary school teachers' teaching methodologies and pupils' learning outcomes in Surulere Local Government Area of Lagos State. The probable reason for this finding is that the teachers covered in this study utilise appropriate teaching methods which helps to enhance learning. The finding is consonance with the result of Joel, David and Stephen (2018) that there was a positive correlation between teaching methods and students' achievement in mathematics. The finding also agrees with the result of Boma (2019) that a significantly high positive relationship exists between teaching methods and pupil's academic performance. Similarly, the finding substantiates the result of Okwuduba and Okigbo (2018) who found that method of teaching has significant effect on pupil's performance.

8. Conclusion

The significant of attitude and methodologies in the teaching profession cannot be over-emphasised. This is because attitude and methodologies play substantial role if primary schools' pupils are to achieve maximally. Going by the results of this

study, teachers' attitudes and methodologies coupled with learners' readiness results to high academic performance of learners.

9. Recommendations

Based on the first finding, federal government of Nigeria and private schools' owners should ensure prompt payment of teachers' salaries to enhance teachers' attitudes and further motivates them so as to gain sustainable development in the educational sector.

Based on the second finding, public primary schools' heads and private schools' owners should organised training, workshops or seminars on how to identify methods of teaching that best suit each topic as specified in the curriculum. This would make the leaners to achieve maximally.

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