



Teachers' Personality and Early Learner's Attainment of Educational Objectives in English Language in Uyo Local Government Area of Akwa Ibom State

Aniefiok U. Inyon (Ph.D) & Florence M. Nwankwo (Ph.D)

Department of Early Childhood & Special Education,
Faculty of Education, University of Uyo, Uyo,
Akwa-Ibom State. Nigeria.

Abstract

The study investigated Teachers' Personality and Attainment of Educational Objectives in English Language in Uyo Local Government area of Akwa-Ibom State. The survey design was used. Three hypotheses were stated to guide the study. The population was all the teachers in public primary schools in Uyo Local Government Area numbering 1440, while the sample was 144 teachers selected from primary 4, 5, 6 of twelve schools in the Local Government Teachers' personality and Learners' Attainment of Educational objectives Questionnaire (TPPAEQ) and English language achievement test (PELAT) were the instruments used for data collection. One-way Analysis of Variance (ANOVA) and the t-test were used to analyse the data. The findings were that teachers, work experience, qualification and fluency significantly influenced the educational objectives attainment of learners. It was recommended that teachers should subject themselves to training and re-training exercises to equip them with a mastery of their subject areas, for effective instructional delivery. Key words. Teachers, personality. Educational attainment.

Key words: Early Learner's Attainment, Educational Objectives, English Language, Teachers 'personality.

Introduction.

The word 'teacher' has been defined differently by different scholars. However most scholars refer to the teaching profession, which is right for this study. For instance, the Oxford English dictionary defines a teacher as a person, who teaches or facilitates the learning process. In the professional regards as used in this study, a teacher is somebody who have obtained the teaching qualifications through schooling. This fact is buttressed by Igwe (2012), who observed that a teacher could be defined as a qualified person professionally trained, certified and well prepared to teach a specific subject or subjects in school, thereby helping pupils to acquire knowledge, skills, abilities, and competencies as well as inculcating in them values, and attitudes. Thus equipping them to live and contribute to the development of their society.

Personality on its part, refers to the total person. It is the expression of what you are and what you do. Personality is usually assessed on the behavioural scale of comportment, dressing, coping with stress and dedication to duty. The temperament the teacher shows and the way he/she address behavioural issues and discipline interprets the personality.. Simply put, the core of each individual is the product of all there spones that he expresses in everyday living. It includes the things that one says as well as think in many different situations that are constantly met. (



Teachers' personality which refers to teachers distinctive qualities such as experience, fluency and knowledge of the subject matter as its characteristics. Therefore in order for a teacher to be said to have good personality, he or she must possess the listed characteristics (Umoren, 2001). A person who possesses good personality does not only act according to certain situations. It is an aspect of his life that he practices throughout in any situation.

Teachers play a crucial role in the learning of the pupils. They are the agents of social changes, facilitators of desirable learning, counsellors of learners, consultant and resource persons, researchers and evaluator and manager of the teaching-learning situation. With those crucial roles, teachers really need to be competent. When teachers teach, they manifest one or more characteristics which at the same time contribute to an overall positive effect on pupils' performance, habits and their social relationship. Effective teachers' characteristics promote teachers' personality and enhance pupils' learning (Goldhaber, 2017).

However, there are hues and cries among stakeholders in education over the growing rate of failure and subsequent decline in pupils' performance in English Language. This has been an issue of concern to the government, administrators, teachers and the entire society. Teachers' experience, and fluency in the language of instruction influences pupils' attainment of educational objectives, because these teaches would in turn impact same on the learners. Salem (2015) pointed out that teachers' lack of necessary experience and fluency required to communicate concepts, ideas, principles, etc in a way that would facilitate effective learning contributes significantly to the growing rate of failure of pupils in English Language. Iroegbu (2011) found that the quality of educational system and its outcome depends on the quality of its teaching staff, and as such the teachers teaching English Language in our schools are unqualified, inexperienced in handling the subject. This could be resulting to the failure/poor performance of pupils in English Language which Uyo Local Government Area in Akwa Ibom State is not an exemption.

A person who possesses good personality does not only act according to certain situation. It is an aspect of his life that he practices throughout in any situation. Therefore, there is a need for more experienced teachers to teach English Language in schools is in line with the views of Rodriques who (2010) defined experienced teachers as one who has taught for many years (5 years and above) and are able to motivate pupils and hold their attention, know how to manage their classroom effectively and can change course in the middle of the lesson to take advantage of unforeseen opportunities to enable pupils learning. The definition of experienced teachers' hinge principally on the number of years or more. Attay (2008) found out that teachers with more than five years of teaching had more positive attitude toward teaching than did less experienced teachers. Martin (2006) also noted that experienced teachers managed their classrooms more effectively than less experienced teachers. They take control of the class more than the novice teachers in establishing classroom routines and monitoring group work and less controlling and reactive in dealing with individual pupils' behaviour

In another vane, teachers' professional qualification is tied to his/her personality. This can be seen in the management of pupils and materials in the classroom. That is why the Nigerian educational system required that all teachers in all education institution nationwide should be professionally trained. This is the view of enhancing teacher's



personality and commitment to the teaching profession. Hence, the national Policy of Education (2014) stipulated that the minimum qualification for entry into the teaching profession shall be the Nigerian Certificate of Education (NCE), it is therefore on the recognition of this factor that govern setup the Teachers' Registration Council of Nigeria (TRCN). Teachers' Registration Council of Nigeria (2005) pointed out that other acceptable qualifications are degrees in education, B.Sc Ed. M.Ed, Ph.D. It is emphasized that those with degree/diploma in non-education field must possess Post Graduate Diploma in Education (PGDE) or Technical Teachers Certificate (TTC).

Teachers' qualification influences pupils' academic performance, because a teacher with notable qualifications has gone through professional training and a trained teacher can teach better than an untrained teacher (Kursid, 2006). It is not enough to accept or describe someone as a teacher merely because a certificate is presented in support of the claims. Thus, the Teacher Registration Council of Nigeria (2005), posited that teacher trainee must be well equipped with adequate and appropriate characters, professional and academic knowledge and skills in the art of teaching. It is equally required currently that teachers should update their knowledge, skill, attitudes to enhance teaching and learning.

Ukeje cited in Guideline for Teachers Registration (2005) contented that for a teacher to be viewed as having good teaching personality and achieve high academic performance of pupils in English Language, he/she must undergo training and obtain educational qualifications.

Literature also indicates that there is a link between academic achievements and fluency in the language of instruction. This implies that one of the major factors which determine pupils' success in academics is fluency in the language of instruction, which facilitate communication between teachers and pupils. In other words, if teachers do not have adequate communication skills, effective learning cannot take place (Neke, 2003). This view is supported by Malekela (2013). This view is supported to Malekela (2013) who argued that if a teacher is handicapped in the language of instruction, learning may not take place since both the instructor and learners will not be communicating.

Teachers' dressings also enhance learners' attainment of educational objectives. According to the Oxford Advance Learners Dictionary, dressing is an act or ability of putting on fanciful dresses, smart or formal clothes. Teachers teaching English language should put on fancy, smart or formal clothes. Because the way you look, project a positive image, naturally convey confidence and a positive attitude. The way a teacher dresses smart, will teach with confidence and this will lead to proper understanding of his pupils. In other words, a teacher who is unkept will be unattractive to his pupils, lack confidence, and thereby losing the attention of his learners thereby leading to poor performance of his learners. Teachers in hairdressing are advised to:

Be clean and neat, including your fingernails, teeth, shoes, hair and face, use deodorant, smile and with be friendly disposition. No gum, candy or cigarettes. No visible body piercing (nose, eyebrow, tongue, among others)

Teachers' of English language should dress properly because it instills confidence in them and their pupils, pupils will pick interest in the subject, moreover enhancing pupils academic performance, and thus showing teacher's personality. The theory adopted as framework for the study was: personality theory by Sigmund Freud (1935). Sigmund Freud (1935) recognised three main components of the human



personality-the id, ego and super-ego, which constant interact with the outside world. The id, almost wholly within the unconscious mind, consists of man's instinctive drives and natural tendencies. It is amoral, infantile, non-rational (unreasonable) and demanding immediate satisfaction.

The Ego is called consciousness, will, reason, wisdom, or sanity, it keeps a steady watch over the wishes of the id. It is governed by reality-principle-the need to behave in ways which will be accepted to those in the outside world. The Ego controls behaviour by means of unconscious defence mechanisms such as sublimation, repression, denial etc. The Ego is in contact with both the id and the external world and its function is to hold a balance between the constant strivings of the id for satisfaction.

The superego observes the ego, gives orders, judges it and threatens it with punishment. The superego is akin to conscious, ideals, training or the self-regarding sentiment. It develops individual's concept. These depend on the internalization of norms. Freud claims that the way in which the ego revolves the conflicting demands of id, superego and the external world brings about the individual's personality. Hilgard & Atkinson (2000) sees personality as the characteristic patterns of behaviour and modes of thinking that determine a person's adjustment to the environment.

Purpose of the study: This study investigated teachers' personality and pupils' academic performance in English Language in primary schools. Specifically, the study will;

1. Investigate the influence of teachers' experience on pupils' academic performance in English Language.
2. Evaluate the influence of teachers' qualification on pupils' academic performance in English Language.
3. Assess the influence of teachers' knowledge (fluency) of the study matter on pupils' academic performance.

Null Hypotheses

The following hypotheses were stated to guide the study.

1. There is no significant influence of teachers' experience on the learners' acquisition of educational objectives
2. There is no significant influence on teachers' qualification on the learners' acquisition of educational objectives
3. There is no significant influence of teachers' fluency on the learners' acquisition of educational objectives

Methodology

The research design adopted for this study was descriptive survey. The population comprised of all the 1440 primary school teachers from 48 public primary schools in Uyo Local Government Area. 144 primary 4, 5 and 6 teachers selected from twelve public primary schools in Uyo Local Government Area, were sampled, using the random sampling technique. The instruments used for the study were a researcher developed questionnaire titled "Teachers Personality and pupils attainment of educational objectives Questionnaire (TPPAEQ), and Pupils English Language Achievement Test. The instruments were validated by three experts. Expert in test and measurement and from the Department of Early Childhood and Special Education and the the Curriculum, management and Planning Department of the University of Uyo. The experts vetted, and



where necessary, corrections were made, and they accepted the items of the questionnaire and the achievement test as being good enough to measure what they were intended to measure. The questionnaire was designed to elicit information to cover primary school teachers' personality and pupils' attainment of educational objectives in English language. It was a twenty- item questionnaire and has two parts. The achievement test made up of twenty-five items was used to access pupil's attainment of the lesson objectives in English language

Part A elicited information on the personal and biographical data of the respondents. In part A, respondents were expected to indicate the responses applicable to them by ticking the appropriate item in the space provided. Part B had 2 sections, A, and B. Section A was designed to elicit information on teachers' experience, affecting pupils' attainment of educational objectives in English Language. Four-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) Strongly Disagreed (SD) was used to code the items. Information from the questionnaire was analysed using the t-test and the Analysis of Variance (ANOVA), at 0.05 level of significance.

Results:

Hypothesis 1: There is no significant influence of teachers' years of experience on the academic performance of pupils.

Table 1: Analysis of Variance of Pupils' Performance Based on their Teachers' Experience

Source	Sum of Square	Df	Mean Square	f-cal	f-crit
Between Groups	843.20	2	421.60	10.36	3.06
Within Groups	5735.73	141	4068		
Total	6578.94	143			

Significant at .05 level of significance

As shown in table 1, the calculated f-value (10.36) is greater than the critical f-value (3.06). Therefore, the null hypothesis is rejected. This implies that there exist significant influence of teachers' experience on the academic performance of pupils.

Table 2: Summary of working experience of Teachers and learners achievement educational objectives in English language using Scheffe's post hoc analysis

		Subject for alpha=.05			
		N	1	2	3
Teaching experience					
long	38		21.00		
longer	65			24	
longest	39				38.00
sig.		1.00	1.00		1.00

Mean of squares of group homogeneous subject are displayed



As shown on Table 2, the order of facilitative effects of teaching experience on pupils' attainment of educational objectives is Long > Longer > Longest. This implies that longest teaching experience (38.00) was the most effective teachers in leading learners to attain their learning objectives in English language. This was followed by long teaching experience (24.00) while Long teaching experience (21.00) was seen to be the least in facilitating the learners' attainment of educational objectives in English language.

Hypothesis 2: There is no significant influence of teachers qualification on the academic performance of pupil

Table 3 : Analysis of Variance of Pupils Performance Based on their Teachers' Qualification

Source	Sum of Square	Df	Mean Square	f-cal	f-cri
Between Groups	732.32	2	366.16	8.83	3.06
Within Groups	5846.62	141	41.47		
Total	6578.94	143			

Significant at .05 level of significance.

Table 3 shows that, the calculated f-value (8.83) is greater than the critical f-value (3.06). Therefore, the null hypothesis is rejected. This implies that there is significant influence of teachers' qualification on the learners' attainment of educational objectives in English language

Table 4: Summary of working experience of Teachers and learners achievement educational objectives in English language using Scheffe's post hoc analysis

Subject for alpha=.05					
Teachers' Qualification	N	1	2	3	
Low	38	23.00			
Average	65		27		
High	39			32.00	
sig.	1,00	1.00		1.00	

Mean of squares o group homogeneous subject are displayed

As shown on Table 4, the order of facilitative effects of teaching experience on pupils' attainment of educational objectives is Low > Average > High. This implies that Teachers with high teaching qualifications (32.00) were the most effective teachers in leading learners to attain their learning objectives in English language. This was followed by long average teaching qualifications (27.00) while Low teaching qualification (23.00) was seen to be the least in facilitating the learners' attainment of educational objectives in English language.

**Null Hypothesis 3:**

Here is no significant influence of teachers' fluency on the academic performance of pupils

Table 5: t-test Analysis of Pupils' Performance base on the Fluency of their Teachers

Teachers' Fluency	N	X	SD	df	t-cal	t-cri
Fluent	75	58.35	5.01	142	3.94	1.98
Not Fluent	69	54.10	7.74			

Significant at .05 level of significance

Table 4: revealed that the t-cal (3.94) is greater than the t-cri (1.98). Therefore, the null hypothesis is rejected. This implies that there is a significant influence of teachers' fluency on the academic performance of pupils.

Discussion of Findings

The first finding of this study revealed that teachers' experience has a significant influence on learners' attainment of educational objectives in English language.' because the calculated f-value of 10.36 was greater than f critical value of 3.06 at .05 level of significance and degree of freedom 12. The finding corresponds with the findings of Martin (2006) who noted that experienced teachers manage their classrooms more effectively than less experienced teachers.

The second finding of this study shows that teachers' qualification has a significant influence on the learners' attainment of educational objectives in English language.. This is because the calculated f-value (8.83) was greater than the f-critical value of (3.06) at .05 level of significance and degree of freedom 12 and the null hypothesis which states that there is no significant influence of teachers' qualification on the academic performance of pupils was therefore rejected.

This shows that there is a correlation between teachers' qualification and academic performance of pupils. This finding is in line with that of Kursid (2006) who stated that teachers' qualification influences learners' attainment of educational objectives in English language. because a teacher with notable qualification has gone through professional training and a trained teacher is more likely to teach better than an untrained teacher. The third finding of this study revealed that there is a significant influence of teachers' fluency on the academic performance of pupils. This means that teachers' inability of flow very well with the language of instruction can either facilitate or mar effective learning as well as academic performance. This finding corresponds with Neke (2003) who found out that if teachers do not have adequate communication skills, effective learning cannot take place. In the same vein, Malekel (2013) stated that if a teacher is handicapped in the language of instruction, learning may not take place, since both the instructor and learners will not be communicating. This finding is also supported by Brooks & Adams (2009) who stated that there is enough evidence from literature that for pupils learning English language, teachers' fluency is a greater impediment than other factors. In line with these findings the researcher is of the opinion that teachers should be experienced, possess the necessary qualification, be fluent in the language of instruction and possess adequate knowledge of the subject matter in order to achieve high academic performance.



Conclusion

Based on the findings of this study, the following conclusions were drawn. There is a significant influence of teachers' experience, qualification, fluency, and knowledge of the subject matter on academic performance of pupils. Also teachers teaching English Language in primary schools in Uyo Local Government Area should be subjected to retraining exercise in order to achieve high academic performance.

Recommendations

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

1. Teachers should be encouraged to spend more years on the job. This can be achieved by giving incentives and state recognitions to teachers that have taught for five years and above. Teachers should also be paid high salaries and on time. This will help the to attain job satisfaction, and not be attracted or pulled out by other professions with better pay packages..
2. That teachers, should subject themselves to training and re-training exercise to enable them become experienced and fluent in the language of instruction.
3. Teachers teaching English language should make sure that they possess the necessary certificates, thereby influencing academic performance positively.
Teachers should exhibit personality traits of appropriate behaviours. This is necessary because learners do not just learn from the teacher teaches but also from what he or she does.

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