

Impact of Teacher Factors on Mathematics Performance of Lower Basic School Pupils in Lagos State

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Abstract: This study examined the teacher factors as a prognosticator of lower Basic school pupils' performance in Mathematics. 120 Mathematics teachers in Eight lower Basic schools were involved in the study. The research instrument used was a validated structured questionnaire using the Likert four-point measurement scale. The data collected were analysed using simple percentages and Chi-Square formula. The results of the study showed that teaching qualification has a significant effect on teachers' performance in Mathematics. It was revealed that teaching experience influences teachers' teaching process which directly improves teaching performance in class. In addition, subject mastery of lower Basic school Mathematics teachers highly influences their teaching performance which directly influences pupils' performance in Mathematics. Furthermore, the analysis displayed that teachers' commitment has a significant influence on teaching performance in lower Basic schools. The study recommended that lower Basic school teachers be aware of the influence that their teaching experience and academic qualification on their teaching performance and the performance of pupils. Also, education policy makers are advised give adequate attention to teachers' qualification, work experience and mastery of subject of specialisation in education policy considering their influence on teaching process in lower Basic school environments.

Keywords: Teachers' Factor, Academic Performance, Teachers' Experience, Subject Mastery.

A. Introduction

Education is widely regarded as a huge force that entails the development of young people morally, physically, socially, and mentally to make them responsible and innovative individuals who would contribute significantly to the development of society. Similarly, Adeoti and Olufunke, (2016) believed that education is the foundation of any nation which contributes to the preservation of social values and the actualisation of economic development and growth in Nigeria.

Mathematics, the science of structure, order, and relation, sprang from the fundamental tasks of counting, measuring, and characterising object shapes. Its development has involved a growing degree of subject matter idealisation and abstraction; it works with quantitative computation and logical reasoning. Since the 17th century, mathematics has been an essential component of technology and the physical sciences. More recently, mathematics has begun to play a comparable role in the quantitative aspects of the life sciences (Akhter & Akhter, 2018). Scholars and other education stakeholders consider mathematics education to be one of the essential disciplines taught in school curricula, particularly in elementary school or lower Basic

school. It has served as the cornerstone for the majority of courses taught in schools, making it essential to achieving national goals and objectives. Every pupil who wants to reach a high level in science must have a moderate understanding of mathematics (Bethell, 2016).

In recent time, there have been many research over the years investigated to identify factors affecting pupils' learning interest and achievement in Mathematics. These studies were based on the influence of home, school, and individual influences on pupils' accomplishment in the subject (Bakokonyane, 2019; Arends et al., 2017; Enu et al., 2015). Many factors influencing the learning interest and the achievement of lower Basic school pupils are prevalent in the school environment, however, other factors include pupils' socio background, parental education, occupation, socio-economic status, family size, ethnicity, and religion among others. Byiringiro, (2024); Aghamie and Nwaka, (2020) and Azigwe et al., (2016) identified family socio-economic status influence on mathematics achievement. Also, Hife and Pañares, (2023); Nwaubani et al., (2023); Kunwar, (2020) and Varghese et al., (2019) identified parental involvement in education of one of the factors influencing Mathematics achievement in schools. Marks and Pokropek, (2019) found family income as the one of the factors affecting Mathematics achievement, while Imam and Singh, (2015) pointed gender, parental education and parental education as factors influencing Mathematics Achievement.

Yusuf and Dada, (2016) opined that Basic school education also known as basic education is used to prepare pupils with the basic Mathematics knowledge and calculation prowess that will empower the lower Basic school pupils to appreciate the essence of Mathematics education as well as the understanding of its contributions to solving the challenges faced by the society. However, in actualising the goals of Mathematics education, specifically at the lower Basic school level, the need for qualified and experienced Mathematics teachers in the elementary or Basic schools cannot be overemphasised as they will help with the effective delivery of this educational knowledge to the lower Basic school pupils.

In the same light, Ewetan and Ewetan, (2015) reiterated that teachers are the hubs around which the wheels of education turn in any country's educational system. Studies have shown that teachers have a significant effect on pupils' learning processes and long-term achievement. Enwelim, (2016) emphasised that teaching and learning especially in lower Basic schools depend largely on teachers and it is on their qualifications, experience, quality, subject matter, and devotion that determine the effectiveness of all educational arrangements, development, and growth. With higher degrees and ongoing professional development, highly prepared teachers contribute a better understanding of their subjects and teaching approaches. A more inclusive and productive learning environment can be created by skilled teachers who can modify their teaching strategies to suit the requirements of a wide range of learners. In addition to their expertise, great teachers are enthusiastic and committed, which motivates learners and increases involvement. Teachers' commitment to teaching drives them to stay current with the most recent research and pedagogical practices, while their subject matter expertise guarantees that they can accurately communicate complicated concepts. Project-based learning, flipped classrooms, and technology-integrated instruction are a few examples of innovative pedagogical approaches that can be used to enhance the educational process and better prepare students for the future.

Equally, Jekayinfa et al., (2022) opined that teacher are dynamic pre– pre-requisites for pupils' accomplishment of academic success in lower Basic schools, and in agreement with Jekayinfa

and others, Enwelim, (2016) investigated that there was a significant connection between teacher factors and teaching effectiveness in lower Basic schools; as teacher factors such as attitude, self-efficacy, experience, competence, and many others are observed to have influence on teaching and learning in classrooms. Likewise, Samuel Alfayo Boh, (2021) noted that there is a connection between teachers' factors and academic performance in Mathematics pupils. As stated by Casian et al., (2021), the reasons for pupils' poor and strong academic achievement in mathematics have been meticulously examined and there is still disagreement amongst academics regarding the features that either independently or jointly lead to teacher subpar instruction.

Teachers have been demonstrated to have a substantial impact on pupils' performance in mathematics and to be essential in achieving educational goals because, in the end, it is up to them to translate policy into accomplishment and values based on practice during their interactions with pupils (Aslam et al., 2016). Teaching and learning are reliant on teachers, thus it makes sense that the definition of an effective teacher is someone who fulfills his professional obligations by achieving the intended outcomes. According to Mageka (2020), for the goals to be met and eventually have an influence on pupils' academic performance in mathematics in the classroom, the teacher must have the knowledge and abilities necessary to achieve the goals and cleverly apply that knowledge and capabilities.

Additionally, equated to teachers who had not received training, those who partaken in in-service training were more productive in the classroom. The findings of Obonyo et al., (2018) demonstrate the relationship between instructor variables and pupil learning results. This indicated that a teacher's credentials, experience, deep topic understanding, dedication, and other qualities significantly impacted pupils' motivation to learn and their academic achievement in mathematics. Regarding teacher qualifications, Muhammad, (2024) argues that these qualifications are predictors of pupils' academic achievement in mathematics particularly in lower Basic schools. Susan et al., (2019) posited that a teacher's expertise greatly enhances the ability of their pupils to focus, absorb information quickly, perform better academically in mathematics, and enhance the classroom teaching process. This implied that a teacher's background had a direct bearing on how well they taught. According to Kurgat and Gordon, (2014), a teacher's attitude and personality play a significant role in determining how well their pupils succeed academically in mathematics.

The teachers' qualifications are important component that affects how well they teach in a classroom. Machingambi et al., (2018) found a substantial relationship between a teacher's credentials, efficacy as a teacher, and pupils' academic achievement in mathematics, particularly in lower Basic schools. Most academics and researchers concur that school factors, such as teacher management, have a greater impact on academic attainment than other factors (Mageka, 2020). Given their significant impact on pupils and classroom management procedures, teachers play an indisputably crucial part in teaching and learning. A teacher must be effective for pupils to draw the connection between what they learn in school and how to solve real-life problems.

According to Obonyo et al., (2018) factors which include traits that are considered "personal," such mental ability, age, gender, and the like, or "experiential," like certification status, educational background, and previous teaching experience, among other things could be found and considered when selecting new instructors to increase the effectiveness of instruction. An

effective teacher is expected to employ myriads of strategies to watch the elements and behaviours that could help or impede the pupils' learning and also watch how pupils use their problem-solving abilities, pay attention to how pupils respond to questions or make remarks to identify areas in which they struggle, modify their instruction, spot any potential misconceptions, and address them accordingly.

The general public's concern over education in Nigerian schools has grown in recent years. Research revealed that many pupils learn very little in school, that learning is typically done by rote, and that pupils find learning challenging (Machingambi et al., 2018). Over time, the government, parents, teachers, and the general public have all questioned the quality of teaching and learning. The low academic achievement of Nigerian pupils in Mathematics across school disciplines has led to criticism of teaching in Nigerian schools (Oludipe & Oludipe, 2021). Numerous causes have been found in the different mathematics research carried out in Nigeria to be the cause of these dismal performance levels. These include the majority of teachers lack of motivation, subpar facilities, and textual resources, pupils' attitudes towards learning, teachers' lack of competency and teaching skills, and the dearth of possibilities for teachers to advance their careers (Yonas et al., 2023).

One of the foremost goals of Basic education in Nigeria is to provide progressive and creative knowledge to pupils and produce innovative and well-informed citizens for national development. Despite the Nigerian government's craving to promote affordable education in the nation, the quality of education delivery in lower Basic school Mathematics has not been on the high side which has resulted in the outburst of educational stakeholders as they enquire for quick resolution. In the particular case of Mathematics at Basic school education which provides developmental, creative, and vocational knowledge for every citizen in the nation, evidence has shown that pupils' performance in Mathematics is not improving for several reasons such as teachers' factors, pupils' factors, and even school factors. However, teacher factors in Nigeria's lower Basic schools have a major influence on their teaching performance and delivery process. A handful of the factors that teachers have that lead to subpar academic performance in Mathematics of pupils along with a general decline in the performance of pupils include; the teacher's qualification, experience, immediacy, efficacy, and many others.

However, to better understand the impact of teacher factors on teaching effectiveness and efficacy, the study explores the teacher factors as a prognosticator of lower Basic school pupils' performance in Mathematics.

Research Questions

1. What impact does a teacher's qualification have on the academic performance of pupils in Mathematics?
2. What impact does a teacher's experience have on the academic performance of pupils in Mathematics?
3. What impact does a teacher's subject mastery have on the academic performance of pupils in Mathematics?
4. What impact does a teacher's commitment have on the academic performance of pupils in Mathematics?

Hypotheses

The following hypotheses were formulated from the research questions:

H₀₁: There is no significant impact of the teacher's qualifications on the academic performance of pupils in Mathematics.

H₀₂: There is no significant impact of the teacher's experience on the academic performance of pupils in Mathematics.

H₀₃: There is no impact of the teacher's subject mastery on the academic performance of pupils in Mathematics

H₀₄: There is no significant impact of the teacher's commitment on the academic performance of pupils in Mathematics.

B. Method

According to Kim et al., (2017), a descriptive research survey involves gathering and analysing data from a limited number of subjects that are believed to be typical of the total group to examine a larger group of people. However, this study implemented a descriptive survey design. The design was judged suitable since it uses a questionnaire to help describe the situation as it is, without modifying the independent variables. The teachers in Lagos State's Alimosho Area's lower basic schools are the target population. A total number of 120 teachers were used as the study's sample, with 15 teachers chosen at random from each of the eight lower Basic schools in the Alimosho local government area of Lagos State.

Individual respondents were sampled using simple random sampling. Teacher Factors Questionnaire (TFC) which comprised two sections was designed to elicit information from the sampled lower Basic school teachers; Five items in section A asked about the respondents' socio-demographic information, while 20 items in section B were based on the research study.

A four-point Likert scale (Strongly Agree as SA; Agree as A; Disagree as D; and Strongly Disagree as SD) was used to analyse the items in the questionnaire which would test the degree of respondents' agreement with the study's variables.

This Teacher Factors Questionnaire was exposed to face and content validity to ensure appropriateness and construct validation. The instrument's reliability was assessed using the test-retest procedure, with a correlation coefficient of 0.83. The Pearson Product Moment Correlation was used to determine the connection between the two tests which indicates the reliability of the research instrument. Chi-square was employed to test the hypotheses to ascertain the significant coefficient of the independent variable on the dependent variable at a .05 level of significance. Frequency counts and simple percentages were used to answer the research questions.

C. Result and Discussion

This section represents the result of the stated research questions and null hypotheses in the study.

Research Question One: What impact does a teacher's qualification have on the academic performance of pupils in Mathematics?

Hypothesis One: There is no significant impact of teacher's qualification on academic performance of pupils in Mathematics

Table 1: Table of teacher's qualifications and pupils' performance in Mathematics

S/N	Impact of teacher's qualification on pupils' academic performance in Mathematics	SA	A	D	SD	Sig	Tab x2	Df	Cal x2	P-value	Decision
1	It helps build teacher's confidence which improve teaching process as well as pupils' performance in Mathematics	13 (10.8)	68 (56.7)	32 (26.7)	7 (5.8)						
2	It helps develop teacher's skill in mastering the teaching method which improve teaching process as well as pupils' performance in Mathematics	12 (10.0)	32 (26.7)	62 (51.7)	14 (11.6)						
3	It helps develop teacher's skill in using instructional material to enhance the teaching process which improve pupil's performance in Mathematics	15 (12.5)	62 (51.7)	35 (29.2)	8 (6.6)	0.05	12.72	3	352	0.0128	REJECTED
4	It helps improve teacher's management of classroom which improve pupils' performance in Mathematics	16 (13.3)	59 (49.2)	37 (30.8)	8 (6.7)						
5	It helps better understand the psychology of pupils in class	12 (10.0)	63 (52.5)	34 (28.3)	11 (9.2)						

The result in Table 1 shows that teacher's qualification has an impact on the academic performance of pupils in learning Mathematics at lower Basic schools as the majority of the respondents strongly agree and agree to four items out of the five items that measure the impact of a teacher's qualification on academic performance of pupils in Mathematics while the disagreement by the majority of the respondents to item two teacher's qualifications do not help to develop teacher's skill in mastering the teaching method which improve teaching process as well as pupils' performance in Mathematics. To ascertain the significant impact of teacher's qualifications on pupils' academic performance in Mathematics. Hypothesis one is tested.

The result presented in Table 1 displayed that the Chi-square (X^2) table value is 12.72 while the P-value is 0.0128. Hypothesis one is hereby rejected, since the calculated P-value = 0.0128 is less than 0.05 and is within the significance level. According to the teachers that responded to the study, the finding implies that the educational qualification of a teacher has a significant impact on the academic performance of pupils in Mathematics.

Research Question Two: What impact does a teacher's qualification have on the academic performance of pupils in Mathematics?

Hypothesis two: There is no significant impact of teacher's experience on the academic performance of pupils in Mathematics

Table 2: Table of Chi-square of teacher's experience and the performance pupils in Mathematics

S/N	Impact of teacher's experience on effective teaching in primary school	SA	A	D	SD	Sig	Tab x2	Df	Cal x2	P-value	Decision
6	It enhances teacher's performance in Mathematics which improves the performance in Mathematics of pupils	24 (20.0)	62 (51.7)	25 (20.8)	9 (7.5)	0.05	16.15	3	394	0.0028	REJECTED
7	It builds teacher's efficacy and self-esteem when teaching which improves the performance in Mathematics of pupils	4 (3.3)	43 (35.8)	68 (56.7)	5 (4.2)						
8	It exposes teacher to using the right teaching method to teach which improves the performance in Mathematics of pupils	24 (20.0)	63 (52.5)	27 (22.5)	6 (5.0)						
9	It helps teacher in understanding pupils' learning ability when teaching in class which improves the performance in Mathematics of pupils	27 (22.5)	58 (48.3)	23 (19.2)	12 (10.0)						
10	It helps teacher in having a better understanding of the school curriculum which improves the performance in Mathematics of pupils	21 (17.5)	68 (56.7)	27 (22.5)	5 (4.2)						

The result in Table 2 signifies that teacher's experience has great impact on the effective teaching of Mathematics in primary school as more than half of the respondents were in agreement to four items out of the five items that measure the impact of teacher's qualification on pupils' performance of in Mathematics except item number seven where about 61% of the respondents were in disagreement with the statement that teacher's experience builds their efficacy and self-esteem when teaching which expands the pupils performance in Mathematics. To ascertain the significant impact of teacher's experience on effective teaching in primary school, hypothesis two was tested

The result as shown in Table 2 revealed that the Chi-square (X^2) table value is 16.15 and the P value is 0.0028. Hypothesis two was rejected since the calculated P-value is 0.0028 which is less than 0.05 and within the significance level. According to the teachers that responded to the study, the finding implies that the teaching experience of teachers has a significant impact on the academic performance of pupils in Mathematics.

Research Questions Three: What impact does a teacher's qualification have on the academic performance of pupils in Mathematics?

Hypothesis Three: There is no significant impact of teacher's subject mastery on the academic

performance of pupils in Mathematics

Table 3: Table of Chi-square Co-efficient of teacher's subject mastery and pupils' performance in Mathematics

S/N	Impact of teacher's subject mastery have on effective teaching in Lower Basic school	SA	A	D	SD	Sig	Tab x2	Df	Cal x2	P-value	Decision
11	Teacher's subject mastery improves teaching coordination which improves the performance in Mathematics of pupils	17 (14.1)	59 (49.2)	33 (27.5)	11 (9.2)						
12	Teacher's subject mastery helps in creating instructional plan which improves the performance in Mathematics of pupils	27 (22.5)	51 (42.5)	37 (30.8)	5 (4.2)						
13	Teacher's subject mastery helps with better use of instructional materials in class which improves the performance in Mathematics of pupils	6 (5.0)	39 (32.5)	64 (53.3)	11 (9.2)	0.05	13.11	3	362	0.0107	REJECTED
14	Teacher's subject mastery helps increases teacher's interaction with pupils when teaching which improves the performance in Mathematics of pupils	11 (9.2)	68 (56.7)	35 (29.1)	6 (5.0)						
15	Teacher's subject mastery improves their confidence when teaching which improves the performance in Mathematics of pupils	21 (17.5)	61 (50.8)	36 (30.0)	2 (1.7)						

The result in Table 3 shows that substantial percentages of the respondents strongly agree and agree with items 11, 12, 14, and 15 which confirm subject mastery by the teacher has an impact on the effective teaching of Mathematics in Lower Basic schools except item number 13 where about 62.5% of the respondents strongly disagree and disagree that teacher's subject mastery helps with better use of instructional materials in class which improves the performance in Mathematics of pupils. To ascertain the significant impact of teachers' subject mastery on effective teaching of Mathematics in Lower Basic schools, hypothesis three was tested

The result as displayed in Table 3 showed that the Chi-square (X^2) table value is 13.11 while the P value is 0.0107. Hypothesis three was rejected since the calculated P value = 0.0107 which is less than 0.05 and within the significance level. According to the teachers who responded to the study, the finding implies that teachers' subject mastery has a huge impact on the academic performance of pupils in Mathematics.

Research Questions: What impact does a teacher's qualification have on the academic performance of pupils in Mathematics?

Hypothesis four: There is no significant impact of teacher's commitment on the academic performance of pupils in Mathematics

Table 4: Table of Chi-square Co-efficient of teacher's Commitment and pupils' Performance in Mathematics

S/N	Impact of teacher's commitment on effective teaching in primary school	SA	A	D	SD	Sig	Tab x2	Df	Cal x2	P-value	Decision
16	Teacher's commitment on class preparation improves teaching performance as well as the performance in Mathematics of pupils	11 (9.2)	65 (54.2)	33 (27.5)	11 (9.2)	0.05	14.72	3	359	0.0053	REJECTED
17	Teacher's commitment on the instructional resources' proper use improves teaching performance as well as the performance in Mathematics of pupils	23 (19.2)	55 (45.8)	32 (26.7)	10 (8.3)						
18	Teacher's commitment on preparing and using instructional plan improves teaching performance as well as the performance in Mathematics of pupils	12 (10.0)	31 (25.8)	63 (52.5)	14 (11.7)						
19	Teacher's commitment on interacting with pupils when teaching improves teaching performance as well as the performance in Mathematics of pupils	11 (9.2)	71 (59.2)	31 (25.8)	7 (5.8)						
20	Teacher's commitment on explaining thoroughly using different teaching methods improves teaching performance as well as the performance in Mathematics of pupils	17 (14.2)	63 (52.5)	32 (26.7)	8 (6.6)						

Table 4 result shows that major percentages of the respondents strongly agree and agree with all the items which confirms that teacher commitment has an impact on the effective teaching of Mathematics in Lower Basic schools. To ascertain the significant impact of teachers' commitment to effective teaching of Mathematics in Lower Basic schools, hypothesis four was tested

The result presented, showed that Chi-square (X^2) = 14.72 and the P value = 0.0053. Hypothesis four was rejected because the calculated P value = 0.0053 which is less than 0.05 and within the significance level. According to the teachers who responded to the study, the finding implies that teachers' commitment has a massive impact on the academic performance of pupils in Mathematics.

The first hypothesis, which claimed there, was no meaningful impact of teacher's credentials and pupils' academic performance in mathematics, was rejected. This suggests that teachers' educational backgrounds have a big influence on pupils' academic achievement in mathematics. Subsequently, the educational qualification of teachers helps them build their confidence, develop teacher skills in mastering the teaching method, develop their skills in using instructional materials, improve their management of the classroom, and even help them to

better understand the psychology of pupils, as a result, help them in refining teaching process as well as pupils' performance in Mathematics.

From past literature, Jekayinfa et al., (2022) pointed out that improved teaching qualification of teachers has a significant influence on teachers' performance in Mathematics which relatively influences the performance of pupils academically in Mathematics. They added that teachers with more educational qualifications are more creative than those with lesser qualification and also, more productive than the inexperienced ones. Also, Kingsley and Omoregie, (2020) submitted that improved teaching qualification of teachers has a significant impact on teaching performance in lower Basic schools. They concluded that teachers are the most crucial component of education and that their success is critical for any educational program the responsible government chooses to implement. This is because, aside from being at the stage of putting any educational policy into practice, the realisation of this academic program hinged greatly on teachers' demographic factors which largely influence their dedication and commitment to their teaching job.

Hypothesis two stated that there is no significant impact of teacher's experience and academic performance of pupils in Mathematics and the hypothesis was rejected. This suggests that pupils' academic performance in mathematics is significantly impacted by the teaching experience of teachers. Furthermore, teachers' teaching experience improves their mathematical performance, which raises pupils' mathematical performance as well. The teaching experience of teachers builds teacher's efficacy and self-esteem when teaching which improves the academic performance in Mathematics of pupils. Also, the teaching experience of teachers exposes teachers to using the right teaching method to teach which enhances the academic performance in Mathematics of pupils. It helps teachers to understand pupils' learning ability when teaching in class which improves the performance in Mathematics of pupils. Additionally, it helps teachers in having a better understanding of the school curriculum which enhances the performance in Mathematics of pupils.

Based on findings from previous literature, Mageka, (2020) concurs that teachers' experience has an extensive impact on teaching effectiveness in lower Basic schools. They further opined that teachers' professionalism has a powerful affiliation with teaching performance in a learning environment. In the same vein, Muhammad, (2021) submitted that teachers' features such as experience has a substantial impact on the academic performance of pupils in Mathematics. Oludipe and Oludipe, (2021) submitted that the teaching experience of teachers significantly influences teachers' teaching process which directly improves teaching performance in class. He further submitted that teachers' years of experience concerning their age have an unswerving effect on teaching performance. Also, Demirdag, (2015) also concurred that the teaching experience of teachers has a weighty influence on teaching performance in class. He also emphasised that teacher's experience has a major effect on the teaching and learning progression in the classroom.

Hypothesis three stated that there is no significant impact of teacher's subject mastery on academic performance of pupils in Mathematics and the hypothesis was rejected. Hence, this implies that the subject mastery of teachers has a significant impact on the academic performance of pupils in Mathematics. Equally, the teacher's subject mastery improves teaching coordination which enhances the academic performance in Mathematics of pupils. Teacher's subject mastery helps in creating an instructional plan that enhances the performance in

Mathematics of pupils. Also, the teacher's subject mastery helps with better use of instructional materials in class which improves the performance in Mathematics of pupils. It helps increase the teacher's interaction with pupils when teaching which enhances the performance in Mathematics of pupils.

Additionally, it improves their confidence when teaching which refines the performance in Mathematics of pupils. From the past literature, Samuel Alfayo Boh, (2021) concurs that subject mastery highly influences teaching performance which directly influences pupils' academic performance in Mathematics. They went on to say that teachers needed to be experts in the subjects they teach. There is no chance of a teacher being effective if they lack knowledge of their field. As a result, the degree of competency of teacher's subject matter which is thought to be a key indicator of pupils' learning, might be used to assess how well they are teaching. Most teachers lack the subject-matter expertise. In the same vein, Enwelim, (2016) argued that teaching effectiveness in lower Basic schools is significantly influenced by subject mastery. He went on to say that increased teaching effectiveness in all schools is linked to the training, skill, and experience of teachers. With the ability to close achievement gaps, teachers rank among the most significant factors affecting pupil achievement. To be able to teach successfully and to make people competent, a teacher must be upright.

Hypothesis four stated that there is no significant impact of teacher's commitment and academic performance of pupils in Mathematics and the hypothesis was rejected. Subsequently, it implies that the commitment of teachers has a substantial impact on the academic performance of pupils in Mathematics. At the same time, it was further revealed that teachers' commitment to class preparation improves teaching performance together with the performance in Mathematics of pupils. Teacher's commitment to the instructional resources' proper use improves teaching performance together with the performance in Mathematics of pupils. Also, a teacher's commitment to preparing and using instructional plans improves teaching performance together with the performance in Mathematics of pupils. Teacher's commitment to interacting with pupils when teaching improves the performance of pupils in Mathematics.

Additionally, a teacher's commitment to explaining thoroughly using different teaching methods improves teaching performance together with the performance in Mathematics of pupils. From the previous literature, Taiwo and James, (2015) submitted that teachers' commitment has a momentous influence on teachers' performance in Mathematics in class together with pupils' performance in Mathematics. Adeoti & Olufunke, (2016) noted that a teacher's devotion has an immense influence on how well they educate. According to their argument, professionalising teachers will lead to a greater level of commitment, which will enhance their performance in mathematics and, eventually, improve pupils' learning. This is a crucial first step in the process of school reform.

D. Conclusion and Recommendations

The teaching qualification of teachers does not only provide a better understanding of instructional materials usage when teaching in class which relatively improves their teaching performance, but also improves their understanding of pupils' learning ability when teaching in class. Teachers' teaching experience impacts the confidence level of teachers in class which has

a direct effect on effective teaching and also provides a better understanding of the usage of instructional materials to enhance their teaching process which directly influences the teaching performance. Furthermore, subject mastery of teachers improves their teaching coordination which enhances teaching performance and also helps in instructional plan which in turn affect the pupil's academic performance in Mathematics.

This study examined the teacher factors as a prognosticator of lower Basic school pupils' performance in Mathematics and the findings from the study revealed that teaching qualification, mastery of subject content, and year of experience of a teacher has a significant impact on the academic performance of pupils in Mathematics.

The study's conclusion led to the following recommendations being put out:

Teachers should be advised to understand and be aware of the influence that their experience and qualification have on their teaching routine and the performance of pupils in the classroom environment.

School management and school heads should be advised to be aware of the importance of teachers' qualifications and experience as it has a significant influence on teachers' teaching productivity as well as pupils' assimilation rate and academic performance in Mathematics.

Educational agencies should be encouraged to understand the effect of lower Basic school teachers' qualifications and experience on both teaching and learning processes in the classroom environment.

The government are advised to give adequate attention to teachers' qualification, work experience and mastery of subject of specialization in education policy considering their influence on teaching process in lower Basic school environments.

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