



Teacher's Competence as Correlate of Pupils' Acquisition of ... (Muhammad, 2021)

Teachers' Competence as Correlate of Pupils' Acquisition of Literacy Skills in Public Primary Schools in Sokoto Central Senatorial District

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Abstract

This study titled Teachers Competence and Pupils Acquisition of Literacy Skills in Public Primary Schools in Sokoto State is a survey of the correlational type. The study has four specific objectives and four corresponding null hypotheses. Eight public primary schools in Sokoto central Senatorial District were involved in the study. Population of the study consists of classroom teachers and primary four pupils in the District. A sample size of 400 participants (80 teachers and 320 pupils) was used in the study. The instruments used for data collection were constructed by the researcher and these include a questionnaire for teachers and a classroom test for the pupils. The questionnaire is titled, 'Teachers Competency Questionnaire (TCQ)' and the pupils' test is titled, 'Pupils' Literacy Skills Acquisition Test (PLSAT)'. The two instruments were validated by two experts and equally tested for reliability. Cronbach Alpha was used to determine the reliability indexes for the various sections of the TCQ and the following values were obtained; 0.90 for lesson preparation, 0.73 for classroom management, 0.64 for classroom communication and 0.86 for motivational technique. Kuder Richardson Formula-20 (K-20) was used to determine the internal consistency of the PLSAT which yielded a value of 0.93. The questionnaires and tests were administered to the respondents by the researcher and some research assistants. The result shows among others, a coefficient value of 0.320 with a corresponding predictive value of 0.10 between teachers' competence in lesson plan preparation and pupils' acquisition of literacy skills and this indicated a weak and nonsignificant relationship. Also a coefficient value of 0.685 followed by a corresponding predictive value of 0.47 was found between teachers' competence in classroom managerial technique and pupils' acquisition of literacy skills in public primary schools, and this indicated a strong and significant relationship. The researcher strongly recommend that teachers operating in public primary schools in Sokoto state should maintain the culture of lesson planning and preparation as well as improve upon their motivational and communication strategies.

Keywords: Teacher' Competency, Pedagogy, Literacy skills acquisition, Primary School Pupils



Introduction

Teaching is an art and a profession in which the practitioners (teachers) need to acquire certain competencies so that they can deliver effectively. Situational analysis have shown that, some teachers may have mastery of the subject matter, but for sharing, communicating and interacting of the various experiences related to the learning of the subject, such teachers may require specific teaching skills, art and science of the teaching profession. As pointed out by Mangal (2008), the teacher should know the art and skills of teaching so that the learners can be carried along in the stipulated teaching – learning situation. There is a long standing adage that no society can grow above the quality of its teachers. Thus, society expects many things from the teachers. As pointed out by Muhammad, Jega and Isah (2014), students expect teachers to impact knowledge effectively, parents expect the teachers to ensure discipline and sound moral values among students, development planners expect the teachers to initiate ideas and actions towards community development and curriculum reformers expect the teachers to adopt innovative technique of teaching to facilitate quality instructions in schools. The need to meet these expectations therefore, underscores the importance attached to teacher competence. Berk (2005) maintains that teacher effectiveness or competency assessment is very important, because the evidence produced is used for major decisions about the future academia and the society.

The term 'competence' can be described as an attribute outlining the characteristics that are readily identifiable among teachers as essential to effective teaching. These attributes ensure that teachers are prepared for the challenges, demands and obligations of teaching. According to the Competency Framework for Teachers (2004), competencies are used to describe the attitudes and behaviours through which teachers demonstrate their ability to facilitate pupils learning. Thus, competence is a technical or professional capacity that enables one to carry out a given task effectively. In the view of Poro et.al, (2019) a competence can be described as a complex combination of knowledge, skills understanding, values attitudes and desires which lead to effective embodied human action within a particular domain. The issue of teacher competency stems out as result of the work of the committee of prominent educators which was constituted by the state of Florida, United State of America in 1975 to look into the problem of teacher competency and this led to the emergence of the Competency – Based Teacher Education (CBTE). Today, there are quite a number of competencies that must be possessed by the classroom teacher. However, the focus of this study is on 'Pedagogy Competence' (which entails the discipline that deals with the theory and practice of teaching) which must be acquired by the teacher in order to create quality teaching and learning. However, Gueirrieo & Ravai (2017) have outlined nine interrelated elements which they described as components of the conceptual framework for teacher competence.

The term 'literacy' refers to the ability to read and write. Obinaju (2018) pointed out that, literacy connotes acquisition of knowledge because knowledge is hidden in books and as such, he who acquired reading skills (knows how to read) and read often, can therefore access the embedded knowledge. Literacy is now more than ever regarded as very essential for daily living and continuous survival, especially ability to read and write. Thus, the Nigeria's education policy (FRN, 2013) prescribed inculcation of reading, writing and communicative abilities as the major objective of education for children within the age bracket of 6 to 12. The primary level of schooling is expected to provide education that is for the removal of illiteracy and as such, it is the foundation



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of formal education as well as a vital component in the echelon of educational system of every nation. The extent to which children acquire literacy skills at the primary school level significantly influence what is expected of them by the society in which they live. Sam (2017) supported this assertion by pointing out that, the level to which the children progress in literacy development can be used to predict their competent function in school and their active contribution in the modern literate society. Thus for the public primary schools in Nigeria and Sokoto state in particular to fulfill their function of preparing and training children for the quest of literacy skills and for higher complex academic achievements, they have to be managed by qualified and competent educators. This has therefore, makes it mandatory on the part of parent in Sokoto state to ensure that all public primary schools are adequately provided for in terms of good facilities and qualified teaching personnel. The decision to carry out this study, was however, informed by this background.

Lesson preparation or planning is a complex process that involves analyzing pupils learning needs, delineating learning objectives, designing sequence of activities and tasks to promote cognitive development of learners. It is perhaps on this premise that, Kimosop (2015) conducted a study on teachers' preparation for effective classroom instruction in Religious Education curriculum in secondary schools in Kenya. The study was a descriptive survey and teachers in forty five (45) public schools were selected using simple random sampling. Questionnaires, interviews and observation schedule were used as instruments for data collection. Among the findings it was shown that 66.6% of the teachers were prompt in writing schemes of works (though majority of them never often refer to the prepared schemes), whereas 86.7% of the teachers never wrote lesson plans at all. Although the study laid emphasis on planning of classroom instruction for effective achievement of curricular objectives and full coverage of contents, it however failed to clearly establish the strength or otherwise of the relation between teachers' competence in lesson preparation and students learning achievement, which is accordingly relevant in any attempt to establish ways by which the teacher's shortcomings in lesson preparation affect learners learning and academic performance. Hence, this is a gap which the current study however has tried to fill.

Classroom management is one aspect of effective teaching which has sufficient literature support. However, it is also one of the most persistent areas of concern voiced by school administrators, the public, and teachers. It is perhaps in this realization that, Sunday-Piaro (2018) investigated the influence of classroom management and students' academic performance in public secondary schools in Rivers State. The study was a correlational survey having four research questions and four null hypotheses. A validated sixteen items questionnaire titled classroom management and students' academic performance questionnaire (CMSAPQ) structured by the researcher on a four point Likert scale was used for data collection. A reliability index of 0.88 was obtained as result of subjecting the instrument to a test-retest exercise. Mean, standard deviation and Pearson Product Moment Correlation co-efficient were used for the data analysis. The result shows among others, a significant and strong positive relationship between classroom discipline, effective teaching, use of classroom reward system and student academic performance. Thus, the findings of the present study have the inclination of lending strength to Sunday-Piaro's study in the effort of expounding the current status of classroom management strategies in terms of prospects recorded and the challenges that still exist as a result of teachers' competence or otherwise.



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Motivation can be seen as a state of cognitive and emotional arousal, a state which leads an individual to arrive at a conscious decision to act according to expectations. It is possibly due to this realization that, Mutuse (2016) conducted a study on influence of teachers' motivational strategies on pupils' academic performance in public boarding primary schools in Makueni County of Kenya. The study was a descriptive survey and its population comprised of head teachers and pupils drawn from 22 boarding primary schools. The sample size consists of 200 pupils and 10 head teachers selected through simple random sampling. Questionnaires for pupils and an interview guide for the head teachers were used as instruments for data collection. Content validity was ascertained by some experts in the faculty of education of South Eastern Kenya University and the instruments were pilot tested for reliability using the Spearman Prophecy (split half technique). Data was analyzed using Statistical Package for Social Sciences (SPSS) version 20. The ANOVA results revealed that there was a significant difference between mean responses on existence of needs and academic performance. There was also a significant mean difference between responses of relatedness needs and academic performance. Equally, a strong positive correlation was found between motivation of students and their academic performance. The present study is in line with Mutuse's study and its findings have the proclivity to lend strength to Matuses findings in the effort toward elucidating the current status of classroom motivational strategies in terms of prospects recorded and the challenges that still exist as a result of teachers' competence or otherwise.

Communication is a process in which people share information, ideas, and feelings. However, within the classroom context, communication is beyond mere passing out of information or thoughts and feelings; it involves the accurate transfer of thoughts and feelings from the sender of message (the educator) to the receiver (the learner). In a study on influence of teachers' communication styles on pupils' self-esteem and academic achievement by Nzekwe (2013), a sample of 300 pupils from government primary schools in Enugu state was used. The instruments used for data collection include Pupils' Perception of Teachers' Communication Styles Questionnaire (PPTCSQ), Pupils' Self-esteem Questionnaire (PSEQ) and Pupils' Achievement Test Performance (PATP). Cronbach Alpha method was used to establish the internal consistency and reliability of the questionnaires. The data was analyzed using mean and standard deviation, while the null hypotheses were tested using Analyses of Variance (ANOVA) at 0.05 level of significant. The findings show that; assertive and passive teachers' communication styles positively influenced pupils' self-esteem. While the communication styles of aggressive teachers' has negative influence on pupils' self-esteem and academic achievement. Also, the communication styles of passive and aggressive teachers were found to have negative influence on the academic achievement of pupils. This study viewed teachers' classroom communication styles from the human traits perspective. However, it fails to look at competence as an 'acquired attribute' which has little or nothing to do with the teacher's character or personality. This is therefore a gap in the study which the current study has tried to fill.

Since the returned of civil rule in Nigeria in 1999, Sokoto state governments had accorded priority to the education sector and has tried to live up to expectations by providing educational opportunities to its teaming school-aged children with special focus on making primary education accessible. However, despite the attention of government to public education in the state, there are still indications about the falling standard of educational performance in the public system of



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schooling in the state. One such indications, is perceived in the manner by which majority of parents are now patronizing the private schools (despite the cost of such schools). This preference to private schools might perhaps be connected with a negative feeling by parents on the instructional practices in public schools in the state. However, looking specifically at the quality of pupils completing public primary schools in the state in recent years (in terms of literacy skills acquisition), the issue of quality decline in classroom instruction becomes apparent. It is therefore obvious to question the pedagogical competence of teachers operating in public primary schools in the state. Thus, the decision to carry out the present study was informed by this background.

Objectives of the Study

The specific objectives of the study are to:

1. Find out the relationship between teachers' competence in lesson preparation and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.
2. Find out the relationship between teachers' competence in classroom management techniques and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.
3. Find out the relationship between teachers' competence in classroom communication techniques and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.
4. Find out the relationship between teachers' competence in motivational techniques and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.

Hypotheses

1. There is no significant relationship between teachers' competence in lesson preparation and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.
2. There is no significant relationship between teachers' competence in classroom management techniques and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.
3. There is no significant relationship between teachers' competence in classroom communication techniques and pupils' acquisition of early literacy skills in public primary schools in Sokoto Central Senatorial District.
4. There is no significant relationship between teachers' competence in motivational techniques and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.

Methodology

This study was by its design, a correlational research. According to Kpolovie (2010), the correlational survey involves investigating the magnitude and direction (positive or negative) of relationship that exist between a dependent variable and one or more independent variables. This study has teachers' competence in pedagogy (as its independent variable) and pupils' acquisition



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of literacy skills (as its dependent variable), and this justified its use of correlational survey approach.

The study population consists of classroom teachers and primary four pupils in public primary schools located in Sokoto Central Senatorial District. The Sokoto Central Senatorial District has eight Local Government Areas and four were randomly selected for this study. Equally, two schools (having the largest enrolment) were deliberately selected from each of the four Local Government Areas. Thus, a sample of eight public primary schools was used in the study. Also, 400 respondents (80 teachers and 320 pupils) selected through simple random sampling from the eight schools served as the population sample. Primary four was used because it is the stage at which English language is mandatorily used for classroom instructions in the primary school system in Nigeria.

The researcher designed two instruments titled: Teacher Competence Questionnaire (TCQ) and Pupils' Literacy Skill Acquisition Test (PLSAT). The Teacher Competency Questionnaire (TCQ) which has 20 items was rated on a 4 point Likert type scale of Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Disagreed (D) = 2 points; Strongly Disagreed (SD) = 1 point. While the Pupils' Literacy Skill Acquisition Test (PLSAT) has 20 multiple choice items covering five aspects of literacy skill which include, Comprehension, Grammar, Phonetic, Vocabulary and Writing.

The instruments were validated by two experts from the Faculty of Education and Extension Services of Usmanu Danfodiyo University, Sokoto and were also subjected to a trial testing to determine their respective reliability status before administration. For the TCQ, Cronbach Alpha statistical analysis was used to determine the reliability indexes for the various sections and the following values were obtained; 0.90 for lesson preparation, 0.73 for classroom management, 0.64 for classroom communication and 0.86 for motivational technique. Kuder Richardson Formula-20 (K-20) was used to determine the internal consistency index of the PLSAT and yielded a coefficient reliability index of 0.93. The established reliability indexes made the instruments suitable for the study.

The researcher visited all the eight public primary schools selected for the study and carried out the data collection exercise with the help of some teachers (in the selected schools) who voluntarily served as research assistants. Thus, the whole exercise was carried out successfully and the required data was obtained as all the distributed questionnaires and test scripts were fully retrieved.

The data collected was analysed using the Pearson Product Moment Correlation Coefficient (PPMCs) in testing of the four formulated null hypothesis. All the hypotheses were tested at a 0.05 level of significance. However, the decision taken with regard to the results from the hypotheses testing is that, any calculated r-value having a corresponding coefficient determination or predictive value (R^2) that falls between 0.10 – 0.59 is considered as a non significant relationship. However, where the corresponding predictive value (R^2) falls between 0.60 – 0.99, the relationship is considered as significant.



Result

Hypothesis 1

Teacher competence in lesson preparation does not strongly relate to pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.

Table 1: Summary of analysis of Pearson Product Moment Correlation Coefficient of the relationship between teachers' competence in lesson preparation and pupils' acquisition of literacy skills in public primary schools (N = 400)

Variables	ΣX	ΣX^2	ΣY	ΣY^2	ΣXY	r	R ²	SR	Decision
Teachers' competence in lesson preparation (X)	1346	23354			65047	0.320	0.10	Weak	Non Significant
Pupils' acquisition of literacy skills (Y)			14598	790264					

$\alpha = 0.05$, R^2 = coefficient of determination, **SR** = Status of the relationship

Table 1 reveals that 0.320 correlation coefficient of relationship exist between the independent and the dependent variables (i.e. teachers' competence and pupils' acquisition of literacy skills) and this indicates that there is a weak relationship between teachers' lesson preparation competence and pupils' acquisition of literacy skills. Equally, the corresponding coefficient of determination or predictive value (R^2) is 0.10 and this is within the range of nonsignificant coefficient values as per the decision rule in this study. Thus, the relationship between the two variables is not significant. Therefore, the first null hypothesis (H_{01}) is sustained (not rejected), meaning that there is no significant relationship between teachers' competence in lesson preparation and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.

Hypothesis 2

Teacher competence in classroom management techniques does not strongly relate to pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.

Table 2: Summary of analysis of Pearson Product Moment Correlation Coefficient of the relationship between teachers' competence in classroom management and pupils' acquisition of literacy skills in public primary schools (N = 400)

Variables	ΣX	ΣX^2	ΣY	ΣY^2	ΣXY	r	R ²	RS	Decision
Teachers' competence in classroom management (X)	8911	0703			44074	0.685	0.47	Strong	Significant
Pupils' acquisition of literacy skills (Y)			14598	790264					

$\alpha = 0.05$, R^2 = coefficient of determination, **SR** = Status of the relationship



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Table 2 shows a correlation coefficient of 0.685 in the relationship between the independent and the dependent variables (i.e. teachers' competence and pupils' acquisition of literacy skills) and this reveals that there is a strong relationship between teachers' classroom managerial competence and pupils' acquisition of literacy skills. Also, the associated predictive value (R^2) is 0.47 and this is within the range of significant coefficient values as per the decision rule in this study. Thus, the relationship between the two variables is significant. Therefore, the second null hypothesis (H_{O2}) is rejected (not sustained), meaning that there is significant relationship between teachers' competence in classroom management and to pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.

Hypothesis 3

Teacher competence in classroom communication techniques does not strongly relate to pupils' acquisition of early literacy skills in public primary schools in Sokoto Central Senatorial District.

Table 3: Summary of analysis of Pearson's Product Moment Correlation Coefficient of the relationship between teachers' competence in classroom communication and pupils' acquisition of literacy skills in public primary schools (N = 400)

Variables	ΣX	ΣX^2	ΣY	ΣY^2	ΣXY	r	R^2	RS	Decision
Teachers' competence in classroom communication techniques (X)	9281	1662							
Pupils' acquisition of literacy skills (Y)			14598	790264	45612	0.536	0.29	Moderate	Non Significant

$\alpha = 0.05$, R^2 = coefficient of determination, **SR** = Status of the relationship

Table 3 reveals the existence of a correlation coefficient of 0.536 between the independent and the dependent variables (i.e. teachers' competence and pupils' acquisition of literacy skills). This indicated that the relationship between teachers' classroom communication techniques and pupils' acquisition of literacy skills is moderate. However, the predictive value or coefficient of determination (R^2) is 0.29 and this is within the range of nonsignificant coefficient values as per the decision rule in this study. Thus, the relationship between the two variables is not significant. Therefore, the third null hypothesis (H_{O3}) is sustained (not rejected), meaning that there is no significant relationship between teachers competence in classroom communication and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.

Hypothesis 4

Teacher competence in motivational techniques does not strongly relate to pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.



Table 4: Summary of analysis of Pearson's product moment correlation coefficient of the relationship between teachers' competence in motivational techniques and pupils' acquisition of literacy skills in public primary schools (N = 400)

Variables	ΣX	ΣX^2	ΣY	ΣY^2	ΣXY	r	R ²	SR	Decision
Teachers' competence in classroom motivational techniques (X)	8921	0636							
Pupils' acquisition of literacy skills (Y)			14598	790264	43611	0.470	0.22	Moderate	Non Significant

$\alpha = 0.05$, R^2 = coefficient of determination, **SR** = Status of the relationship

Table 4 reveals that the correlation coefficient of the relationship between the independent and the dependent variables (i.e. teachers' competence and pupils' acquisition of literacy skills) is 0.470 and this means that the relationship between teachers' classroom motivational styles and pupils' acquisition of literacy skills is moderate. However, the predictive value or coefficient of determination (R^2) is 0.22 and this is within the range of nonsignificant coefficient values as per the decision rule in this study. Thus, the relationship between the two variables is not significant. Therefore, the fourth null hypothesis (H_{04}) is sustained (not rejected), meaning that there is no significant relationship between teachers competence in classroom motivation and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District.

Discussion of Findings

The first finding of this study reveals the existence of a weak and nonsignificant relationship between teachers' competence in lesson preparation and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District. The result analysis on Table 1 shows that the correlation coefficients of the relationship between the two variables was 0.320 (calculated r-value) which has a corresponding predictive value (R^2) of 0.10. This means that 10% of teachers' lesson preparation accounted for the pupils' acquisition of literacy skills in public primary schools. Thus, about 90% of variation in pupils' literacy skills development in the public primary schools was attributed to other factors apart from the teachers' competence in lesson preparation. This particular finding agrees with the results of Kimosop (2015) which shows that a significant percentage of secondary school teachers in Kenya never often refer to the prepared schemes of works and that majority of the teachers never wrote lesson plans at all.

The second finding of this study reveals the existence of a strong and significant relationship between teachers' competence in classroom management and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District. The result analysis on Table 2 shows that the correlation coefficients of relationship between the two variables, was 0.685 (calculated r-value) which has a corresponding predictive value (R^2) of 0.47. This means that 47% of teachers' classroom managerial techniques has accounted for pupils' acquisition of literacy skills. Thus, about 53% of variation in pupils' literacy skills development was attributed to other factors apart from the teachers' competence in classroom managerial styles. This finding agrees with Sunday-Piaro (2018) who found out the existence of a significant and strong positive



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relationship between classroom discipline, effective teaching and students' academic performance, as well as the existence of significant and moderate relationship between the use of delegation of authority in the classroom and students' academic performance in public secondary schools in Rivers State.

The third finding of this study reveals that there was a moderate and nonsignificant relationship between teachers' competence in classroom communication techniques and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District. The result analysis on Table 3 indicates that the correlation coefficients of the relationship between the two variables was 0.536 (calculated r-value) which has a corresponding predictive value (R^2) of 0.29. This indicates that only 29% of teachers' competence in classroom communication techniques accounted for the variation in pupils' literacy skills development in the public primary schools. Meaning that about 71% of variation in pupils' acquisition of literacy skills was attributed to other factors apart from the teachers' competence in classroom communication techniques. This finding is in line with the finding of Nzekwe (2013) who found positive relation between assertive teachers' communication styles and pupils' self-esteem and academic achievement. The result also shows negative influence between passive and aggressive teachers' communication styles and pupils' academic achievement.

The fourth finding of this study reveals the existence of a moderate relationship between teachers' competence in motivational technique and pupils' acquisition of literacy skills in public primary schools in Sokoto Central Senatorial District. The result analysis on Table 4 shows that that the correlation coefficients of the relationship between the two variables was 0.470 (calculated r-value) which has a corresponding predictive value (R^2) of 0.22. This means that only 22% of teachers' competence in motivational techniques accounted for the variation in pupils' literacy skills acquisition in the public primary schools. Therefore, about 78% of variation in pupils' literacy skills development in the public primary schools was attributed to other factors apart from teachers' competence in motivational techniques. This particular finding is to some extent in line with the finding of Mutuse (2016) which revealed the existence of a strong positive correlation between motivation of students and academic performance.

Conclusion

This study was concluded with a view that development of basic literacy skills among pupils at the primary level of schooling is dependent upon the quality of instructional delivery at that level, which equally depends on the teachers' level of competence in pedagogy. However, it was found (in this study) that the pedagogical or instructional competence of public primary school teachers in Sokoto central Senatorial District is not all that encouraging. Although, there appeared to be significant relationship between the independent and the dependent variables, this is seen as an indication that teachers' competence in lesson preparation, classroom management, communication and motivational techniques (which are the sub-variables of the independent variable), have the potentials of promoting pupils' acquisition of literacy skills in primary schools.

Recommendations

1. Teachers operating in public primary schools in Sokoto central Senatorial District and Sokoto state as a whole should maintain the culture of lesson planning and preparation. It



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is essential that the teachers should accept lesson planning as an integral part of the art of teaching if they are to offer any meaningful literacy skills to the pupils.

2. Public primary school teachers in Sokoto central Senatorial District and Sokoto state in general, should improve their classroom managerial strategies for quality instructional delivery. They should endeavour to decorate classrooms with educative posters, almanacs and pupils' creative drawings in order to make their classrooms literacy-rich environments.
3. Public primary schools in Sokoto central Senatorial District are overpopulated; majority are having between 70 to 80 pupils per class, which certainly makes effective communication rather very difficult for teachers. In such a situation, teachers are therefore left with no option rather than to improve their classroom communication competence.
4. Public primary school teachers in Sokoto central Senatorial District and Sokoto state as a whole should improve their competence in motivational technique, because teachers' classroom motivations can go a long way in sustaining young pupils' interest for schooling and learning.

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