



# **TEACHERS' ATTITUDES TO WORK ON LEARNERS' STUDY READINESS IN PRIMARY SCHOOLS IN ODUKPANI LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA.**

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## **ABSTRACT**

The purpose of this study was to find out influence of teachers' attitudes to work on learners' study readiness in primary schools in Odukpani Local Government Area of Cross River State, Nigeria. Two research questions and two null hypotheses were posed and formulated respectively to guide the study. Ex-post-facto design was adopted for the study, purposive sampling technique was used to select 60 respondents (40 class teachers, 10 deputy head teachers and 10 head teachers) for the study. The instruments used for gathering data for this study were the Teachers' Attitude to Work Questionnaire (TAWQ) and Learners' Study Readiness Assessment Scale (LSRAS), which were arranged on a 4-point Likert Scale. The instrument was validated by one expert in educational Measurement and Evaluation in National Teachers' Institute (Calabar Study Centre). All the hypotheses were tested with one-sample population t-test and one-way analysis of variance at .05 level of significance. The research findings revealed that: The levels of learners' study readiness in terms of reading/note copying, concentration, time schedule and home work are all significantly higher than the expected level. Teachers' attitude has significant influence on learners' study readiness in schools. The teachers should help nurture in learners the capacity of using effective study readiness as a guarantee for maximum achievement as one of the recommendations.

**KEYWORDS:** Teachers' attitude, work, Learners' study readiness.

## **INTRODUCTION**

One needs to reiterate that learners have to learn from cradle to the grave. Learning inevitably equips people with the experiential background to effect changes in their environment.

Through learning, their capacity to improve both themselves and their environment is infinite. People learn to consistently improve upon their knowledge and their world in which they live. According to Isangedighi (2000), man's improvement of his own world has remained

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elastic and this is because learning is constant. He learns everywhere and at any time. Without learning, he would merely remain a bundle of instincts or an infant unable to master, modify or change the environment he finds himself.

Learning according to Ekpa, (2010) and Gagne (2011), is a change in behaviour of performance, which is as a result of experience and practice which makes an individual face later situations differently. It must quickly be pointed out that the change in behaviour or performance should lead to improvement if learning has taken place, especially in school settings. Through learning, thus the capacity to build on existing knowledge, man has been able to explore the deepest depths and traversed the highest heights. The modern structures, air and sea vessels, electricity, televisions, radios, atomic bombs just to mention a few, are the examples of man's advancement in knowledge. The root of it is learning. Though learning is important and the advantages that go with it are enormous, but learning and building up knowledge in the researcher's estimation or thinking do not just occur because man is a living entity.

For learning to take place the pupils must also be in readiness to learn. The pupils do not learn simply because they have attained a certain level of maturity, physically, mentally and experientially for that which they learn. They learn because they are ready. Readiness refers to the extent to which the individual is prepared for a particular task performance. It is a stage in which the physically and mental maturation of the individual are at the point that when knowledge and skills are to him he is able to comprehend them meaningfully. It is a stage of preparedness, nurtured by experiential background, in the presence of mature innate potentiality.

In this study, the researchers see learner's study readiness as a stage in the life of the learner, when the learner is effectively matured and well equipped for effective learner task performance in the formal school setting in terms of reading/note-taking, concentration, time schedule homework. Reading/note-taking constitute an active process in which the child makes an effort at extracting ideas, concepts or images from set pattern of words. In specific terms, note-taking involves the jotting down of facts and ideas as a cue for reviewing, reflecting and revising (Joce, 2010). Concentration on the other hand is the ability to focus attention on a given object or event in order to understand or for problem solving while time schedule refers to the planning of the study to allow for a wise division of work

hours for learning task accomplishment (Akinboye, 2012). The dimension called homework provides activities that keep learners usefully engaged. Through home works learners work on given tasks which are graded and returned for correction. The idea of formal school setting is informed by the fact that though learning can take place anywhere and at any time, the society has actually set aside a setting called school, as a simplified model of the community where children first learn to live like adults by learning to live within the school community.

It has been researched by Ekpa (2010) that the learners have three types of attitudes to learning, such as negative attitude which is a deposition, feeling or manner that is not constructive, cooperative or optimistic, unpleasant, depressing or harmful. An attitude to learning is indifferent attitude which is showing no interest or concern, not caring and apathetic towards reading. The third attitude is positive attitudes which means being optimistic about situations, interactions and yourself. It is also a state of mind that allows you to envision and effects good things.

Researchers think that learners cannot learn better if the teachers' attitude to work is negative. Attitudes can be defined as a feeling which is accompanied by individual's attention on a particular topic (Al-Sawari, 2010). Furthermore, attitudes are a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives and rewards (Sylibeh, 2013). According to Sunday and Obogo (2020), who opined that the caregiver- children interaction is a very important veritable element in the psychological climate of the school. They emphasised the importance of socio-emotional climate which the teacher creates during interaction with the children in the class. Studies have also revealed that motivational teaching methods (Anyaegebu, Aghanche&Nnamani, 2016, Sunday and Obogo, 2020) and creation of warm climate with children (Duplessis, 2016, Sunday and Obogo, 2020) could serve to predict children's appreciation of the need to develop interest to learn in school. Therefore, the current study aims to investigate teachers' attitude to work and learners' study readiness in selected primary schools in Odukpani Local Government Area of Cross River State, Nigeria.

### **Statement of the Problem**

Stories of untold magnitude about pupils' study readiness abound in primary schools throughout

the world. The decline in primary educational standards with respect to the quality of teachers output from the primary school level of education has continued not only to generate disappointments from those who need the services of teachers but also an outcry from the general public. Scholars on their studies have advanced so many factors for the existing condition to include poor study habits on the parts of pupils, lateness to work by teachers and inadequate funding by the government. Some ascribe it to lack of regular staff meeting in the school.

In all the probable causes so far advanced, one cannot help but note that due attention has not been paid by the teachers to the pupils in terms of improving learners' study readiness. The question then is: what are the attitudes of primary school teachers to work towards the learners' study readiness in Odukpani Local Government of Cross River State? Therefore, this current study attempted to answer the question.

#### Purpose of the Study

The main purpose of this study was to investigate the influence of teachers' attitude to work towards the learners' study readiness in primary schools in Odukpani Local Government Area.

Specifically, the study sought to:

Determine the difference between the level of learners' study readiness and their expected level in schools.

Determine the influence of teachers' attitude to work on learners' study readiness in schools.

#### Research questions

The following research questions were posed to guide the study:

To what extent does the level of learners' study readiness different from the expected level in school?

To what extent does teachers' attitude to work influence learners' study readiness in schools?

#### Hypotheses

The following null hypotheses were formulated to guide the study:

The level of learners' study readiness has not significantly different from the expected level in schools.

Teachers' attitude to work has no significant influence on their learners' study readiness in schools.

#### METHODOLOGY

The design adopted for the study is ex-post-facto design. This design is considered most suitable because it does not involve any direct control and administration of independent variables. Also, the ex-post-facto research design is a design in which the data had already occurred far before the period the researcher undertakes the study (Isangedighi, Joshua, Asim and Ekuri, 2004). The study was carried out in Odukpani Local Government Area of Cross River State. The population of the study comprised the entire Head teachers, deputy Head teachers and class teachers in primary schools (both public and private) in Odukpani Local Government Area of Cross River State.

The Purposive Sampling technique was used to sample 20 Head teachers and deputy Head teachers, 10 (50%) of Head teachers, 10 (50%) of deputy Head teachers (8 males and 12 females), 40 class teachers 12 (30%) were males and 28 (70%) were females. Those 20 Head teachers and deputy Head teachers evaluated the attitude to work of the 40 class teachers while the teachers evaluated the learners' study readiness.

Two instruments were used for the study. One of them tagged "Teachers' Attitude to Work Questionnaire (TAWQ)" and the other "Learner's Study Readiness Assessment Scale (LSRAS)" respectively was administered to the Head teachers and deputy Head teachers by the researchers while the class teachers provided pupils' study readiness in the examination they took in the school system.

TAWQ was divided into two sections (A and B). Section A sought information on respondents' personal data while section B, consisted of statements to which respondents were meant to show their levels of agreement or disagreement based on a 4-point Likert-type scale.

The 4-point Likert scale adopted is as follows: Strongly Agree(SA), Agree(A), Disagree(D), and Strongly Disagree (SD). The instruments were face validated by one expert in Educational Measurement and Evaluation in National Teachers' Institute (Calabar Study Centre).

One-sample population t-test and one-way analysis of variance (ANOVA) were used to test the two hypotheses 1 and 2 respectively at 0.05 level of significance.

### Presentation of Results

#### Hypothesis 1

The level of learners' study readiness are not significantly different from the expected level in schools.

The dependent variable in the hypothesis was learners' study readiness. To test this hypothesis, one-sample population t-test was used to compare the observed mean of each of the learners' study readiness with their expected mean. The results are presented in Table 1.

**TABLE 1:**One-sample population t-test for significant of learners' study readiness against the expected

Learners' study readiness variables	$\bar{X}$	SD	$\bar{X}$	t-cal	Sig.
Reading/note-taking	12.100	0.053	11.110	16.552	.000
Concentration	12.140	1.670	11.110	18.245	.000
Time schedule	12.020	1.431	11.110	7.460	.000
Home work	11.430	0.201	11.111	16.405	.000

- Significant at .05 level

The results in Table 1 show that the observed mean level of learners' study readiness with respect to reading/note copying ( $x = 12.100$ ), concentration ( $x = 12.140$ ), time schedule ( $x = 12.020$ ) and homework ( $x = 11.430$ ) are all higher than the expected mean value ( $\mu = 11.110$ ). Moreover, the p-values (.000) associated with the computed t-values (16.55, 18.245, 7.460 and 16.405) for reading/note copying, concentration, time schedule and homework are all less than .05. As a result, all the null hypothesis was rejected with respect to the four study readiness values. This means that the levels of learners' study readiness in terms of reading/note copying, concentration, time schedule and homework are all significantly higher than the expected level.

#### Hypothesis 2

Teachers, attitude to work has no significant influence on their learners' study readiness in schools.

The independent variables in this hypothesis was teachers' attitude to work while the dependent variable was learners' study habit. In testing the hypothesis, the teachers in the sample were categorised into three groups based on their scores on teacher's attitude to work and the three groups were formed based on the following score ranges.

Group 1: Negative attitude – 1-13

Group 2: Indifferent attitude – 14-26

Group 3: Positive attitude – 27-40

The data were subjected to analysis using one-way analysis of variance (ANOVA). The results of the analysis are presented in Table 2.

**TABLE 2:**One-way analysis of variance of influence of teachers' attitude to work on Learners' study readiness in schools

Group	N	$\bar{X}$	SD
Negative attitude	6	4.80	2.06
Indifferent attitude	5	3.80	2.03
Positive attitude	9	4.08	2.04
Total	20	12.680	6.13

  

Source of Variation	SS	Df	Ms	Fcal
Between Group	34.586	2	17.293	5.807
Within Group	50.626	17	2.978	
Total	85.212	19		

\* $p < .05$ , critical  $F_{2,17} = 4.450$

The result presented in Table 2 has shown that a calculated F-value of 5.807 is higher than the critical F-value of 4.450 at .05 level of

significance with 2 and 17 degrees of freedom. With this result, the null hypothesis is rejected. This means that teachers' attitude to work has a

significant influence on learners' study readiness in primary schools in Odukpani Local Government Area.

Discussion of Findings

Level of learners' study readiness:

The finding from testing hypothesis one shown that the level of learners' study readiness in terms of reading/note copying, concentration, time schedule and homework are all significantly higher than the expected level. This is particularly so because the engagement of effective study readiness/habit by learners would ginger in them the desire to learn and achieve maximally. This finding tends to tally with existing literature (e.g Akinboye, 2021; Okoli, 2010 and Tuessing, 2012). Also the study is in consonance with the study of (Okoye, 2011) who concluded that the level of learners is a boost to the learners' study readiness in schools. According to Unoh,( 2010) who carried out a study on children readiness and interaction agreed with the present study that the level of learners could influence their study readiness.

Teachers' attitude to work and learners' study readiness

In order to determine the influence of teachers' attitude to work as a major variable of this study on learners' study readiness in primary schools. One-way analysis of variance was performed on three groups of test-taking perceived attitude to the subject. The results of the analysis show that teachers who cultivate positive attitude towards their work always help nurture in learners the capacity of using effective study readiness as a guarantee for maximum achievement, while those teachers who always cultivate negative attitude towards their work always help learners to engage in learning activities that will reduce incidence of achievement in them.

Again, respondents with lower mean scores are those who cultivate negative attitude towards not only their work, but the entire system generally. The findings of this hypothesis is highly in agreement with Okumber (2011) who studied the influence of primary school teachers' attitude towards school work on their pupils' academic performance.

The results of this hypothesis also agreed with the work of Weiner (2000) who concurred that there is a general laxity of school heads and deputy school teachers, in supervising teachers' attitude and their activities in the school towards the welfare of their learners. He further concluded that if teachers could be caused (through motivation) to put in more effort, teachers would be able to improve on their attitude to work and

their pupils' learning. With Okumber (2011) who studied the influence of primary school teachers' attitude towards school work on their pupils' academic performance and found that teachers' attitude to work significantly influenced their pupils' academic performance.

## CONCLUSION

From the results and findings of this study, it was concluded that teachers' attitude to work has a significant influence on learners' study readiness in primary schools in Odukpani Local Government Area of Cross River State, Nigeria.

## RECOMMENDATIONS

Based on the conclusion of the study, the following recommendations are made:

That teachers should help nurture in learners the capacity of using effective study readiness as a guarantee for maximum achievement.

The government should eliminate the factors such as lateness and delay in payment of salary that tend to hinder commitment for effective role performance by teachers.

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