

THE INFLUENCE OF TEACHERS' ACADEMIC QUALIFICATIONS ON PUPILS' NUMERACY PERFORMANCE IN ARUSHA CITY COUNCIL, TANZANIA

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ABSTRACT

The main objective of this study is to examine the influence of teachers' academic qualifications on pupils' numeracy performance in public-owned primary schools. Specifically, the study examined the relationship between teachers' level of education and pupils' numeracy performance. The population of this study included grade three pupils and early-grade teachers from 167 primary schools of the Arusha city council. The sample size of 1992 (30 teachers and 1962 pupils) respondents from 30 publicly-owned primary schools were involved in this study. Thus, the primary data were collected using questionnaires and numeracy tests. The correlation analysis indicated that there was a low negative correlation ($r = - 0.397$, $p < 0.05$) between teachers' level of education and pupils' numeracy performance. That is, the higher the teacher's level of education, the lower the pupils' numeracy performance, and vice versa. The study further recommended that the government continue hiring teachers with Certificate and Diploma certificates to teach numeracy in early-grade classes as their qualifications positively influence the pupils' numeracy performance. However, teachers with higher academic qualifications must be exposed to the subject content and pedagogies to positively impact pupils' numeracy performance in the future.

Keywords: Qualification, Numeracy, Academic Qualifications, Teachers, Tanzania.