



INFLUENCE OF TEACHERS' NON-COGNITIVE SKILLS ON PUPILS' ACHIEVEMENT IN SOCIAL STUDIES IN LOWER PRIMARY SCHOOLS IN OSUN STATE, NIGERIA

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ABSTRACT

The study assessed the level of self-efficacy of social studies teachers at the lower primary schools in Osun State and examined the level of emotional maturity of Social Studies teachers. It also investigated the influence of teachers' self-efficacy and emotional maturity on pupils' achievement in Social Studies. The study employed the descriptive survey research design. The population for the study comprised public lower primary School pupils and their teachers in Osun State. The sample comprised 720 primary III pupils and 72 teachers of Social Studies drawn from the three senatorial districts. A multistage sampling procedure was used to select the sample for the study. Three instruments were used to collect data for the study. These include; Emotional Maturity scale (EMS), Teacher's Sense of Efficacy Questionnaire (TSEQ), and Pupils' Achievement Test in Social Studies (PATSS). Data collected were analysed using frequency counts, simple percentages, and multiple regression. The results showed that 79.2% of the lower primary school teachers had a high level of self-efficacy. Also, 66.65% of the lower primary school teachers had a moderate level of emotional maturity. The results further showed that there was no statistically significant influence of teachers' self-efficacy, ($R=0.015$ at $p=0.944$) on pupils' achievement in Social Studies. The combined effect of teachers' self-efficacy and emotional maturity, ($t=0.863$ at $p=0.395$), was also not statistically significant on pupils' achievement in Social Studies. The study concluded that teachers' self-efficacy and emotional maturity had no significant influence on pupils' achievement in Social Studies in lower primary schools in Osun Nigeria.

KEYWORDS: Teachers, Self-efficacy, Emotional maturity, Pupils' achievement, Social Studies

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INTRODUCTION

The National Council for Social Studies (NCSS) defined Social Studies as the integrated study of the Social Sciences and Humanities to promote civic competence (NCSS, 2010). Social Studies is often known as a discipline or sequence of courses offered in primary and secondary schools or elementary, intermediate, and high schools, but it may also reflect the study of areas of human life in some post-secondary and tertiary institutions around the world. Several programmes like those of Sociology, Political Science, History, Economics, Social Studies, Geography, Psychology, Anthropology, and Civics are academically rigorous (NCSS, 2010). There is no single definition of the subject, Social Studies, as authors grasp different ideas about the subject. However, a point on which most social studies educators agree on is that; the subject is a study of the society having a man as its crucial theme. Social Studies is a part of the education course that deals primarily with that of the understanding of the social relations and the workings of social structure, which largely consists of modules in political life, Administration, Economics, Criminology, Demography, and Art History (Merriam Webster, 2018).

Social Studies provide substantial information and knowledge, skill, and attitudes that prepare students and nurture them to be self-motivated, accountable, and caring members of society. Besides, it shows them to address collective and global distresses with the use of literature, technology, and another noticeable community resource. The subject has a vital contribution to the development of the individual learner, helping pupils to become better citizens. The subjects in Social Studies including Economics, History, Citizenship, Rights and Duties, Constitutional Law, Social code, Moral and Virtues, create awareness for the children about their responsibilities in the global society. Social Studies teaches the history of the world and nations and making it possible for people to trace the evolution of events around them. (Børhaug & Borgund 2018)

Non-cognitive skills, loosely described as reflecting "thinking patterns, opinions, and habits "of people that can evolve throughout their lives, and who also assume various functions in the cycle of education (Bloom, 1964); Borghans, Duckworth, Heckman, and Ter Weel, (2008), Garcia, (2016). The non-cognitive framework encompasses a huge variety of social, psychological, mental, and intellectual skills and competencies. The term "non-cognitive skills" is used to describe a set of traits, behaviours, and techniques expected to enhance work growth and education. According to Farkas, (2003) those non-cognitive skills applicable to academic achievement usually involves six major variables:

- (a) parameters of attitude such as values, desire, and curiosity;
- (b) measures of personality, including emotional intelligence and openness to experience;
- (c) Indicators of social relations such as leadership, social tolerance, and commitment to work with someone else;
- (d) concepts of personality-efficacy and cultural identity;
- (e) ethics of the job, comprising dedication, discipline, patience, and leadership; and
- (f) sense of a particular mission, including anticipation as well as disappointment.

Non-cognitive skills, as described by Rosen, Glennie, Dalton, Lennon, and Bozick (2010), were those educationally and occupationally crucial skills and characteristics which were not expressly of an academic.



In describing academic and job outcomes, non-cognitive skills are widely regarded as imperative. (Bowles & Gintis, 2002); Farkas, (2003); Lieras, (2008). Researchers have identified non-cognitive skills as some of those attitudes, characters, practices, and techniques which promote great school or workplace achievements such as inspiration, determination, confidence, flexibility, ability to adapt, conscience-efficacy, trust, tenacity, empathy, and personality-control. Non-cognitive skills are core or essential skills that the human brain used, such as reasoning or analytical skills, emotional wellbeing or psychological capacity, issue-solving abilities, work ethics, social competence, and social responsibility. Similarly, essential are the factors that affect individual interactions among students and educators (open communication, closeness, and affection), discipline, self-regulation, perseverance, academic confidence, teamwork or interpersonal skills, organizational skills, creativity, empathy, verbal and non-verbal communication skills. These factors are considered 'non-cognitive' through means of being considered to be separate from the cognitive and theoretical skills which can be easily measured objectively with tests.

Though non-cognitive skills are habitually not measurable, especially with the test, they impact the general behaviour of the productivity of an individual at work. Interestingly, non-cognitive skills strengthen cognitive development, making both to be interdependent, and difficult to be separated from one another when improved achievement is required. Different research outputs have proved hat coexistence of the cognitive and non-cognitive skills and have shown that we may not be able to enhance cognitive skills except we give rapt attention to non-cognitive skills. Simply put recognizing the roles of non-cognitive skills can bring further improvement on the reading, writing, and other academic achievements of a child (Garcia, 2016). Non-cognitive skills are turning into increasingly critical factors as tendencies like robotics shift the skills needed to strive in today's fast-growing employment marketplaces.

The benefits of non-cognitive skills to individuals and society at large are increasingly gaining acceptance and a range of literature findings had documented that some of the most cost-effective interventions for growing these skills begin at the earliest stage in the lifecycle of an individual. Nonetheless, systems can also target effective interventions at later life stages. The major lesson is that what comes first lays the foundation for what skills, and to what degree the skills can be developed later in life. The main skill that the brain utilises in thinking, reading, reasoning, remembering, and attention are Cognitive skills. Working collectively, however cognitive skills also conclude from the inside and pass them into the information bank that you need to use every day in your classroom, at work, and in society in general (Kohl, 2013).

A teacher is a person who helps pupils to acquire knowledge, skills, or virtue of education. Teachers as caregivers in their relationship with the individual pupils/students and their classes, teachers can exploit their positive moral effect through three corresponding roles (Reddy & krishaiah, 2014).

- 1- They can serve as moral-ethical
- 2- Respect and responsibility both inside and outside the classroom
- 3- Serve as attitude moulding to the pupils

Schools, as planned by societies, play a central part in the progress of individuals as well as the citizens at large. The skills acquired in schools are critical to the well-being of individuals and that of societies. In schools, students obtain formal knowledge, transferred by teachers through the instructional framework of a curriculum, concepts, and theories, and self-learning. Besides, schools are one of the primary institutions where interactions among students and between students and teachers may mould their behaviour and personality traits. To this end, there is no reservation that teachers are performing



an important role in improving student performance. Therefore, the learning achievement in the schools to a great level is dependent on the effectiveness of the teacher as a caregiver. Teachers' roles in caregiving in early childhood education include helping pupils to acquire knowledge, competencies, or values, modelling and shaping attitudes, behaviours, and mentoring the pupils. The term Non-cognitive skills are used to describe a set of traits attitude, behaviours, and techniques that enhance or reinforce work growth or educational growth. Non-cognitive skills reinforce success at work and school. While Cognitive skills are the core skills that our brains used to understand, interpret, recall, thought, learn and pay attention, it is an essential skill of the human brain used for information processing. Different research output has proved that Non-cognitive skills are important in academic achievement or even more critical, therefore this study looks into the influence of Teacher's Non-Cognitive Skills on pupils' achievement in Social Studies in lower Primary Schools in Osun State .According to Albert Bandura, self-efficacy is the belief in one's capabilities to organise and execute the courses of action required to manage prospective situations Self-efficacy is a person's belief in his or her ability to succeed in a particular situation. It is about having the strong, positive belief that you have the capacity and the skills to achieve your goals. Self-efficacy is teacher work satisfaction, work commitment, teacher effectiveness, and instruction. Most of the research is underpinned by Bandura's self-efficacy theory (Berg& Smith, 2016; Zee & Koomen, 2016).

Emotional maturity is the ability of an individual to understand and manage his/her emotions no matter the circumstance. It is the capacity to know how to respond to tough situations and still keep cool. Emotional Maturity enables you to create the life you desire. An emotionally mature person will have more satisfaction in life; he or she will be satisfied with what he is having, of course trying to achieve more. He will have a more positive attitude than a negative attitude towards life. The most outstanding mark of emotional maturity is the ability to bear the tension. An emotionally mature teacher can make the necessary adjustment. If the teacher is emotionally mature his or her performance is better and gets more success in the life and be a good model to the pupils'. Important because maturity is based on responsibility, mature people live with a higher level of happiness and low level of depression and stress.

The analysis of the relationships between educational inputs and the pupils 'educational performance or achievement technically defines the production of education. There is a level of proficiencies required for a teacher to supply the required knowledge and equip the pupils adequately. However, for more effectiveness, they need exceptional leadership skills, including flexibility and the efforts to stay confident in challenging situations, creativities and presentation skills are important to help them in creating an atmosphere positive for learning in their classrooms. Several studies have shown a broad variance in the usefulness of teachers in increasing the performance of students on a standardized assessment of literacy and numeracy (Rivkin, Hanushek & Kain, 2005; Rockoff, 2004). Educators that are committed and successful in enhancing student academic achievement often increase the lengthy-term accomplishment of their teachers, like educational achievement and job income (Chetty, Friedman & Rockoff, 2014).

The traditional framework emphasizes the cognitive abilities and knowledge considered appropriate for academic performance. Hence, teachers' training packages stress producing competent, dedicated and professionally well-qualified teachers that are capable of meeting the demands of the educational system. The curriculum centres mostly on specific topic-matter knowledge and conceptual ideas or teaching approaches and expertise which include diverse strategies and techniques that are necessary to assist teachers to prepare to teach efficiently, to efficiently convey instruction to impart knowledge, and then effectively assess the learners. In most of the time, teachers' education trained them well enough with classroom administration skills through the practice of instructional resources and communication abilities; the latter is



focused on the belief that the teaching quality is critical in encouraging successful learning and students' academic ability in the system of education. All of these are all basic thinking skills a teacher would have in order to teach effectively in the educational system. In the previous decades, the forecast of academic attainment has remained well-thought-out as dependent exclusively on the cognitive skills of the teachers (Darling-Hammod, Flok, Cook-Havey, Baroon, Oshey 2020).

However, recently researchers in different disciplines especially Education and Social Sciences have accepted that non-cognitive factors and abilities are contributing immensely to the educational success and accomplishment of students (Stankov & Lee, 2014; Adedoyin, Chisiyanwa & Mensah, 2017; Cheng, 2018). Heckman, Stixrud and Urzua (2006) unleashed emerging research into pre-cognitive factors which determine the development of education. Their research is part of the general education development programme in the 1990s, which prompted him to inquiries regarding the current characteristics of personal character which produce results. Later, throughout the early 2000s, he partnered with cognitive scientists to study the impact on the feasibility of early childhood initiatives. Heckman et al (2006) observed that non-cognitive skills have a significant effect on children's lifestyles and attitudes. Several eminent educators, particularly Dweck (2006) with Duckworth and Quinn (2009) made excellent contributions through their research, articles and communications to improve understanding and attention of non-cognitive traits.

The widely available evidence of human capital for teachers, including educational qualifications and certification, has been reported to be primarily inversely related to teacher valuation-added scores (Hanushek & Rivkin, 2006; Goldhaber, 2008; Buddin & Zamarro, 2009). Recently, non-cognitive theories have been gaining the deserved recognition as growing confirmation proposes that the creation of paradigms such as intellectual curiosity, life confidence, resistance, optimism, and life management could be as important as conventional theories of cognition to students' academic achievement, job productivity, and life in totality (Greenberg, Weissberg, O'Brien, Zins, Fredericks, & Resnik, 2003; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Petway, Brenneman & Kyllonen, 2016). Researchers have recognized a link between non-cognitive skills and academic achievements as documented in several studies across different disciplines (Farkas, 2003; Heckman, Stixrud, & Urzua, 2006; Lleras, 2008). Researchers have however asserted that putting money in improving these non-cognitive considerations would generate higher revenues for prospective educational and career outcomes and consequently make up the difference between academically gifted and vulnerable young people (Heckman *et al.*, 2006; Stankov & Lee, 2014; Barrett, 2014; Petway *et al.*, 2016); Cheng, (2018).

Researchers agree strongly that non-cognitive skills are important or even more critical in the educational process and job prospects than cognitive aspects. In the sense of characterizing the physical attributes capable of performing well in the 21st generation, the significance of non-cognitive variables is often stressed in the discussion. Increasing efforts are being shaped to examine the effects of non-cognitive factors as well as how they contribute to academic achievement in life. The study, therefore, looked at the impact of non-cognitive teaching skills on the achievement of students in social studies in lower elementary schools in Osun State.

Statement of the Problem

The influence of cognitive skills in imparting knowledge has been variously researched in schools. However, little emphasis is placed on non-cognitive skills among lower primary school pupils in Social Studies. Therefore, the necessity to investigate the influence of non-cognitive skills on the performance of pupils' of lower primary in Social Studies, in Osun State becomes



imperative; hence this study.

Purpose of the Study

The general objective of this study is to determine the influence of teachers' non-cognitive skills on pupils' achievement in Social Studies in lower primary schools in Osun State, Nigeria. The specific objectives of the study are to:

- i assess the level of Self-Efficacy of Social Studies teachers at the lower primary schools in Osun State;
- ii examine the level of Emotional Maturity of Social Studies teachers in lower primary schools in Osun State, and
- iii investigate the influence of teachers' self-efficacy and emotional maturity on pupils' achievement in social studies in lower primary schools in Osun State.

Research Questions

1. What is the level of self-efficacy of the Social Studies teachers in the lower primary schools in Osun State?
2. What is the level of emotional maturity of the teachers of Social Studies in lower primary schools in Osun State?

Hypothesis

There is no significant influence of teachers' self-efficacy and emotional maturity on pupils learning achievement in Social Studies in lower primary schools in Osun State.

METHODOLOGY

The study adopted a descriptive survey research design. The design is suitable for the study since the variables are not manipulated. The main purpose of selecting a descriptive survey design is that the feedback from the selected sample could be used to judge the overall responses of the entire population in the environment. A descriptive research can be used for a wide variety of quantitative and qualitative methods to investigate or more variables and also to observe the phenomenon in a completely natural environment. The sample population consisted of primary III students and teachers of Social Studies in lower primary schools from identified schools in the three senatorial districts of Osun-State, Nigeria. The Osun State is one of the inland states in the south-western region of Nigeria with Osogbo as the state capital. It shares boundaries with Kwara State in the north, partly with Ekiti State and partly with Ondo State in the east, with Ogun State in the south and in the west, Oyo State.

The Osun State was established in August 1991. According to the 2011, population census of the Housing Commission, the state has a population of 4,009, 800 people. This was 2.448% of the total population of Nigeria with a density of 433.4 p/km². The State is made of three federal senatorial districts with each composed of two administrative Zones and consisting of thirty (30) Local Government Areas. The sample size for the study was 720 and 20 primary three pupils and 72 teachers of Social Studies drawn from the three senatorial districts of Osun State. A Multistage sampling procedure was used to select the sample for the study. Three Local Government Areas (LGAs) were selected from each of the three senatorial districts in the State using a simple random sampling technique, making a total of nine LGAs. From each LGA, four lower



primary schools were selected making a total of 36 schools in all From each school, two Social Studies teachers and 20 pupils were equally selected.

The study made use of three instruments in gathering the data for the study which are the Emotional Maturity Scale (EMS), Teachers' Sense of Efficacy Questionnaires (TSEQ), and Pupils' Achievement Test in Social Studies (PATSS). The instruments were used on sampled teachers, comprising of three sections: Section A was on bio-data, Sections B was used to assess the level of self-efficacy of teachers while section C was used to determine the level of emotional maturity of teachers PATSS was used to assess pupils' Achievement in Social Studies. Data collected were analysed using descriptive frequency counts, simple percentages, and Multiple-regression analysis. To ensure the expression and gratified validity of the instrument, the validity of the questionnaires used in the study were examined by experts in the Institute of Education, Obafemi Awolowo University, Ile-Ife. The suggestions made were linked together after which the content validity ratio (CVR) was determined on substances basis. To determine the reliability of the instrument, a pilot study was conducted outside the study population. Twenty copies of each of the Emotional Maturity Scale (EMS) and Teachers' Sense of Efficacy Questionnaire (TSEQ) were administered to the teachers. Their responses were scored and used to determine the reliability of each instrument. The internal consistency approach based on the Cronbach alpha reliability estimate was adopted for validity using SPSS version 21 software.

The reliability coefficient of the Emotional Maturity Scale Questionnaire showed that the original 21 items yielded a reliability coefficient of 0.704. However, when item b8 was deleted as suggested by the Item-Total Statistic value, the whole reliability coefficient was increased to 0.731. Also, when item b6 was deleted, the whole reliability increased to 0.748. Furthermore, deleting item b1 increases the whole reliability increased to 0.759. Since this reliability coefficient is considered high enough for the scale to be used for this study, these 18 items on the new scale were retained. Therefore, 18 items were retained on the Emotional Maturity Scale with a reliability coefficient value of 0.76. The reliability coefficient for items on the Teachers' Sense of Efficacy Questionnaire yielded a reliability coefficient of the items is 0.95. Since this coefficient is high enough; none of the items was deleted.

The permission for the study was obtained at each school from the headmaster before administering the questionnaire. Questionnaires were distributed to the selected schools for teachers of Social Studies in the selected schools with the permission of the authority of the schools. Clear instruction was given to teachers' on how to fill the Questionnaire. Also, the performance record book of teachers of Social Studies pupils teaching primary three pupils' was used for pupils' Achievement in Social Studies. Teachers were educated on how to fill out the questionnaires. The data relating to research was evaluated using frequency counts, simple percentages, and multiple regression analysis.



FINDINGS AND DISCUSSIONS

Table 1 Demographic Data of the teachers

Variable	Levels	Frequency (f)	Percentage (%)
Gender	Male	9	12.5
	Female	58	80.6
	No Response	5	6.9
	Total	72	100.0
Age	Below 18yrs	3	4.2
	18-25yrs	4	5.6
	26-33yrs	17	23.6
	34-41yrs	18	25.0
	42yrs and Above	26	36.1
	No Response	4	5.6
	Total	72	100.0
Marital Status	Single	14	19.4
	Married	56	77.8
	Widowed	1	1.4
	No Response	1	1.4
	Total	72	100.0
Religion	Christianity	56	77.8
	Islam	14	19.4
	No Response	2	2.8
	Total	72	100.0
Academic Qualification	OND	3	4.2
	NCE	41	56.9
	HND	2	2.8
	B. Ed/B. A. Ed/B.Sc. Ed	24	33.3
	Masters	1	1.4
	No Response	1	1.4
	Total	72	100.0
Years of Teaching Experience	Less than 5yrs	6	8.3
	5-10yrs	24	33.3
	11-15yrs	16	22.2
	16yrs and above	25	34.7
	No Response	1	1.4
Total	72	100.0	



Table 1 shows the demographic data of the teachers that participated in the study. It is shown that out of the 72 (100.0%) of the teachers that participated in the study, 12.5% were males while 80.6% were females while 6.9% declined their gender status. Also, 4.2% of the teachers were below 18 years, 5.6% were between 18-25 years, 23.6% were between 26-33years, 25.0% were between 34-41 years while 36.1% were 42 years and above. However, 5.6% of the teachers declined response to their age. The distribution of marital status shows that 19.4% were single, 77.8% were married, and 1.4% were widows, while 1.4% also declined their marital status. In terms of religious faith the teachers belong, 77.8% were Christians, 19.4% were Muslims while 2.8% declined their religion. The academic qualification distribution of the teachers shows that 4.2% had OND, 56.9% had NCE, 2.8% had HND, 33.3% had Bachelor’s Degree in education, and 1.4% had master’s degrees while 1.4% declined their academic qualification. In terms of their years of teaching experience, 8.3% had less than 5 years of teaching experience, 33.3% had between 5-10 years, 22.2% had between 11-15 years, 34.7% had 16 years and above while 1.4% of the teachers declined their years of teaching experience.

Table 2: Demographic Data of the Pupils

Variable	Levels	Frequency (f)	Percentage (%)
Gender	Male	366	50.8
	Female	354	49.2
	Total	720	100.0
Age Range	8-10 years		
Class	Grade 3		
Pupils’ Achievement in Social Studies	Min= 21.00%		
	Max= 98.00%		
	Mean= 70.79%		
	SD= 14.46		

Table 2 shows the descriptive data of the pupils that participated in the study. It is shown that pupils in grade 3 classes with ages between 8-10 years participated in this study. Also, 50.8% of these pupils were males while 49.2% were females. Their minimum and maximum percentage achievement scores in Social Studies were 21 and 98 respectively with mean and standard deviation scores of 70.79 % and 14.46.

Research Question 1: What is the level of self-efficacy of the teachers in lower primary schools in Osun State?

To answer this research question, teachers’ responses to 24 items on the Teachers’ Sense of Efficacy Questionnaire (TSEQ) were scored and cumulated. The minimum and maximum scores obtainable from this questionnaire were 24 and 120. The resulting scores were then subjected to descriptive analysis. The mean and standard deviation of the scores were 91.45 and 22.21 respectively. Teachers whose scores on the measure were one standard deviation below the mean (i.e. lowest through 69) were adjudged as having a low level of self-efficacy while scores of 70 through 120 were adjudged as high levels of self-efficacy. The results are presented in Table 3.



Table 3: *Level of Self-Efficacy of the teachers in Lower Primary School in Osun State*

Level of Self-Efficacy	Frequency (f)	Percentage (%)
Low	15	20.8
High	57	79.2
Total	72	100.0

Table 3 shows the levels of self-efficacy of the teachers in lower primary schools in Osun State. It is shown that out of 72 (100.0%) of teachers that participated in this study, 20.8% had a low-level self-efficacy while 79.2% of the teachers had a high level of self-efficacy. It is therefore shown that the majority of the teachers in lower primary schools in Osun State had a high level of self-efficacy. In other words, teachers in lower primary schools in Osun State had belief in their capability to effectively carry out the demands of their duties in the classrooms.

Research Question 2: What is the level of emotional maturity of teachers in lower primary schools in Osun State?

To answer this research question, teachers’ responses to 18 items on the Emotional Maturity Scale (EMS) were scored and cumulated. The minimum and maximum scores obtainable from this scale were 18 and 90. The resulting scores were then subjected to descriptive analysis. The mean and standard deviation of the scores were 66.36 and 10.42 respectively. Teachers whose scores on the scale were one standard deviation below the mean (i.e. lowest through 56) were adjudged as low level of emotional maturity, with scores of 57 through 77 (i.e. 57 to 1SD above the mean score) as a moderate level of emotional maturity while scores of 78 through 90 were adjudged as high level of emotional maturity. The results are presented in Table4.

Table 4: *Level of Emotional Maturity of Teachers in Lower Primary School in Osun State*

Level of Emotional Maturity	Frequency (f)	Percentage (%)
Low	14	19.4
Moderate	45	62.5
High	13	18.1
Total	72	100.0

Table 4 shows the level of emotional maturity of teachers in lower primary schools in Osun State. It is shown that out of 72 (100.0%) teachers that participated in this study, 19.4% had a low level of emotional maturity, 66.5% had a moderate level while 18.1% of the teachers had a high level of emotional maturity. It is therefore shown that the majority of the teachers in lower primary schools in Osun State had a moderate level of emotional maturity.

Hypothesis: There is no significant influence of teachers’ self-efficacy and emotional maturity on pupils’ achievement in Social Studies in lower primary schools in Osun State, Nigeria.

To test this research hypothesis, measures of pupils’ scores in Social Studies collected through the Pupils’ achievement Test in Social Studies (PATSS) were subjected to a multiple regression analysis using teachers’ self-efficacy and emotional maturity as predictors. The results are presented in Tables 5 and 6.



Table 5: Multiple Regression Analysis Test of influence of teachers’ self-efficacy and emotional maturity on pupils’ achievement in Social Studies in lower primary schools in Osun State, Nigeria

	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
R= 0.122 R ² = 0.015 Adj. R ² = 0.001 F= 1.072					
(Constant)	75.530	6.349		11.896	.000
teachers’ Self -efficacy	.037	.042	.074	.863	.390
Emotional maturity	-.123	.090	-.117	-1.358	.177

Dependent Variable: Pupils’ Academic achievement score Predictors: (Constant), teacher’s self-efficacy, Emotional maturity P < 0.05.

Table 5 illustrates that the effect of teacher self-efficiency and emotional maturity on pupil’s achievement in Social Studies resulted in a-multiple regression coefficient (R) of .122 and a multiple correlation square (R²) of .015. Such values are not statistically significant at a statistical probability point of 0.05. This indicates that the combination of teachers’ self-efficacy and emotional maturity has no statistically significant influence on pupils’ achievement in Social Studies. Such variables accounted for just 1.5 per cent of the reported variation in student achievement in social studies. It can therefore be concluded that there was no significant influence on the achievement of teachers' self-efficacy and emotional maturity on pupils in social studies at the lower elementary school in Osun State, Nigeria. The comparative significance of each of the two independent variables are shown in Table 6.

Table 6: Relative influence of each of teachers’ self-efficacy and emotional maturity on pupils’ achievement in Social Studies

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	75.530	6.349		11.896	.000
teachers’ self-efficacy	.037	.042	.074	.863	.390
Emotional Maturity	-.123	.090	-.117	-1.358	.177

Table 6 indicates the comparative effect of teacher self-efficacy and emotional intelligence on the achievement of pupils in social studies. As shown in Table 5, teacher self-efficacy b and emotional maturity had t-values of 0.86 and -1.36 respectively. So also, the values of the beta weights for the variables are .074 and -.12 respectively. Although, none of the two variables has any statistically significant influence on pupils’ achievement in Social Studies at 0.05 level of confidence, however, from the values of beta weights and t-ratio for the two independent variables, emotional maturity exerts higher influence than teachers, self-efficacy.

DISCUSSIONS

The study revealed that the majority of teachers in selected lower primary schools in Osun State had a high level of self-efficacy. In other words, teachers at lower-schools in the state had belief in their capacity to effectively carry out the demand



of their duties in the classrooms. This study collaborated the findings of Zee, Helma & Koomen (2016) who came out with the findings of high efficacy of teachers. Also, the study showed according to research question two that the majority of teachers in lower primary schools in Osun State had a moderate emotional maturity. This equally supported Kim, Jorg & Klassen (2019) who came out with similar findings. However, the multiple regression analysis tests of the influence of teachers' self-efficacy and emotional maturity had no significant influence on pupils' accomplishment in Social Studies. The null hypothesis was therefore accepted. This may be a result of the fact that non-cognitive abilities can only be impacted through observation, strategies, and modelling.

The third objective contradicts the finding of Adedoyin, Chisiyanwa, & Mensah, (2017), Rockoff (2004). which state that teacher meticulousness and other non-cognitive skills remain significant in influencing students' outcomes. The authors observed that the non-cognitive skills of teachers have significant effects on the educational achievement of the students. This result also at variance with the discoveries of Greenberg, Weissberg, O'Brien, Zins, Fredericks, & Resnik, 2003; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, (2011) who pronounced that teachers non-Cognitive skills such as social knowledge, flexibility, self-reliance, and enthusiasm are essentially the importance to student academic success.

It is glaring that teachers have a diverse impact, mainly on the academic ability of students as well as on the growth of their non-cognitive skills. (Rivkin, Hanushek, and Kain, 2005; Gershenson, 2016; Jackson 2012; Jennings and DiPrete 2010; Koedel 2008). For example, Jackson (2012) found that teachers performed a critical position in the development of non-cognitive skills as measured by absences, suspensions, grades, and on-time performance progressions-which is unique from their effect on cognitive skills. While the underlying mechanism of how teachers affect non-cognitive abilities is unclear, Jackson observed that the influence is especially strong for language teachers. This observation is recorded through further study, for example, Ruzek and Pianta (2015) learned from a study conducted that teachers affected the motivation of their students, measured by their perceptions of excellence and achievement. Gershenson (2016) also reported in a review that teachers provide significant impacts on the absence of students.

The association between the influence of a teacher on student achievement in mathematics and also the effect of the same teacher on student self-efficacy in mathematics was just 0.19. This poor association suggests that teachers who are effective in strengthening non-cognitive skills are not necessarily as successful in developing cognitive skills. This study has also been compatible with other research findings. For example, Jackson (2012) identified only a statistically significant correlation between the ability of a teacher to enhance student test scores and the ability to enhance student non-cognitive skills.

CONCLUSION

This study was able to ascertain that non-cognitive skills do not influence student achievement in Social Studies in the public primary schools in Osun state. The research also showed that the majority of teachers in the public lower primary school in Osun State had a high degree of self-efficacy and a moderate degree of emotional stability. In addition, the study concluded that there was no major effect of teacher self-efficacy and emotional maturity on pupils' achievement in Social Studies in the public primary schools in Osun State.



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

- i. There is a need for teachers to work on how to improve the performance of the pupils by not depending on their cognitive skills only but looking at the synergetic effects of non-cognitive skills with their cognitive skills. This may be the game-changer on the performance of the pupils in Social Studies
- ii. Workshops and seminars should be organized for the teachers to know how to set the balance between non-cognitive skills and cognitive skills for better academic achievement
- iii. Authors of books should also write in Nigeria's context on how to balance non-cognitive skills and cognitive skills for better academic achievement.
- iv. Teachers' should try to apply their non-cognitive skills in the classroom as they teach their pupils

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