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Teachers-Pupils Relationship in Mathematics Class and the Impact on Academic Achievements in Primary Schools in Osun Central Zone of Nigeria

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Abstract: This research paper examines the relationship between teachers and pupils in mathematics class and impact on academic achievements in primary schools in the Osun Central zone of Nigeria. The research used a quantitative approach, with a survey of public Primary School Teachers handling the teaching of Mathematics in Primary 4. Multi-Stage sampling technique was used to select a total of 100 teachers and 540 primary 4 pupils from 6 local government areas in Osun Central of Osun State. The survey assessed the teachers' relationship including factors such as expectations, caring attitude and support, as well as the teachers' self-reported pattern of engagements in mathematics and also assessed the pupil academic achievements in mathematics'. Five research questions were answered and two hypotheses were formulated to guide the study. Data collection was done by the researcher in each school. Data analysis was done using SPSS package version 26, with the statistical tools of Chi-square and the hypotheses were also tested using the Pearson's Product Moment Correlation Coefficient. The research instrument used for data collection was Teacher Relationship Inventory (TRI).Test-re-test method was used to carry out the reliability of the TRI. Pearson Product Moment Correlation and 0.82 was obtained. The results of the survey suggest that the quality of the teacher-pupil relationship had a significant impact on the pupils' academic achievements in mathematics. Specifically, the results revealed that teachers sees mathematics as difficult, majority of pupils do not love Mathematics, the teachers have very low caring attitude and/or support, and who also reported that pupils do not interact freely with them. Teachers do not enjoyed feeling comfortable communicating with them, tended to have higher levels of academic achievement in mathematics. The results of this research contribute to the existing literature by providing evidence of the importance of the teacher-pupil relationship for primary school pupils' academic achievement in mathematics. In particular, this study provides evidence for the need for teachers to be mindful of the qualities of their relationships with pupils, and to ensure these are positive, supportive, and safe. It also emphasizes the need to ensure that pupils are given sufficient guidance and support to ensure they are able to reach their learning goal.

Keywords: *Teacher–Pupil Relationship, Pupils' Attitude, Impact on Academic Achievement in Mathematics.*

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I. INTRODUCTION

Primary education is the foundation of formal education. It is an institution upon which all other levels of education and educational achievement are built and an essential component in the echelon of educational system of every nation. In order to qualify for other levels of education, one must firstly pass through primary school, because it prepares the mind and trains the child for higher and tougher academic pursuits. In Nigeria, Primary education is a very vital component of nation's educational sector that deserves handling with great care and caution. The straight and security of the building depends on how strong the foundation is, and its size is determined by the level of educational attainment (Carl and Christine, 2019). Conversely, if the foundation is weak, it will not be able to support the elevating floors. Most teachers would agree that pupils who have trouble in those first years of primary school have a hard time with educational task at other level of education (Baraza and Nyongesa, 2017). Investment in primary or basic education is considered by the United Nation Development Programme (UNDP) as a means to foster gender equality, sustained economic growth and reduce poverty. (UNDP, 2014)

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Primary education has been acknowledged as preparation of the child for useful living within the society and preparation for secondary education.

Mathematics is a fundamental subject in the actualization of societal goals, hence its inclusion in the school curriculum (Osayimwense, 2017). Mathematics is an indispensable subject of school curriculum, as it is a compulsory subject for all learners at every levels of education and a fundamental discipline to science and technology development considering its importance to everyday life. Thus there can be no real development technologically without mathematics (NERDC, 2013). The importance of Mathematics cannot be over-emphasised because it is important in daily living as well as in the study of other subjects. It is important to teach mathematics to children in their early age. It helps children make sense of the numbers, patterns and shapes they see in the world around them, which offers ways of handling data in an increasingly digital world and makes a crucial contribution to their development as successful learners.

- *Mathematics is Important and its Importance Cannot be Over-Emphasised, Areas of Importance Include:*

- Helps Kids Develop Critical Thinking Skills. It encourages children to think outside the box and consider different approaches to a problem. As a result, math can help children develop the essential skills they need to succeed in school and life...
- Develops a Healthy Brain. Children who engage in regular mathematics activities have healthier brains. It was found that children who regularly solve math problems have increased activity in brain regions associated with attention and focus. It can help children develop a stronger attention span and improve their focus.
- Teaches Kids How to Handle Failure. Mathematics can teach children how to handle failure in a constructive way. In life, there will always be times when we fail. It's a natural part of the human experience. However, it's crucial to understand how to deal with failure in a healthy way.
- Helps Kids Understand the World around them. Understanding the world involves guiding children to make sense of their physical world and their community.
- Encourages Kids to Be Creative. This is because mathematics is all about finding different solutions to problems. Children can develop creative problem-solving skills by understanding how to visualize objects.
- Teaches Kids on How to Make Decisions. Mathematics can actually help children develop their decision-making skills. This is because math requires kids to weigh different options and choose the best solution, especially, when children are deciding how to spend their allowance, they need to consider how much money they have and what they want to buy.
- Boosts Self-Confidence. This can spill into other areas of their life, and they will begin approaching new challenges with optimism and enthusiasm.
- Encourages Children to be persistent. Mathematics can help children develop a growth mindset. This is the belief that intelligence is not fixed but can be improved with effort. Children with a growth mindset approach challenges with persistence and determination. The understanding that failure is not the end can build capacity to persevere in the face of challenges and achieve success in their lives.
- Helps Kids Develop Important Life Skills**.** Mathematics provides a way of thinking that can apply to everyday situations. For example, basic arithmetic is necessary for budgeting and managing finances. Percentages and fractions are often used in cooking and measurements.
- There are all sorts of games and activities that can make learning mathematics enjoyable. Many learning apps and websites make mathematics more engaging for children.

From the foregoing, mathematics is a fundamental tool used to describe the world around us. You might not need to solve complex equations daily, but the subject helps us understand patterns and relationships in everything from the weather to the stock market. Mathematics will help children develop essential skills that can be useful in all areas of lives. That's why kids need to build a strong foundation in mathematics from an early age.

Despite all these laudable importance and benefits of Mathematics most people dislike the subject. Mathematics is a fundamental discipline to science and technology development and important to everyday life. Thus there can be no real development technologically without the study of Mathematics.

Many studies over the years have indicated that many people have extremely negative attitudes to mathematics, sometimes amounting hatred for the subject. Several studies suggested that mathematics has the dubious honour of being the least popular subject in the curriculum. The survey of high school seniors, revealed that 12% had never taken algebra or geometry, 26% had dropped mathematics after only one year, 30% had dropped it after two years, of the brightest 30%, four out of ten never went beyond elementary arithmetic (AllNigeriaInfo, 2018; Quora, 2017). Evidence is the situation among U.S. teachers, in a survey of 211 prospective elementary teachers, 150 reported a long-standing hatred for arithmetic. This revealed the extent of the situation (Chuckwuemeka, 2022; Oxford Learning, 2019; Fenews, 2021; Indiatimes, 2019; Reddit, 2015).

Presently, primary school pupil's interest and academic achievement in Mathematics is declining in Nigeria and notably Osun State in particular. Although, mathematics has always been a complex subject for many students, and making Mathematics education more effective has been a persistent problem. However, there is a common belief that majority of the students dislike mathematics, and that a lot of this difficulty comes from how mathematics is taught in schools.

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Some scholars resolved that the problems are more of teacher-related factors, owing to an array of factors ranging from personality traits; teaching skills; instructional materials, interest in teaching; attitude of teachers towards teaching; poor educational foundation; and many others (Salman, Mohammed, Ogunlade, Ayinla, 2012; Okeh, 2021; Skoumios, 2021, and Chuckwuemeka, 2022).

Balogun (2018) submitted that many students lose interest in mathematics because it is difficult and cumbersome. Skoumios, (2021) found that many teachers teach mathematics without instructional materials and facilities. Salman, Mohammed, Ogunlade and Ayinla, (2012), sees the problem as being caused by teachers' attitude, poor educational foundation, false misconceptions, wrong attitude of parents, wrong teacher, lack of frequent practice by students, Poor mathematical background, laziness on the part of students and teachers, among others. Chuckwuemeka, (2022) advanced 14 reasons why most students hate mathematics, and such include: the teacher; mathematics is either write or wrong, boring, complexity, the wrong portion for the wrong age, inability to memorize maths, the fear of winning a challenge, the maths haters epidemic, fear of humiliation or criticism, difficult to understand, incomplete instruction, congested classes, curricular isolation and drill overkill. Oxford Learning (2019) also posited that some students dislike maths because they think it's dull. They do not get excited about numbers and formulas the way they get excited about history, science and languages. Evidently, a recent survey of over 20,000 U.S. 9th graders found that the academic subject in which highest percentage of students reported as being their list favorite was indeed mathematics (Tumblr, 2019; Oxford Learning, 2019).

Gupta in Dagnew (2012) reported that interest in teaching and attitude of teachers towards teaching are basic factors associated with teaching success. The attitude of teachers towards mathematics and its teaching influence students' attitude towards the subject (Obodo, 2006). Obodo further stated that the behaviour of mathematics teachers in Nigeria deviates from normal behaviour and that it scares students from learning mathematics. Although some aspects of mathematics appear to be cognitively difficult for many people to acquire; and some people have moderate or severe specific mathematical learning disabilities, but not all mathematical disabilities result from cognitive difficulties. He argued further that, not all teachers are effective in their roles, some mathematics' professors are not enthusiastic about the topics, whereas the subject is more perplexing for the kids than it was before the instructor introduced the topic, thus, teachers supposed to present numbers and computations in an engaging manner in order to gain students' attention.

Research on teaching and learning constantly endeavour to examine the extent to which teacher's relationship enhances growth in student learning and academic performance. The teacher –pupil relationship has been found to be a critical factor in learner's performance in mathematics in Nigeria. A positive teacher-pupil relationship characterized by trust, respect, and effective communication has been associated with higher academic achievement in mathematics (Adunola, 2011; Ayeni (2011). The teachers need to build quality relationship with their students and be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. A negative teacher-pupil relationship marked by conflicts, disrespect, and lack of communication has been linked to poor performance in mathematics whereas; effective teacher- pupil relationships can lead to better understanding of mathematics concepts and problem-solving skills.

Mathematics entails the study of numbers, shapes, quantities, and patterns, which could be cumbersome and at the same time frightening, but for the fact that it act as the basis and structure of all subjects, it should be learnt at all cost if success in formal education is held at utmost.

Moreover, enthusiasm and excitement motivate students to have a strong desire to learn a subject (Alazzi, 2013). This is because teaching is an intensive psychological process which requires teachers to have ability to maintain productive learning environments, motivate students, make sound decisions and create personal relationships with their students so as to make positive impacts on the lives of their students (Glover, and Ronning 2013; Simon, Klahr, and Kotovsky, 2015). A nurturing and supportive learning environment that fosters positive interactions between teachers and students can improve students' attitude towards mathematics, leading to increased motivation and engagement in learning (Ayuwanti, Margsigit, and Siswoyo, 2021; Pellegrino and Hilton, 2013). Motivation is necessary in any worthy activities most especially teaching. Motivations in the form of praises, encouragement and encomium could enhance both teachers and students and will lead to a change of attitude. Students enjoy classes when teachers are enthusiastic and excited about their subjects. Teachers' negative disposition or attitude towards teaching profession, even if they are knowledgeable with sound professional training, may affect students' performance negatively (Sprinthal, 2007).

Teaching and learning can only be effective when the corresponding teachers are happy and professionally fulfilled (Sprinthal, 2007).and teachers with good attitudes create a good learning environment for students (Vermunt and Verschaffel, 2000).

Since mathematics has importance in everyday life, in that it helps develop logical reasoning abilities; enhance problem-solving skills in an individual; its applications are far-reaching and important in daily life on issues touching Personal finance, Cooking, Telling time, Universal language, and used in every career.

Chuckwuemeka, (2022) suggested that teacher should guarantee that pupils acquire and master the fundamentals of mathematics. Major reasons to dislike mathematics were related to difficulty in understanding the subject matter and teacher or instructional related factors.

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But with new technologies and approaches, we might finally be able to turn the tide. Teachers of mathematics as individuals who have been specially prepared to exercise the profession of imparting knowledge, skill and other personal qualities to learners in a formal school system should strive to create a favourable environment for learning.

➢ *Statement of the Problem*

Mathematics is a fundamental discipline to science and technology development and important to everyday life. Thus there can be no real development technologically without the study of mathematics. To truly understand the subject, students need to be able to see how it is used in the real world. Too often, however, mathematics is taught as abstract principles with no connection to the outside world. As a result, students struggle to see the point of what they are learning and quickly lose interest and tend to dislike the subject. Many studies have been carried out to find out the reasons for the hatred and so much fear of the subject. Yet, the issue of figure is detested by many students. This study investigates the relationship between teachers and pupils in mathematics class and impact on academic achievements in primary schools in the Osun Central zone of Nigeria, it examines teacher's attitude towards the academic achievement of primary school pupils in Mathematics. It also finds out the impact of teacher-public relationship on primary schools' Mathematics achievement.

➢ *Research Questions:*

- What is the profile of mathematics teachers' areas of specialization, Qualifications and work experience in public primary schools in Osun Central of Osun State?
- Do pupils in Public primary schools in Osun Central primary schools love mathematics?
- To what extent do teachers have passion for the subject matter in public primary schools in Osun Central primary schools?
- To what extent do teachers use instructional materials in public primary schools in Osun Central primary schools?
- What is the perception of teachers about mathematics?

➢ *Research Hypotheses*

- Ho_1: There is no significant relationship between Teachers' area of specialization and the pupils' interest in mathematics
- Ho_2: There is no significant relationship between Teacher use of instructional materials and pupils' achievement in mathematics

II. METHODOLOGY

The population of this study includes all the primary school teachers in public primary schools in Osun Central Senatorial District of Osun State. Sample for this study comprised of public Primary School Teachers teaching of Mathematics in Primary 4. Multi-Stage sampling technique was used to select a total of 100 teachers, teaching of Mathematics in Primary 4 from 40 schools primary schools. Systematic Random sampling technique was used to select 6 local government areas out of the list of 10 local government areas that made up the Senatorial District. Purposive sampling technique was used to select 9 schools from each of the local government areas. Moreover, purposive random sampling was used to select average of 2 teachers from each school, where there was only one mathematics teacher such was the only one selected, and where there was cluster, maximum of 2 teachers were selected from such schools. A total of 10 pupils were selected from each sampled school for the measurement of the academic achievement in mathematics. Thus, the sample for the study comprised of 100 teachers and 540 primary 4 pupils. The research instruments used for data collection were namely: i) Teacher Relationship Inventory (TRI) and ii) Pupils Mathematics Achievement Test (PMAT). The TRI was self constructed and consisted of 24 items, the section A with 6 items probe into personal information of the teacher (name of school, age, sex, highest qualification, area of specialization, years of experience), while section B consisting of 18 items that solicited for information about the disposition and relationship of the teacher to the pupils. The scale was presented in a 4-point likert format from 1-4 (Strongly Disagree =1, Disagree=2, Agree =3, Strongly Agree=4) To ensure the construct and content validity of the TRI, expert in field of Measurement and Evaluation were consulted, and corrections were effected based on their observations and comments. The PMAT was adopted from 2022 Unified Mathematics Examination for Primary 4 supervised by SUBEB in Osun State and it consisted of 10 simple test items. Test-re-test method was used to carry out the reliability of the TRI. The instrument was administered twice within an interval of two weeks to ten teachers in primary schools in Egbedore local government area of Osun State, which was in Osun West Senatorial District. Test-re-test reliability Coefficient of 0.82 was obtained for TRI. Data was analysed using descriptive statistics (Mean and standard deviation). Pearson Product Moment correlation Coefficient as well as Cross tabulations were also used.

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III. DATA ANALYSIS AND RESULTS

Table 1 Cross-Tabulation of Profile of Mathematics Teachers in Osun Central Primary Schools (Educational Qualification, Work Experience and Area of Specialization)

Educational Qualification	**Teachers' Work Experience**			
	0-10yrs	**11-20yrs**	**21yrs & above**	**Total**
NCE/OND	27	12	3	42
HND	1	4	0	05
B.SC/B.A/B.ED	18	27	5	50
Masters Degree	1	2	0	03
Total	47	45	8	100
Area of Specialization	**Teachers' Work Experience**			
	0-10yrs	**11-20yrs**	**21yrs & above**	**Total**
Social science Education	18	14	2	34
Marketing	1	3	1	05
Science Education	12	11	3	26
Agricultural Education	8	8	1	17
Primary Education	5	4	0	09
Mathematics Education	3	5	1	09
Total	47	45	8	100

Mathematics Teacher's Area of Specialization	**Educational Qualification**				
	NCE/OND	**HND**	**B.SC/B.A/B.ED**	**Masters**	**Total**
Social science Education	19	0	14	1	34
Marketing	0	05	0	0	05
Science Education	8	0	18	0	26
Agricultural Education	9	0	8	0	17
Primary Education	5	0	4	0	09
Mathematics Education	1	0	6	2	09
Total	42	05	50	3	100

Table 1 presents the cross-tabulation of profile of mathematics teachers in Osun central primary schools (area of specialization; educational qualification, work experience and). The result showed that about 34 of the teachers of mathematics in Osun central primary schools social have areas of specialization in social sciences education, 5 in marketing, 26 in science education, about 17 in agricultural education, 9 in primary education while 9 are in mathematics education. The results revealed that majority of the mathematics teachers specializes in social sciences and sciences. This implied that most of the teachers that teach mathematics in primary schools are not specialists in the teaching mathematics; we only have about 9% that specializes in the subject. The result also showed that in terms of educational qualification, about 42 of the teachers possess NCE/OND, 5 were HND, 50 possess B.Ed/B.Sc/BA while 3 possess masters' degree certificates. Majority of the teachers of mathematics in Osun Central primary schools possesses Bachelors' and NCE qualifications. This implies that primary school mathematics teachers are mostly First degree holders.

Table 2 Mean and Standard Deviation of Primary School Mathematics Teacher-Pupil Relationship Measures

s/n	**Item**	**SA**	**A**	**D**	**SD**	**Total**	**Mean**	**Std Dev.**	Decision
1.	Majority of pupils in your class love mathematics	11	26	27	36	100	2.12	1.03	Disagree
2	Your pupils often bring unsolved class work to you for assistance	16	3	37	44	100	1.91	1.06	Disagree
3	You are always willing to give pupils' support on mathematics problems	18	10	36	36	100	2.10	1.09	Disagree
4	Pupils are free to interact with you as their mathematics teacher.	17	5	38	40	100	1.99	1.10	Disagree
5	To the best of your knowledge there is good rapport between you and you pupils	1	25	38	23	100	**2.30**	0.98	Disagree
6	You feel bad when pupils do not grab the subject matter within a lesson/period as scheduled	4	11	48	37	100	1.82	0.78	Disagree
7	You notice unfriendly attitude of pupils during mathematics lesson	46	37	9	8	100	**2.79**	0.91	Agree
8	Pupils' always participate well during mathematics lesson	12	33	31	24	100	2.33	0.96	Disagree

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9	You have been teaching math through real-world examples.	15	11	36	38	100	2.03	1.05	Disagree
10	You always seek to teach mathematics with relevant instructional materials	16	16	46	22	100	2.26	0.98	Disagree
11	There are positive posters on the wall relating to mathematics in your classroom	7	6	40	47	100	1.73	0.86	Disagree
12	There is provision of relevant instructional materials to support your teaching of mathematics	2	11	40	47	100	1.68	0.75	Disagree
13	As a mathematics teacher you always use strategies designed to capture pupils' attention during lesson	19	4	36	41	100	2.01	1.11	Disagree
14	Innovative ideas should be put up by teachers of mathematics to attract pupils attention	17	5	39	39	100	2.00	1.06	Disagree
15	Mathematics is difficult and not easy to understand	37	20	23	20	100	2.70	1.13	Agree
16.	You feel satisfied with the pay and other incentives as a mathematics teacher on the job	21	18	32	25	100	2.31	1.11	Disagree
17	Quality relationship between teacher and pupils can bring better academic achievement in mathematics.	13	32	28	27	100	2.31	1.01	Disagree
18	Some Mathematics teachers are leaving teaching profession because of poor salaries.	37	18	28	17	100	2.59	1.22	Agree

Table 2 presents the mean and standard deviation of primary school mathematics teacher-pupil relationship measures. By collapsing the responses of strongly agree (SA) and agree (A) together on one hand and disagree (D) and strongly disagree (SD) on the other hand, the results showed that about 63 teachers indicated disagreed while 37 indicated agreed to the statement that majority of pupils in your class love mathematics. This implied that majority of the mathematics teachers have the belief that primary school pupils do not love Mathematics. To the statement that pupils always participate well during mathematics lesson, about 45 indicated agree while 55 disagree. About 83 of the teachers indicated agree while 17 disagree to the statement that "You notice unfriendly attitude of pupils during mathematics lessons". This implied that primary school pupils in Osun central do not love mathematics, and that they do not always participate well during mathematics lessons, also they display unfriendly attitude during mathematics lessons.

The result of the mean and standard deviation also showed that primary school mathematics teachers do not often experience pupils bringing unsolved class work to them for assistance as about 17 agreed while 81 disagree. About 28 indicated agree while 72 disagree to the statement that you are always willing to give pupils' support on mathematics problems. About, 15 agreed while 85 disagree with statement that says you feel bad when pupils do not grab the subject matter within a lesson/period as scheduled. This implied that the primary school mathematics teachers do not have passion for the subject matter in mathematics primary schools in Osun Central about their pupils grabbing the subject matter during a scheduled lesson.

Table 3 Inter –Correlation Matrix Relationship Between Area of Specialisation, Pupils Attitude Towards Mathematics, Instructional Material and Mathematics Achievement Score

S/N		A5	B1	B17	B11	Maths Ach
A5	Area of Specialisation	1				
B1	Majority of pupils in your class love mathematics	.611**	1	.283**		
B17	Use of Instructional materials	669**	.436**	1		
B11	There are positive posters on the wall relating to mathematics in your classroom	.556**	.515**	694**	1	
Maths Ach		.719**	.360**	.541**	.465*	1

Table 4 Chi-Square Tests of Pupils' Achievement in Mathematics and Teachers' Area of Specialisation.

Achievement	Pupils taught by teacher's with specialization Mathematics	Pupils taught by teachers without specialization in Mathematics	Total	χ^2	df	p-value
Low Achievement	341 (63.1%)	74 (13.7%)	415(77%)			
High Achievement	26 (4.8%)	98 (18.3%)	125(23%)			
Total	367 (67.9%)	173 (32.1%)	540 (100%)	38.4	5	.000

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Table 4 presents the Chi-square test of pupils' achievement in mathematics and teachers' area of specialization. The result showed that the mean score of pupils taught by teacher's with specialization in Mathematics was 5.5 while that of the pupils taught by teachers without specialization in Mathematics has a mean of 3.82. This implied that pupils taught by teachers' with specialization in Mathematics are better than those pupils taught by teachers without specialization in Mathematics.

IV. DISCUSSION OF FINDINGS

Teachers' area of specialisation is one of the major factors' and the variable was statistically significant in predicting pupils' achievement in mathematics. The pupils taught by teachers' with specialization in Mathematics are better than those pupils taught by teachers without specialization in Mathematics. This corroborates Oladokun (2010) which states that students taught by teachers with specialization in mathematics achieve higher in mathematics than students taught by teachers without specialization in Mathematics. This connotes that there is a positive relationship between mathematics expertise with higher levels of performance among pupils whose teachers possessed specialization in mathematics education than those whose teachers were in other subject areas. The findings show that most of the schools studied have insufficient mathematics teachers with the average mean score of **s**hortage of adequate trained and qualified mathematics teachers. Shortage of teachers who are specialist in mathematics is one of the problems militating against effective teaching of mathematics. It is widely known that one cannot teach what one does not know or familiar with effectively.

Teachers' passion for pupils learning of mathematics has significant relationship and impact on the pupils' achievements in Mathematics. Teachers are the pillars for their students. They play the most important role in their students' life by providing support, boosting their confidence, guiding them in the right direction, and of course teaching them. They are the facilitator of learning in the learning-teaching process. The best teacher is one who is able to vary methods, arouse the interest of learners, apply the best teaching /instructional materials to teach pupils and guide them towards a quality learning process. This agreed with Gafoor (2015) that Mathematics is an indispensable subject of school curriculum and is important in daily living as well as in the study of other subjects.

Some pupils are losing interest in the subject. Balogun (2018) opined that many students lose interest in Mathematics because of the difficult and cumbersome. Attitudes associated with Mathematics appear to affect student's performance in the subject. Also, many teachers teach Mathematics without instructional materials and facilities (Skoumios, 2021). The quality of teachers and class room facilities are grossly inadequate and obsolete. Education and training are paramount. But their effectiveness depends on how relevant they are to the needs of the labour market. In recent years, researchers also indicated that a serious disconnection exists between Mathematics training in primary schools and the needs of the labour market, as pupils that do not proceed to higher education have been found to be incompetent in the field of work.

V. CONCLUSION

This study revealed that Teachers' positive relationship and attitude has direct impact on the pupils' achievements in Mathematics. Therefore, it is essential for teachers to build positive and meaningful relationship with their pupils in mathematics classrooms in Nigeria to enhance quality academic achievements in mathematics. New and innovative approaches to mathematics education can help to address this problem. One such approach is teaching math through real-world examples. This method is particularly effective in assisting students in understanding and retaining mathematical concepts.

RECOMMENDATIONS

Teachers should endeavour to motivate the pupils in order to schedule more time for their studies. Innovative ideas should be put up by teachers to arouse the interest of the learners so as to have academic achievement in their studies.

Supervisors and teacher inspectors should be appointed to go round schools from time to time in order to discourage non-challant attitude toward teaching and learning in schools.

Incentives should be provided for pupils who perform extremely well in their studies as this will encourage others to devote more time to their studies.

Welfare packages should be arranged and implemented for teachers to continue to put in their very best in the art of teaching and guiding the learners. Moreover, better treatment should be given to most of the competent and productive Mathematics teachers to get the best out of them and have students well molded in return.

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