

**IMPACTS OF TEACHERS QUALIFICATION TO THE STUDENTS' PERFORMANCE  
IN SELECTED SECONDARY SCHOOLS, GAROWE - PUNTLAND.**

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## **CHAPTER ONE**

### **1.0. INTRODUCTION**

This study is an endeavor to investigate the impacts of the teachers' qualification on the students' performance in secondary schools, Garowe district, Puntland - Somalia. This Chapter deals with background of the research, as well as detailing problem statement, objectives and research questions, significance and purpose of the study, and defining the key terms of variables.

#### **1.1. Background of the study**

Qualified teachers in all level of education; primary, secondary and tertiary education is crucial yielding desired results for of educational institution, though education is important and significant to solve problems in society, including poverty, unemployment and conflict (Yusuf, 2017).

The academic qualifications, knowledge of the subject matter, competence, and skills of teaching and the commitment of the teacher have effective on the teaching learning process (Alagappar & Kaur, 2011). Quality improvement in education depends qualification and proper training of teachers (Yadved and Singh, 1988).

Formal instruction does not work in vacuum; school environment, teacher benefits, management, curriculum and instructional approaches, family background, individual characteristics and many other factors interact to produce growth in student academic skills and knowledge, therefore assumptions are important and this study strictly will analyze teachers' qualification correlating to the students' performance. There is sufficient empirical evidence that suggests that the achievement of school children relies substantially on the teachers skills (Alagappar & Kaur, 2011). Mendro and Weersinge (1997) suggests that among student performance and academic achievement related factors, qualified teachers matter most.

Qualified teachers are best identified by their performance not by their background or experiences, despite common perceptions, effective teacher cannot reliably be identified based on where they went to school, whether they are registered or how long they are taught. The best way to asses teachers' effectiveness is to look at their on the job performance including what they do in the classroom and how much progress their students make on achievement tests student learning (Yusuf, 2016)

According to the Puntland Ministry of Education and higher education, there is one dedicated teacher training institution in Puntland (GTEC), and two other institutions which offer some limited teacher training provision. These centers offer a combination of in-service and pre-service teacher training programmes, to either the diploma or bachelor's level for secondary or primary teachers. However, the capacity of these institutions remains limited, unable to keep up with the demand for trained teachers within the sector. NGOs have offered a substantial portion of teacher training within Puntland, offering a range of short term training; however, the quantities of training offered have not yet been established due to a lack of data.(Education, n.d.)

In Puntland Somalia, Ministry of Education report (2016), the teachers' unit has continued to grow, when the census was conducted, 5,093 teachers were identified, including 920 females and 4,173 males. This represents an increase of 133% since 2006. Teachers' distribution among rural and urban areas and imbalances between male and female teachers remains significant, as well qualification of teachers where the objectives included to improve teachers quality for achieving academic performance and educational goals (MoE, 2016).

In the reports (Eno, 2016). 1,100 graduate teachers of a 2-year school-based teacher-training course named "Strengthening of Capacity of Teacher Training" (SCOTT) implemented in the of northern Somalia, indicates target of 6,872 teachers, which is expected to realize an increase of 13% aimed at decreasing the number of untrained teachers to 5 percent. However, the trained number mentioned here includes "teachers from universities, secondary colleges and primary schools," as Eno notes, which still shows teachers remains below the required number of the teaching workforce.

In Somalia, less attention has been given to quality of education due to limited teacher training institution, however; in Puntland, it is important to focus teachers' qualification in order to improve students' performance.

## **1.2. STATEMENT OF THE PROBLEM**

Indeed, like any other nations in Africa, Somalia education system has faced challenges and qualified teachers matter is the most. The outbreak of civil war in Somalia the early 1990s took a terrible toll on education sector, and institutions had privatized due to ineffectiveness of central government.

The research shows that most of the primary and secondary schools in Somalia teachers (including Puntland) were primary or secondary graduate and those who have diploma or bachelor degree level, very few had studied education-related courses and therefore inadequate of formal teacher training experiences, and necessary pedagogy for the profession, this means that unqualified teachers are in classroom which affects students' performance and education system at large (Hussein, 2015).

It's very hard to find someone in a poor country like Somalia who has both the qualifications and the training to be a teacher.

According to Puntland examination results for the last five years shows that number of qualified teachers were increased year after as well performance of students increased (MoE, 2016).

However; this is significant and benchmark to the Puntland Education sector to emphasize teacher qualification to ensure students performance.

## **1.3. PURPOSE OF THE STUDY**

The main objective of the study is to find out the effect of teachers' qualification on the students' performance in selected secondary schools, Garowe district, Puntland Somalia.

## **1.4. SPECIFIC OBJECTIVES.**

1. To assess the qualification of teachers in selected secondary schools, Garowe, Puntland.
2. To determine the performance of students in selected Secondary schools, Garowe Puntland
3. To determine the correlation between teachers' qualification and academic achievement of the students' performance in selected secondary schools.

### **1.5. RESEARCH QUESTIONS**

1. Do the selected secondary schools in Garowe district have enough qualified teachers?
2. How is the performance of students in selected secondary schools in Garowe district, Puntland?
3. To what extent the teachers' qualification effects the academic achievement of the students', secondary schools – Garowe district?

### **1.6. SCOPE OF THE STUDY**

This study will be limited to its level of scope the selected secondary schools in Garowe district, Puntland Somalia.

### **1.7. SIGNIFICATION OF THE STUDY.**

This study will be important to the

1. Other researchers to take as guide or extra to do further research for future uses.
2. Ministry of Education of Puntland state of Somalia to get clue and improve quality of teachers to achieve Puntland educational goals.
3. Puntland state, use findings to improve their education and they can get the way to increase students performance by means of qualified teachers

However; the outcome of the study is therefore expected to stimulate the stakeholders to improve upon the isolated variables which have direct underlying relationships of teachers' qualifications with a view to enhancing student performance in the subjects and academic achievement.

### **1.8. OPERATIONAL DEFINITION OF TERMS**

For the purpose of this research, the researcher has given meaning to the following terms as such in this study.

**Education:** the process of receiving or giving systematic instruction, especially at a school or university.

**Qualification teachers:** Teachers' qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers' qualifications could, therefore, mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development (Kola & Sunday, 2015).

**Teaching method:** Those are the simplified method by which the teacher presents their teaching to the learner's to give room for effective comprehension of lesson.

**Teaching:** is an art. It can be refined by training and practice. The availability of competent teachers is central in the reconstruction of the educational system (Crystal, 1997).

**Performance:** Outcomes and results, which generates reliable data on the effectiveness and efficiency of achievements compared to the standard.

**Student:** Is a learner, or someone who attends selected secondary school in Garowe.

**Students' academic performance:** The outcomes of the teaching and learning process in terms of knowledge and skills in students acquires from schools as measures by scores obtained in Puntland Secondary Certificate Examinations (PSCE).

**Academic performance:** Refers to achievement in standardized tests or examinations shown by a student. According to Niebuhr (1995) Academic performance of students is typically assessed by the use of teacher's ratings, tests, and examinations.

**Teaching and learning materials:** In this study teaching and learning materials mean all materials that facilitate the teaching and learning in secondary schools.

**Performance:** To perform is to take a complex series of actions that integrate skills and knowledge to produce a valuable result.

**Secondary school:** Is a school which provides secondary education after primary school education.

## **CHAPTER TWO**

### **2.0. LITERATURE REVIEW**

#### **2.1. Introduction.**

The researchers who have studied this field internationally in different ways yet there is a limited academic researcher that have been conducted in this topic for Puntland context, therefore this research concerned the impact of teachers' qualification to students performance in the selected secondary school performance, Garowe district.

#### **2.2. Teachers' qualification.**

The availability of competent teachers is a central in the reconstruction of the educational system necessitates good quality of education in the school system (Crystal, 1997). Qualification is a special skill or type of experience, knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers' qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers' qualifications could, therefore, mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development (Kola & Sunday, 2015).

In Sub-Sahara countries quality of education is the major challenge factor due to insufficient of qualified personnel: it is important to know whether students who achieve acquired the expected knowledge (Initiative, Africa, & Feasible, 2013)

In Puntland, a teacher might has a teaching certificate at hand but without adequate knowledge of subject matter, this individual has no teaching qualifications yet. Professional development and experience also count for teachers' qualifications (Helk, R.H., 2007).

In Somalia, secondary education is considered to be capable of providing society with educated people who are needed for many areas of work. many countries in Sub-Saharan African are struggling competitive secondary education systems and qualified teachers in secondary schools due to factors such as secondary teacher attrition, bottlenecks in the teacher preparation system, and perceived unattractive conditions of service (Nakabugo, Bisaso, & Masembe, n.d.)



Few countries have strong policies, strategies, and programs for recruiting able secondary leavers to secondary teaching and the appointment criteria for teacher trainers involve their academic and professional qualifications and experience. (Mulkeen et al. 2007).

In Uganda (MoES, 2002) teachers with high passes and have served for a period of over five years teaching experience stand better chances of being recruited to join teacher education, but lack of sufficient qualified teachers that not yet solved as any other country including Somalia.

Qualification of teachers is an important determinant of the extent to which has an impact on learners academic achievement. The researchers argue that learners' "learning achievement can be improved through quality teaching," even in situations where problems of "class size" are extant. (Eno, 2016).

Most untrained teachers point accusing fingers at students rather than on themselves when the students are unable to carry out the expected behavior at the end of the lesson or examinations. Therefore teachers' plan should include: choice of appropriate teaching method, choice of appropriate teaching materials, and intensive research on the topic to be taught, determination of the objectives for the lesson (Fafunwa BO, 2002)

(Adeyemo, 2005) Remarks that no profession in sub-Sahara has suffered reversal of fortune than teachers, it implies that the quality of service rendered by an unqualified teacher could affect academic achievement of learners in primary school pupils or secondary school students.

The teacher census conducted in Somaliland and Puntland in 2012, revealed that 46 percent of teachers are unqualified. In Somaliland, of the 6,157 teachers identified, only 3,045 were qualified, where Puntland, 5,093 teachers identified and, 3,115 of them are qualified (UNICEF, 2012).

Teacher training provision institutions are very limited in Puntland GTEC is the only which offer a combination of in-service and pre-service teacher training programmes, to either the diploma or bachelor's level for secondary or primary teachers.

However, the capacity of these institutions remains limited, unable to keep up with the demand for trained teachers within the sector. NGOs have offered a substantial portion of teacher training within Puntland, offering a range of short term training; however, the quantities of training offered have not yet been established due to a lack of data (Education, n.d.)

### **2.3. Teachers' use of instructional materials in teaching.**

The use of instructional materials in the teaching process less stressful for both teacher and students (learners). A study by (Akinyemi A, et al, 1995) revealed that the performance of Nigeria students was generally poor due to insufficient teaching material, report added other factors are responsible the poor performance including, inappropriate teaching methods and inadequate numbers of learning facilities in schools as increase in the number of students. He said that many Nigerian science teachers were aware of possibility of improvisation but exhibited poor attitudes towards improvisation.

According to the (Mohamed Irshana Rasmy, 2017) factors which students interact with or depend on for their livelihood during their school life and unfavorable living conditions prevailing within the family such as relationship ties, family arrangement, and parent's attitude towards education and lack of role model or ones support the student his/her lessons at the home.

Somalia EMIS data shows that a total of 50.7% of teachers are found in government managed schools across Somalia. This rate is highest in Somaliland (77.2%) and Puntland (66%), and lowest in Central South Somalia with only 7.8% of recruited teachers in government-managed primary schools. In Central South, there are nearly twice the ratio of female teachers in government-managed schools as compared to non-government managed schools (15.1% compared to 7.6%). However, the overall disparity between male and female teachers is high, with 91.8% of all teachers being male compared to 8.8% being female. Differences within Central South are stark regarding the proportion of teachers working in government managed schools. Southwest State (16.9%) and Hirshabelle State (28.2%) have a much higher proportion of teachers in government managed schools compared to other states. Those states with the lowest proportion of teachers in government managed schools are Banadir State (2%), Galmudug State (1.8%) and Jubaland State (1.1%) (MoECHE, 2018).

The reports (MoECHE, 2018) displays, only 37.9% teachers are qualified across all of Somalia, This is highest in Puntland at 45.6%, followed by Somaliland at 38.2%, and then lowest in south and Central Somalia 16.2%. This is attributed to teachers who qualified before 1990, recruitment of teachers from neighboring countries including Kenya.

## **2.4. Students' academic performances.**

Puntland educational researches show that students who have joined secondary education without exposure to primary education have higher incidence of repeating and dropping out and low performance at the primary level than the ones who have been exposed to primary education, and the reason is not only their primary education background but also low qualified teachers in some subjects of secondary education (Statistics, 2015).

The Puntland National Examinations Board (PNEB) sets national examinations and qualifications standards across the primary and secondary subsectors, and is the one of the main area that can found the students' performance in Puntland.

IQS pupils are, in principle, able to take these qualification of completion of the requisite level of study, and ABE pupils, given that provision does not extend to grade eight, do not sit relevant examinations.

Regular students' assessments are conducted in national level, the Uganda National Examinations Board (UNEB) conducts each year a National Assessment of Progress in Education (NAPE), The aim of NAPE is among others, to determine the level of pupils' achievement in academic is direct relation to the teachers' qualification regarded regions with the participation in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) program that assesses students' achievement after 6 years of education (Initiative et al., 2013).

## **2.5. Relationship between teachers qualification and student performance.**

Having a positive relationship with one's teacher may be a factor that promotes positive outcomes and ameliorates risk for students who may be considered at-risk for negative outcomes such as school dropout, and qualified teacher with relations students is more better preferable than unqualified, it's helpful and promotes academic learning and students performance (Sanwa, 2016) According to Nieto (2013), American students have developed a relationship with their teachers inside the classroom and outside the classroom. In general, that relationship doesn't occur between nonwhite students and their teachers. When it comes to building a relationship with students inside and outside the classroom, a teacher must have qualification, see teaching as an act of love; second, see teaching as advocacy; and lastly see teaching as honoring student identities and believing in their futures, mostly in America, minority students including Somalis are going through these challenges and admitted low performance (Ibid).

A positive connection exists between teachers' preparation in their subject matter and their performance and impact in the classroom but not on the number of years spent in school (Wilson, S.M., et al, 2001).

Findings related to teachers' academic, and scholars believed that higher degrees showed positive correlation with students' academic achievement (Goldhaber & Brewer, D, 2000).

There are others (Ehrenberg, R, 1994) who believed that higher degrees had an adverse correlation with students' performance and teachers' qualification.

According to (Ferguson TS, 1992) concluded from his research in Ghana that "Good teachers have distinguishable impacts on students examination score. Found that the simple largest factor affecting academic growth of population of students is differences in effectiveness of individual classroom teachers. He further propounded that the higher a teacher is qualified, the higher his or her level education in the teaching profession.

We cannot deny that the teachers' qualification is not the only factor that effects students' performance but also are other factors;

(SEGUMBA, 2015) Teacher's behavior relation the class or type of leadership styles for the teacher can be resulted student's school performance, where attitude is not dependents on teacher's academic qualification and trainings he/she admitted.

The educator's instructional approach and his or her feelings towards his or her work may be one of the factors that cause some learners to engage into low level performance. Furthermore, the educator's attitude towards his or her work could either be negative or positive is contagious and often affects the Learners.

Seeking to further understand the demographic context, and whether any relevant factors are impacting on the education sector in Puntland for primary and secondary data was collected and analyzed (MoE, 2016). According to the (MHILIWA, 2015) poor academic performance has been related with the location of community schools in various studies related learner's poor academic performance.

## **CHAPTER THREE**

### **3.0.RESEARCH METHODOLOGY**

#### **3.1.Introduction.**

This chapter will cover: research design, research population, and sample size, sampling procedure, research tools, validity and reliability of the instruments, data collection procedures of the study as well as ethical considerations.

#### **3.2. Research design**

Research Design refers to overall strategy that researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem, collection, measurement, and analysis of data (Trochim, 2006),

(Burns and Grove, 2003) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Therefore, the researcher will use qualitative method to achieve the outcome of the study, this method is selected in order to investigate the teachers’ qualification and their impact to the students’ performance in selected secondary schools, in Garowe district, Puntland.

According to (Creswell, J. W., 1998) there are about three research designs; qualitative research design the one that generates words as data for analysis. Quantitative research design is the one that generates numbers as data for analysis, and mixed-method design comprises both qualitative and quantitative research designs.

Qualitative approach expects to conduct and work with more descriptive data which seek deep and intense descriptions of the context and events.

(Omari, 2010). Qualitative research design allowed researcher to change according to the conditions of the respondents and ask open ended questions during interviews

(Kombo, D. K. & Tromp, D. L., 2006), qualitative approach is adopted purposely to allow the flexibility in the study. The use of qualitative method is recommended especially interviews method and focused group discussions. The researcher will also employ the quantitative in correlation research design tests for statistical relationships between variables.

### **3.3. Research population**

Target population also known as universe population is a group of elements such individuals, objects or items from sample are taken for measurement (Kombo et al. 2006). The researcher will target 5 Secondary Schools in Garowe, District, their principals, 94 teachers, and 4,321, Students (MoE, 2019).

### **3.4. Sampling design and procedure.**

Sample is a subset of people, items, or events from a larger population that you collect and analyze and interpret. The study will employ simple random sampling and systematic techniques which will provide an equal chance to respondents to avoid bias. The study will utilize 20% of teachers and students as the sample which will be 19 teachers, and 226 student, where principals will be 50% which are 3 principals.

These numbers of respondents are enough because in qualitative research even a single respondent is enough for a researcher to generate findings (Patton, et al., 2002), and in the line with Gray (1996), which states that for a descriptive research a sample of 20% to 50% of population is sufficient for reliable findings for population.

### **3.5. Research instrument.**

The questionnaire is the reliable instrument to get the necessary information from the respondents without fear or indecision. Each respondent will provide a chance to express his or her ideas, therefore the researcher preferred questionnaire tool for the study due to its simplicity and reliability of data gathering. Instructional questionnaire will be given to the school focused respondents to give a free response in their own opinion.

### **3.6.Data sources.**

Both primary and secondary data sources will use in this study. The primary data received from a target population through questionnaires and the secondary obtained from the secondary examination performance results, teachers record qualification, per references.

### **3.7.Validity and reliability**

#### **3.7.1. Reliability**

A research instrument refers to repeated measurements under similar conditions with same results. To test the reliability of instrument, test - retest method of reliability will employ in the study before the data collection.

### **3.7.2. Validity**

Validity is the accuracy and meaningfulness of inference which were based on research results (Mugenda, O. M. & Mugenda, A. G, 1999). The researcher will closely work with the supervisor during the preparation and construction of the instrument of data gathering.

### **3.8.Data Analysis and Presentation**

After collecting data will be tabulated and coded to enter computer for analysis using the statistical package (SPSS), Instat+, and other statistical software packages. Data analysis procedures will employ both qualitative and quantitative. Qualitative data will analyze using content analysis by grouping the main themes of the respondents and presenting them using descriptive techniques. Quantitative data uses frequency tables for both frequency distributions and percentages and, finally presented using charts for easier interpretation.

### **3.9.Ethical Consideration**

(Gray, S. , 2009) Insists on the need of the researcher to observe the principle of ethics when conducting research. This is because there could be some danger the respondents may experience or harm if their views are known to their superiors. Furthermore, it is not recommended to violet the right of individuals for the reason of searching knowledge. So the researcher will establish an informed consent to ask the respondents to respond willingly and without being forced and the respondents who not interested will allow to with draw at any time during research processes. Therefore, the researcher will respect the respondents and will ask permission.

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## APPENDIX 1

### QUESTIONNAIRE.

This questionnaire is for the purpose of gathering information on the impact of teachers' qualification to the students' performance in selected secondary schools, Garowe – Puntland for Partial fulfilment of Bachelor Degree of Education (B.Ed) at Islamic University in Uganda (IUIU) with the Collaboration of Garowe Teachers Education College (GTEC), Puntland.

You are kindly requested to fill in the questionnaire and your honest responses will be highly esteemed. The questionnaire is divided into three sections of A, B, & C. Please complete each section honestly according to the instructions given.

Don't write your name to ensure complete confidentiality. The data provided shall be used for accademic purposes only.

### DEMOGRAPHIC INFORMATION

Please tick (✓) in the bracket the most appropriate response and where explanation is required, use the space provided.

Name of school: \_\_\_\_\_

**1. Identify your position in the school.**

- a) Teacher ( )
- b) Headteachers ( )
- c) Student ( )

**2. Gender**

- a) Male ( )
- b) Female ( )

**3. Age:**

- a) 15 – 20 ( )
- b) 21 – 26 ( )
- c) 27– 32 ( )
- d) 33 – Above ( )

## SECTION A: Determine Teacher's qualification in selected Secondary school

1. Average teaching experience of the teachers in your school
  - a. 0-5 years ( )
  - b. 6-10 years ( )
  - c. 10 – more than years ( )
2. Please indicate your highest academic qualification.
  - a. Secondary (Somali Joint): (Certificate level) ( )
  - b. Intermediate (Dip Ed): (College diploma level) ( )
  - c. Bachelors' degree (BEd): (University degree) ( )
  - d. Master's degree (MEd): (Master's Degree) ( )
  - e. Other \_\_\_\_\_
3. How heavy is the teaching load of the secondary school?
  - a. Very heavy ( )
  - b. Heavy ( )
  - c. Not heavy ( )
4. Teachers make and come up with lesson plans in class
  - a. Everyday ( )
  - b. Once a week ( )
  - c. Never ( )
5. Please indicate whether the teachers prepare the following professional document. Tick as many as appropriate.

a) Schemes of work ( )	b) Lessons plan ( )
c) Record of work ( )	d) Student progress ( )
6. How many times are the head teacher inspects to teachers in class?

a) Once a month ( )	b) Twice in a month ( )
c) Once a term ( )	d) Twice a year ( )
e) Never ( )	f) other specify.....

7. To what extent do your schools cover Joint examination syllabus?

- a) Very great extent ( )      b) great extent ( )      c) Undecided ( )  
d) Little extent ( )      e) Very little extent ( )

8. How would you rate the effectiveness of the school head teacher?

- a) Effective ( )      c) Satisfactory ( )  
b) Ineffective ( )      d) Explain your answer\_\_\_\_\_

9. Does your school have adequate teaching and learning resources?

- a) Adequate ( )      b) Not adequate ( )      c) Not at all ( )  
c) If adequate or inadequate, list the type of teaching resources you mostly use in your class/school.\_\_\_\_\_

10. Your school Teachers use appropriate teaching method. \_\_\_\_ Yes/No.

11. Your schools have enough qualified teachers \_\_\_\_\_Yes/No.

12. Do the students of your school are motivated by the strategies for the teaching and learning process? Yes /No. If yes, how \_\_\_\_\_

## **SECTION B: students' performance in secondary schools**

1. How often do the teachers mark the assignment?

- a) Very often ( )      b) Often ( )  
b) Rarely ( )      c) Very rarely ( )

2. Does the teacher check your exercise books? \_\_\_\_ Yes/No. If yes, how often is it done?

- a) Twice a term ( )      b) Once a term ( )  
c) Once a year ( )      d) Not at all ( )

9. How do you rate the exam performance your school relatively to the others?

- a) Excellent ( )      b) Good ( )      c) Undecided ( )  
d) Poor ( )      e) Very poor ( )

3. Do the teachers give feedback in good time to the students? \_\_\_\_\_ yes/No
4. Do your school offer standardized examinations to your students? \_\_\_\_\_ Yes/No
5. Do the students get enough time with teachers to revise the assignments and tests given?  
\_\_\_\_\_ Yes/ No.
6. How does the head teacher ensure that teachers teach on daily basis? \_\_\_\_\_
7. How does early coverage of the syllabus affect performance in national examinations? Explain  
your answer. \_\_\_\_\_
10. What do you think could be done to improve students' performance in your school?
11. How does early coverage of the syllabus affect performance in national examinations? Explain  
your answer. \_\_\_\_\_
12. Suggest other factors that influence academic performance in in your school \_\_\_\_\_
13. In your opinion, what measures can be used to improve Puntland secondary schools Joint  
performance? \_\_\_\_\_

### SECTION C: teachers' qualification and students' performance

SA		A	UC	D	SD				
Strongly Agree		Agree	Uncertain	Disagree	Strongly Disagree				
					SD	D	UC	A	SA
No.	Response				1	2	3	4	5
1	Students’ performance depends on teachers’ qualification according to final examinations subject grade marks								
2	The availability of competent teachers increasingly necessitates good quality of education in the school system								
3	Qualified teachers are skilled and experienced or knowledgeable which makes them suitable to do the job.								
5	Some Qualified teachers in your lack the adequate knowledge of subject matter								

6	The appointment criteria for teacher trainers involve their academic and professional qualifications and experience.					
7	Most untrained teachers point accusing fingers at students rather than on themselves when the students are unable to carry out the expected behavior at the end of the lesson or examinations					
8	Teachers with high passes and have served for a period of over five years teaching experience stand better chances of being recruited to join teacher education.					
9	Teachers, Garowe secondary schools receive enough organized training programs which equipped them with an adequate skills of teaching.					
10	Secondary school teachers do prepare professional documents used in class to ease students understanding of class work concepts.					`
11	The morale boosting of the teachers in the secondary school improves school performance in academic achievement.					
12	The benchmarking have impact on the performance of students in examinations					
13	Head teachers inspection to the school teachers on daily basis improve quality work and better student performance					

END