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## Impact of Teacher' Qualification on Students' Academic Performance in Public Secondary Schools in Rwanda

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### Abstract

The qualification of teachers in secondary school plays a significant role in improvement of academic performance of students. Educational qualification of teacher leads to the effectiveness of teacher' content mastery as all in all helps in promotion of students' grades. The working experience of teachers is also viewed as the key indicator in the promotion of schooling system where schools experience to have a high level of students' completion. Nevertheless, the content mastery of teachers also promotes the active learning which also leads to the improved students' scores in class assignment. The purpose of this paper was to establish the impact of teacher qualification on students' academic performance in public secondary schools in Gasabo district in Rwanda. The target population was 137 respondents that provided the sample size of 121 got using Yamane formula. Interview guide and questionnaire were used as data collection instruments. Correlation research design was also employed. This paper established that there is a statistical significant relationship between teacher qualification and students' academic performance thus  $P = .000$  less than 0.01 as the correlation significance level and Pearson coefficient correlation  $r = .564$ . It was revealed that teacher qualification can have an impact of 36.5% on students' academic performance and the remaining 63.5% could be affected by other variables. This paper recommended that the Ministry of Education should keep reviewing the ways of improving the level of teacher qualification to standardize the quality of education through improved academic performance. Educational planners should make effective set up that could improve the level of teacher qualification that leads to having effective teaching methodology. The School head teachers should actively participate in improvement of teacher qualification especially teacher content mastery and experience. The study also recommended that teachers should themselves be encouraged in their professionalism in order to improve the school performance.

**Keywords:** *Teacher qualification, students' academic performance, teacher content mastery, teacher experience and public secondary schools*

## **1.0 INTRODUCTION**

Education is taken as a process of development that consists the passage of human personality from infancy to maturity by adopting various ways of getting physical, mental emotional as well as social development (Harris & Sass, 2008). They also stated that, education is considered as a bridge that directs people to better future as well as better development of the country where the quality of education development through improved students' academic performance depends on the qualification of teachers.

Globally, Elsbree (2015) indicated that teacher qualification in United States of America (USA) indicates main purpose of providing best education that facilitates the possibility and needs of children and youths in general. Teaching certification in USA is an attempt to guarantee that teachers who teach in public secondary schools are qualified to perform their responsibilities that lead to the improvement of students' academic performance (Cremin & Lawrence, 2013). Gold Haber and Brewer (2007) added that having qualified teachers can be one of the factors that can enhance the students' achievement. They also added that teaching is a profession that requires specialized skills and certification as well as degrees that standardize the specialization of teachers. However, Walsh (2011) indicated that certificates as well as degrees and diplomas held by teachers can be one of the barriers of entering in the profession of teaching. Holt and Seastrom (2015) presented that qualified teachers may still have relevant trainings that help them to improve their qualifications.

In Africa, teacher qualification in Sub-Sahara African Countries (SSAC) including Rwanda, is taken as a profession needed in teaching profession which is also held to guide a professional teacher to grow knowledge and skills (Tylor & Robinson, 2019) also added that a well-developed knowledge and skills of teachers facilitates teaching profession an opportunity that makes a strong part in key decisions related to the quality of service provision which can be done by improving student' academic performance and also develop their own profession related to teaching system. In Kenya, teacher qualification has a significant impact in determination of school outcomes (Adeyemi, 2010). However, Lydia and Migosi (2015) indicated that, qualified teachers are not able to develop the modern method of using Information Communication Technology (ICT) in their daily teaching activities due to lack of computer literacy. They also added that teaching experience is associated with the school outcomes of students in Kenya where there is a lower level of completion rate and students getting low grades.

In Rwanda, the government revised education policy that guides teachers to develop their desire related to teaching activities and strengthening strategies that could enhance teacher performance so as to make an emphasis on the qualification of teachers (ESSP, 2012). According to Education Sector Strategic Plan (ESSP, 2013), the improvement of students' completion rate as well as students' grades and scores are based on quality and utility of education which might depend on the quality and competence of the teaching staff. However, the government of Rwanda met a challenge related to the shortage of qualified teachers needed to teach in public secondary schools in Rwanda to enhance secondary schooling outcomes.

### **1.1 Problem Statement**

The government of Rwanda introduced major reforms in education sector of enhancing the quality of education through improvement of academic performance specifically, in secondary schools (MINEDUC, 2012). The improvement in the number of teachers getting degrees and diplomas as

well as certificates impacts on school outcomes however Ministry of Education (MINEDUC) has the mission of transforming citizen in Rwanda to having skills helping them to develop socio-economic status of the country through establishing equal access to schooling and get the quality of education.

Nevertheless, teachers whose low educational qualifications face the challenge of having low teaching capacity that may lead to low academic performance of students (Mourshed *et al.*, 2010). Therefore, the ministry of education put much emphasis on the development of teachers' qualifications so as to enhance the students' academic outcomes where the government of Rwanda increased the number of Teacher Training Centers (TTC) as well as increasing the number of students accessing the University Of Rwanda College Of Education (UR-CE). McGowen (2007) noted that teachers' qualifications make an impact on schooling outcomes like students' academic performance. This implies that insufficiency of qualified teachers like teachers' degrees, diplomas as well as certificates can reduce the level of students' academic performance.

Despite, the quality of education indicated that students' academic performance is not improving, due to insufficiency of qualified teachers in public secondary schools (Save the children, 2018). This is because there is shortage of qualified teachers in public secondary schools in Rwanda (REB, 2019). This was witnessed when REB failed to get the required number of teachers to teach in both government primary and secondary schools and re-advertised the posts to allow even those who didn't study education to apply for the teaching positions.

## 1.2 Objective of the paper

The objective of this paper was to establish the impact of teacher qualification on students' academic performance in public secondary schools in Gasabo district in Rwanda.

## 2.0 LITERATURE REVIEW

### 2.1 Overview of Teacher Qualification

Qualified teacher refers to an individual that guides learners to get new knowledge and skills and who has achieved the minimum criteria for teaching a particular level of education (Lydia & Migosi, 2015). Herman (2015) indicated that high quality teacher education as well as trainings is one of pre-requisites that lead to quality of teaching and also improves learning outcomes where the effective teaching should be observable and can be communicated effectively and also consulting to degrees and diplomas as well as certificates as a form of signaling. Though, some traditional teacher training institutions may not have effective capacity of delivering teachers having high quality learning (Taleb, 2007). The provision of teacher training and development are not enough to make a qualified teacher (UNESCO, 2014). Having degrees, certificated as well as diplomas are considered to be the basic requirements that lead to teacher qualification and also having effective code of conduct so as to meet the universal schooling goals (Moon, 2013). Therefore, the effective achievement related to universal lower secondary schools should be achieved by high committed qualified teachers (Dladla & Moon, 2013).

According to Kruijer (2010), the quality of teachers has effectiveness related to the quality of teachers that should be based on relevant trainings that might depend on trainee mentors and trainers' skills and capabilities as well as availability of training materials. Similarly, Nordstrum (2013) added that provision of training to teachers so as to become more qualified, should be based on the level of their current qualification held by the related teachers, association between face to

face tutoring components and in service monitoring. Though, there should be a challenge of long distance between training facilities and training centers from school location. However, most of trainees in trainings, criticized that face to face training sessions seem to be overcrowded, too short as well as too passive (Nordstrum, 2013). Furthermore, the content developed during professional trainings so as to enhance teacher qualification, does not always meet the needs of educators.

### **2.1.1 Educational Qualification as Aspect of teacher qualification**

Educational level alludes to the scholarly certifications or degrees an individual has gotten. Despite the fact that education level is a nonstop factor, it is every now and again estimated completely in look into considers. Here, we utilize the expression "educated workers" to allude to those people who hold in any event tertiary education in light of the fact that these degrees are important for section into numerous higher-paying occupations (Trusty & Niles, 2014). Numerous researchers and experts have been occupied with understanding the connection amongst education and performance at work. Education was found to advances center task performance by giving people explanatory and procedural information with which they can finish their tasks effectively (Feldman, 2019). In tertiary education frameworks focal point of education isn't just to upgrade intellectual capacity and job information yet cut crosswise over directions and extracurricular exercises preparing on obeying principles, train and upkeep of high good models, and capacity to show develop choice taking conduct after graduation (Feldman, 2019). Besides, education likewise advances self-assurance, self-inspiration, watchfulness, and the want and capacity to set individual objectives for the future (UNDP, 2015). Workers with more years of education are additionally less inclined to cause peril to coworkers or clients by overlooking security guidelines (Shin, 2013).

### **2.1.2 Teacher Experience as Aspect of Teacher Qualification**

The continued inability of many children to have average pass in primary examinations in Kenya is interpreted as failure of school system and lack of teacher preparedness and approaches in content delivery. Crystal (2013) says communication is a key competency which develops through Language learning, a determinant of not only the performance of a learner but understanding of other subjects. UNESCO Report (2015) says that teacher preparedness refers to a complex process of a teacher possessing professional values and being able to practice those values, and being able to make sound judgment in school setting situations through teaching experience. UNESCO Report (2010) says that teacher (teaching) experience is considered as one of the critical aspects which enhances and improves learner performance. Wandera, Imonje and Akala (2019) acknowledged teaching experience as a global issue that influences the implementation of classroom activities and learners' performance. Lee and Kim (2012) say that competency is linearly related to performance of any task; and that the same can be built periodically to enhance self-learning and innovation.

OECD Report (2009) says that many young teachers in Africa stay on and become more committed and ultimately improve learners' performance. Arriaza and Martin (2007) argued that as teachers stay longer in teaching they concentrate more on teaching and stop seeking promotions; and that their preparedness skills become more polished thus improving learners' performance. Thurairara (2010) says teaching experience improves learner performance and creates a bond between the learners and the teachers thereby improving preparedness and performance. Whereas majority studies have linked performance of learners to teachers' experience, some published studies show that under some circumstances experienced teachers do not enhance learner performance. Boyd *et al.* (2008), Harris & Saass (2007), and Papay & Kraft (2007) posit that learners who are taught by

less experienced teachers perform poor compared with learners taught by more experienced teachers; but that teachers with teaching experience of more than 25 years are in some circumstances found not to be as effective as less experienced teachers.

## **2.2 Overview of Students' Academic Performance**

Students' academic performance refers to the knowledge and skills that students have mastered in a given subject or a course or the extent to which students have attained their short- or long-term educational goals (Bell, 2013). The provision of quality education should be considered as the priority to every country so as to meet the national goals related to education (Bosker & Kruger, 2010). According to Kimani, Kara and Njagi (2013), the improvement of academic performance should be emphasized so as to put in place the desired educational requirement and leads citizens to be equipped with skills, values, knowledge which helps them to reshape their society. Therefore, the quality of education developed through improved academic performance, promote individual development, capability, attitudes as well as behavior accepted by the society and also to be adapted to the local environment that should also be based on the culture of the society (Wilcox, 2005).

According to Yusuf (2008), the success related to any educational institution, should be indicated by students' school results in terms of academic and discipline. Neuman (2007) added that the students' school outcomes could not only be subject to tests and exams done in school and skills to undertake in local environment but also could be based on social discipline based on the societal ethics. Cohen and Morris (2007) stated that effectiveness of school performance especially in academic activities might be based on evaluating the effectiveness of teachers that has gained on the ground due to the fact that academic performance is considered as a symbol that determines the school success. Basit (2010) supported that effective structure followed by educational policy as well as policy makers, various educators and the ministry of education might take students to high academic performance due to the fact that, the level of academic performance has an influence related to the roles that should be played by educational stakeholders.

## **2.3 Teacher Qualification in Education System**

The importance of good teaching to the academic success of students is spontaneous to any parent whose child at school (Abell, 2010). Basically, principles that sound to statistical analysis taken to enhance academic performance as well as discipline that may be violated routinely due to failing to control various variables related to students' academic achievement caused by insufficient qualified teachers teaching in most levels of education (Ronald, 2012). According to Jason and Kerry (2011), the shortage of qualified teachers teaching in secondary school was affected by the lack of attention related to teacher training as well as development due to insufficient financial motivation. Barley (2016) revealed that, the entry related to school productivity and quality education is rooted from the qualification of teachers as well as professional credentials. The requirement and training that should be given by teachers vary in different regions and countries (Korthagen, 2014). The professional preparation needed in pre-service teachers, should be based on qualification examination (Loughran & Russell, 2006). Farrell (2015) stated that development of teachers' skills based on their teaching career, promotes the performance as they always have a reflection on teaching activities. This also shows that there is a need to strengthen teacher' collaboration in order to share available teaching skills. This could also be facilitated by professional identity held by teachers in their daily activities. Though, there is a systematic body of knowledge that determines the level of teacher qualification (Russel, 2006). Therefore, Barley

(2016) suggested that teacher trainings and research could be one of the results related to the improvement and to student teachers who need to become more qualified.

#### **2.4 Teacher Qualification and Students' Academic Performance**

Qualification of teachers have been considered as the essential catalyst that promote the improvement of the school setting where teachers are taken as the main source used in school development as well as students' school development which is considered to become the source that help the knowledge and changes (Wallace, 2011). The awareness and motivation of teachers help educational policy makers, various educators as well as parents to make an evaluation of their related duties, might also have effective collaboration with teachers and school administration to sustain examinational results at a given structured period of time (Taal, 2006). Therefore, students who fail in both external as well as internal examination are taught by unqualified teachers while the students who perform better, are taught by very qualified and experienced teachers who have effective methodology of classroom management and content delivery (Afe, 2010). According to Wallace (2011), highly qualified teachers are also considered to be an agent of change due to the key role that they play for the purpose of making an improvement related to students' academic performance that should be done through effective delivery related to the quality of education. Therefore, teachers are expected to fulfill their duties to help children to develop their primary skills that should be required for an advancement where qualified teachers help students to discover their talents and get oriented to their future values effectively so as to overcome any challenge that lies ahead of them (Kimani *et al.*, 2013).

Qualified teachers should use various techniques that help students to improve their academic performance (Concordia, 2013). Despite, Halsey (2004) revealed that every qualified teacher should make an improvement that sustain inclusive classroom as qualified evaluator for the purpose on enhancing the level of teaching standards and that of the quality of education. According to Wallace (2011), teachers who make effective preparation of the students' activity and lesson delivery as well as homework strength students' active learning. On the other hand, teachers who are qualified in management of children who are disabled to some performed activities in classroom may enhance the school productivity effectively (Wallace, 2011). This shows that competent teachers lead to improved competent students. According to Concordia (2004) teachers' initiative makes effective implementation of school curriculum and improved quality education. This shows that teachers need to be motivated to improve teaching environment.

#### **2.5 Education Policy on Students' Academic Performance**

The government goal is to make sure that all citizens are getting quality education. The development of physical and material resources is highlighted in laws and policies governing education system of the country. The students' academic performance is developed due to such factors like degrees, diplomas as well as certificates held by teachers (Mworia, 2003). The school administrators should put much effort on the development of teacher qualification in school setting so as to provide effective and efficient quality and quantity education which led to development of schooling outcomes (Mworia, 2003). Implementation of educational policies and improvement of teacher qualifications has reduced the problem of poor performance of the students (Mworia, 2003).

The academic concepts addressed to the student by teachers within school setting, is vital that teacher code of conduct should be kept effectively in regard to the school rules and regulations

(Kudari, 2016). The efficiency in the management of the classroom, introduces a well-organized and efficient management of the lesson delivery, instructional strategies, teaching and learning process so as to make effective discipline and communication in the classroom and also to help the students to learn better and improve their academic performance (Kodari, 2016). The school resources should be maintained and used so as to promote the academic performance in such way that school textbooks should be always updated, learning materials, hand-outs and technology should be available in the school setting and used by qualified teachers effectively and efficiently in order to develop the school outcome known as students' academic performance (Maina, 2010).

## **2.6 The Impact of Teacher Qualification on Students' Academic Performance**

Provision of relevant education to secondary school students should depend on various factors including qualification of teachers (Ferguson, 2011). According to Golhaber and Brewer (2007), linkage based on qualification among teaching staffs and school productivity could be affected by other factors like school environment and socio-economic status of the country as well as teaching experience where the school performance can vary depend on teachers' teaching skills and experience that may tend to be having high school outcomes. However, Mayer, Mullens and Moore (2010) investigated the correlation between teacher education and certification and also student outcomes and stated that there was a linkage between school productivity and qualification of teachers. Wright and Horn (2007) indicated that the qualification of high school level teachers, may lead to high students' academic performance and also, they added that public high school teachers, who got a degree in the field of education as well as certification may be looked as the fact, that can enhance the students' academic performance. Ingersoll (2012) stated that the three levels of analysis that make teacher qualification to improve student' academic performance such as teaching experience of teacher with standard code of conduct, the size of class and the level of students, all influence the high school level teachers whose target of teaching students to get improved scores in class work, improved grades which leads to the improved completion rate.

Brewer and Gold Haber (2010) conducted the study which examined the correlation between teacher teacher's certification and student's outcomes where they made a focus on the relationship between certification content area and students' test scores in which they found that lesson delivery done by a teacher having any certification in education, scored significantly higher than the students who were taught by teacher with no certification or in another area of specialization. However, Morton *et al.* (2008) indicated that effective teacher qualification might be based on three criteria such as qualification type that could correspond to the level of teaching area, content area as well as grade level. Buddin and Zamarro (2009) revealed that teacher professional experience as well as teaching experience is significantly important for students' academic achievement. Furthermore, Freg and Sass (2010) added that the effect of students' school achievement is significantly associated with teachers' professionalism.

## **3.0 RESEARCH METHODOLOGY**

This paper employed correlation research design in order to establish the relationship between teacher qualification and academic performance. The target population was 137 respondents and Yamane formula was used to get sample size of 8 school head teachers, 8 deans of studies and 105 teachers. Questionnaire and guided interview were used as data collection instruments. Stratified sampling was used as sampling technique. The simple random sampling technique was used to the respondents of each stratum and purposive sampling was also used to select schools head teachers and deans of schools. The IBM SPSS software version 21 was used in data management.



#### 4.0 RESEARCH FINDINGS

The findings of the study were presented based on the objective of the study. The main objective of the study was to establish the impact of teacher qualification on students’ academic performance in public secondary schools in Gasabo district in Rwanda.

#### 4.1 Teacher Qualification in Public Secondary Schools

To establish the factors associated with teacher qualification, the questionnaire as data collection instrument was distributed to teachers to elaborate the level of teacher qualification and interview guided was done to school head teachers and deans of studies. Table 1 presents teachers’ responses on teacher qualification in Gasabo district

**Table 1: Teachers’ responses on teacher qualification in Gasabo district**

| Statements                                   | SD   |      | D    |      | N    |      | A    |      | SA   |      | Mean | Std  |
|--|------|------|------|------|------|------|------|------|------|------|------|------|
|  | Freq | %    | Freq | %    | Freq | %    | Freq | %    | Freq | %    |      |      |
| Standard teacher qualification               | 56   | 54.9 | 13   | 12.7 | 2    | 2.0  | 23   | 22.5 | 8    | 7.8  | 1.60 | 1.11 |
| Getting continuous professional training     | 10   | 9.8  | 47   | 46.1 | 8    | 7.8  | 30   | 29.4 | 5    | 4.9  | 2.20 | 0.86 |
| Having effective code of conduct             | 46   | 45.1 | 18   | 17.6 | 27   | 26.5 | 7    | 6.9  | 4    | 3.9  | 2.07 | 1.16 |
| Having standard of content mastery           | 17   | 16.7 | 33   | 33.3 | 8    | 7.8  | 24   | 23.5 | 19   | 18.6 | 2.16 | 1.13 |
| Upgrading academic qualification by teachers | 18   | 17.6 | 18   | 17.6 | 17   | 16.7 | 25   | 33.3 | 11   | 14.7 | 2.04 | 1.14 |
| Having high level of competency in teaching  | 16   | 15.6 | 23   | 22.5 | 18   | 17.6 | 26.5 | 6.9  | 18   | 17.6 | 2.05 | 1.04 |

The Table1 presents the study findings related to teachers’ responses based on teacher qualification. Majority of 2.20 of the mean and 0.86 of standard deviation corresponding to 34.3% of teachers agreed that get continuous professional training in their teaching activities. This implies that teachers of selected public secondary schools do not get regular training that help them in teaching activities and this may reduce the school performance. According to Herman (2015), indicated that high quality teacher educations as well as trainings are the one of pre-requisites that leads to quality of teaching and also improves learning outcomes. This was followed with mean of 2.16 and 1.13 of SD corresponding to 42.1% of teachers agreed that they affectively equipped with content mastery which needed in their teaching activities. This means that most of teachers’ respondents sampled do not master content to be delivered to students and this may reduce the level of students’ knowledge.

On the other hand, the mean of 2.07 and SD of 1.16 corresponding to 10.8% of teachers agreed that effective code of conduct that support their teaching activities and enhance students learning condition. This indicates that code of conduct established by teachers in selected public secondary schools is not adequately maintained and this may reduce academic performance. Having degrees,

certificated as well as diplomas are considered to be the basic requirements that lead to teacher qualification and also having effective code of conduct so as to meet the universal schooling goals (Moon, 2013). On the other hand, the mean of 2.05 and 1.04 of standard deviation corresponding to 44.1% of teacher agreed that they have a high level of competency in their teaching career. Due to the presented mean, it is clean that most of teachers of selected schools do not have a high level of competency as it is needed to improve school productivity and students’ academic performance. According to Farrell (2015), it is significance to enhance teachers’ knowledge and skills so as to promote their thinking and reflection skills related to the teaching.

The findings indicated in the Table1 also revealed that the mean of 2.04 and 1.14 of standard deviation corresponding to 48.0% of teachers agreed that they regularly update their academic qualification. It also means that most of teachers are not effectively motivated to improve their academic qualification as one of the factors that may lead to the quality of education. Finally, the findings provided by the study respondents expressed the mean of 1.60 and the standard deviation of 1.11 corresponding to 30.3% of teachers agreed that they express the standard qualification of a good teacher. According Barley (2016), developing teachers’ professionalism is considered to be an expectation that requires the practices related to student teachers who need to become more qualified. Meanwhile, the study findings show that the teacher qualification in selected public secondary schools of Gasabo district is still a problem a need to be reshaped in order to improve the students’ academic performance.

School head teachers and deans of studies were given guided interview on teacher qualification expressed in selected public secondary schools located in Gasabo district and indicated that “educational qualification, teacher working experience and teacher content mastery determine the qualification of teachers in selected secondary schools of Gasabo district though they were not highly improved”. They also added that “school administrators and Rwanda education board always keep facilitating teacher to improve their qualification in order to improve the quality of education”. The effective achievement related to universal lower secondary schools should be achieved by high committed qualified teachers (Dladla & Moon, 2013).

#### 4.2 Level of Students’ Academic Performance in Public Secondary Schools

The respondents (teachers, deans of studies and school head teachers) were used to get information for the data analysis. The responses of the teachers pertaining level of academic performance students among the students is depicted in Table 2

**Table 2: Teachers’ responses on the level of students’ academic performance**

| Statements                             | SD   |      | D    |      | N    |      | A    |      | SA   |      | Mean | Std  |
|--|------|------|------|------|------|------|------|------|------|------|------|------|
|  | Freq | %    | Freq | %    | Freq | %    | Freq | %    | Freq | %    |      |      |
| Standard students’ completion rate     | 27   | 26.5 | 20   | 19.6 | 11   | 10.8 | 10   | 9.8  | 34   | 33.3 | 1.86 | 1.19 |
| Getting improved grade in exam         | 17   | 16.7 | 34   | 33.3 | 15   | 14.7 | 18   | 17.6 | 18   | 17.6 | 2.51 | 1.14 |
| Improved scored in class assignment    | 55   | 53.9 | 14   | 13.7 | 1    | 1.0  | 27   | 26.5 | 5    | 4.9  | 1.56 | 1.13 |
| Having high level of school attendance | 8    | 7.8  | 27   | 26.5 | 6    | 5.9  | 37   | 36.3 | 24   | 23.5 | 2.24 | 0.85 |
| Being motivated in learning process    | 67   | 65.7 | 14   | 13.7 | 11   | 10.8 | 7    | 6.9  | 3    | 2.9  | 1.68 | 1.10 |

The findings from the Table 2 present the responses provided by teachers of selected public secondary schools of Gasabo district where they revealed on the level of students' academic performance. The findings presented that the majority with the mean of 2.51 and standard deviation of 1.14 corresponding to 35.2% of teachers agreed that their school students get improve grades in various performance school exams. This implies that getting improved grades to students is still having a challenge as it is presented by a small number of teachers who agreed on the statement. Neuman (2007) revealed that the students' performance should not only be expressed in terms of tests, results got in examination as well as applied ability in classroom setting, should be based on circumstances that meet the student' skills that help to survive in a normal way. The respondents also presented the mean of 2.24 with 0.85 of standard deviation corresponding with 59.8% of teachers agreed that students in their respective schools experience a high level of school attendance. This indicates that the lower level of class attendance experienced by students may automatically affect them to have well-presented academic results.

On the other hand, the mean of 1.86 and the standard deviation of 1.19 corresponding to 43.1% of teachers agreed that there is a standard students' completion rate in their respective working schools. This also indicates that the majority of teachers expressed that their students do not make a high level of school completion due various circumstances including lower level of teacher qualification. According to Cohen and Morris (2007), effectiveness of performing school works, might be the one to evaluate the effectiveness of teachers that has gained on the ground due to the fact that academic performance is considered as a symbol that determines the school success. This was also followed by the mean of 1.68 and the SD of 1.10 which corresponds to 9.8% of teachers agreed that their students are always highly motivated in learning process and also in performance of school activities. This shows that students are not effectively encouraged in the performance of their daily school activities which can proportionally affect their level of academic performance. Finally, the findings in the Table2 also present that the mean of 1.56 and 1.13 of standard deviation corresponding with 31.4% of teachers agreed that their teaching students get improved scores in class assignment. This also confirms that the performance of class assignment to student's study in public secondary schools that were selected in still having a challenge as presented the percentage of teachers agreed with the statement.

The school head teachers and deans of studies were given a guided interview on the level of students' academic performance revealed that "level of academic performance is presented to be low like school completion, grade in examination and scores in class assignments due to various external and internal factors". They also added that "effective collaboration of teachers, school administration and teachers need to strengthened in order to improve the effective school performance include academic performance of students".

#### **4.3 Impact of Teacher Qualification on Students' Academic Performance**

This paper was in need to indicate the impact of teacher qualification on students' academic performance in public secondary schools located in Gasabo district. The relationship between variables was established. The R Square results and degree of association were developed. Notably, the relationship between teacher qualification and students' academic performance is illustrated in Table 3

**Table 3: Relationship between teacher qualification and students’ academic performance**

|                               |                     | Correlations          |                               |
|-------------------------------|---------------------|-----------------------|-------------------------------|
|                               |                     | Teacher qualification | student' academic performance |
| Teacher qualification         | Pearson Correlation | 1                     | .564**                        |
|                               | Sig. (2-tailed)     |                       | .000                          |
|                               | N                   | 102                   | 102                           |
| student' academic performance | Pearson Correlation | .564**                | 1                             |
|                               | Sig. (2-tailed)     | .000                  |                               |
|                               | N                   | 102                   | 102                           |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Findings from the Table 3 indicates that there is a statistically significant relationship between teacher qualification and students’ academic performance thus  $P = .000$  which less than 0.01 as the level of significance and Pearson coefficient of correlation  $r = .564$  which is high. This also implies that there is a positive direction associated with the impact of teacher qualification on students’ academic performance. David (2016) revealed that teacher qualification is one of aspects that enhance the quality of education. This indicates that students’ academic performance determines the level of quality education got from qualified teachers.

This paper also sought to assess the variables like education qualification, teaching experience and teacher content mastery to indicate whether they play a significant impact on the level of students’ academic performance characterized by students’ completion rate, improved students’ grade and improved students’ scores in class assignment in selected public secondary schools located in Gasabo district.

**Table 4: R Square of teacher qualification on students’ academic performance**

| Model Summary |                   |          |                   |                            | Change Statistics |          |     |     |               |
|---------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1             | .604 <sup>a</sup> | .365     | .345              | .73401                     | .365              | 18.546   | 3   | 97  | .000          |

a. Predictors: (Constant), Teacher educational qualification, Teacher content mastery, Teacher experience

Table 4 which the result of R Square related to the impact of teacher qualification on students’ academic performance where with equation of the line  $y = \beta + \alpha_1 X_1 + \alpha_2 X_2 + \alpha_3 X_3 + \epsilon$  thus y: dependent variable as students’ academic performance, x: independent variable as teacher qualification and R Square was 0.365. This also implies that there is 36.5% of students’ academic performance to be affected by the level of teacher qualification and the remaining 63.5% of students’ academic performance can be explained by other factors. Teachers whose low educational qualifications face the challenge of having low teaching capacity that may lead to low academic performance of students (Mourshed *et al.*, 2010).

## **5.0 SUMMARY OF FINDINGS AND CONCLUSION**

The purpose of this paper was to establish the impact of teacher qualification on students' academic performance in public secondary schools in Gasabo district in Rwanda. The findings showed that there is a significant impact of teacher qualification on students' academic performance where the findings presented the R square of 0.365. This implied that the independent variables that make teacher qualification explained 36.5% variations from expected and actual results of dependent variable that is students' academic performance and the remaining 63.5% can be explained by other factors. On the other hand, the findings revealed that there is a statistical relationship between teacher qualification and students' academic performance since the P-value =.000 less than 0.01 as the correlation significance level and Pearson coefficient correlation  $r = .564$ .

The study concluded that that the improvement in teacher qualification may also improve the level of students' academic performance in selected public secondary schools while the lower level of teacher qualification may reduce the level of students' academic performance. The paper also concluded that there is statistical significance relationship between teacher qualification and students' academic performance in selected public secondary schools of Gasabo district.

## **6.0 RECOMMENDATIONS**

The recommendations of the study were to address educational planners, Ministry of Education, school head teachers and Teachers in general. Thus, the study recommended that;

- i. Educational planners should make effective set up that could improve the level of teacher qualification that leads to having effective teaching methodology.
- ii. The Ministry of Education should keep reviewing various ways of improving teacher qualification so as to standardize the quality of education.
- iii. The School head teachers should actively participate in improvement of teacher qualification especially teacher content mastery and experience so as to improve the level of students' academic performance through using adequate teaching methodologies.
- iv. Teachers should themselves be encouraged in their professionalism in order to improve the school performance thus the level of students' academic performance.

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