

THE EFFECT OF UNQUALIFIED TEACHERS ON STUDENTS' ACADEMIC PERFORMANCE AT RUSORO SECONDARY SCHOOL OF GAKENKE DISTRICT, RWANDA.

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ABSTRACT

The purpose of this study was to investigate the effect of unqualified teachers on their students' academic performance in Rusoro secondary school of Gakenke district in Rwanda. The teacher is considered as the most crucial factor in implementing all instructional reforms at the grassroots level. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching and learning process. By the way, the quality of education depends on the ability, hard work and dedication of the teacher. The study was conducted under three guiding research objectives which are to analyse the effect of unqualified teachers on their students' academic performances, to examine the characteristics of qualified teachers and to determine the major causes of poor students' academic performance in their national examination results. The study employed both quantitative and qualitative approach. Data were collected from Rusoro secondary school of Gakenke district in Rwanda. Purposive sampling procedures was adopted to sample 113 respondents including head teacher, deputy head teacher, accountant, 8 teachers and 102 students. Data were collected through interviews, questionnaires, documentary review and observation. The study revealed that unqualified teachers affect negatively their students' academic performance. Hence, the need to recruit and utilize professionally qualified teachers in enhancing students' academic performance. The study suggests that Ministry of education in collaboration with Rwanda Education Board should find proper monitoring and recruitment technique of qualified teachers in order to improve the students' academic performances. The graduates in disciplines other than education intending to make career in teaching are required to obtain a Post-graduate Diploma in Education (PGDE) in addition to their existing major subjects.

Keyword: *unqualified teacher, nine years basic education school, students' academic performance*

1. INTRODUCTION

The government of Rwanda introduced major reforms in the education sector to improve access, participation and performance of children in education systems. As a result of this, the government of Rwanda has established the nine years basic education (9YBE) schools in 2009 which were later upgraded to 12 years basic education for free and compulsory educations to all Rwandan children, but since then, these schools were blamed by the community for poor students' academic performance mainly due to the recruitment of many unqualified teachers in these schools. In the government schools, many unqualified teachers are not equipped with skills in the process of teaching and learning in schools

effectively due to lack of proper training in teaching methodologies and managing students' behavior. The analysis suggested that the implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models [1]. The mostly unqualified teachers know little or nothing about the new concepts included in the new curriculum which was introduced by Ministry of Education through Rwanda Education Board in 2015 and consequently brings satisfaction among parents regarding the performance of government schools. Over the time, students' academic performance in both internal and external examinations had been used to determine the

effectiveness of teachers and teaching in general [2]

Education is a key component of human quality essential for generating high incomes and sustainable socioeconomic development. It is characterized as an essential ingredient in poverty eradication as described [3]. In our society, the main impact of education is the provision of knowledge that will integrate individuals and make them to be more meaningful individuals in the society who are capable of solving their problems. The academic standard of students in all educational institutions has fallen considerably below societal expectations [4].

Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. And also, teaching and learning depend on teachers who produce desired results in the course of their duties [5]. This was supported by researchers who said that teachers have been known to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students maintained that professional development of teachers can be effective and sustainable, if certain conditions are met. Hiring of qualified teachers is encouraged for improvement of academic performance and theories from the study of caution that policies to remove ineffective teachers should not reduce autonomy or trust among effective teachers and that evaluations should provide teachers with useful feedback and policy makers with information on the conditions that facilitate good teaching. If a teacher fails to keep himself in touch with the rapid scientific and educational developments then he would become inefficient and ineffective. The report has similar statement as "we say it with force and without reservation that none of the reforms we are proposing will succeed unless we are able to recruit to the teaching profession at all levels men and women of the highest abilities, and can train them [6,7,8].

"Many factors are responsible for shaping the quality teaching. These include ideological and socio-economic needs, existing structure of education system, and well-defined theories and practices of teaching and learning. It is the quality

of teachers on which the population of a country mainly depends for excellence. Teachers' credibility depends on how they take up the rights and responsibilities, which are associated with the position. Teachers are different with respect to their attitudes and in what they expect from students and teacher qualification may affect pupils' academic achievement [9].

In South Africa, a study carried out on the teacher licensure test scores and other teacher attributes effect on elementary student achievement showed large differences in teacher quality across school district. Teacher license test scores were unrelated to teacher success in the classroom; student achievement was not related to the teachers' advanced degrees; student achievement increases with teacher experience but the correlation is weak [10]. The study found that there was no significant difference in performance of students taught by graduate teachers who had undergone refresher courses and those taught by graduate teachers who had not undergone refresher courses as they were both graduates [11]. Studies have shown that there is some relationship between teacher qualification and students' academic achievement. This study pursued to evaluate the extent to which teacher qualification affects student's academic achievement in Rwanda with a particular study of Rusoro secondary School in Gakenke District of Rwanda.

For many years, Rusoro secondary school has been concerned with many problems such as: poor teaching techniques, insufficient training, inadequate facilities provided by the government and inappropriate communications in English language as medium of instructions. These problems have not been at the same levels because many government schools with unqualified teachers, performed very poorly while others with many qualified teachers performed very well in this district as well as in all country. The teachers' skills, knowledge, values and attitudes will always affect students' academic performance.

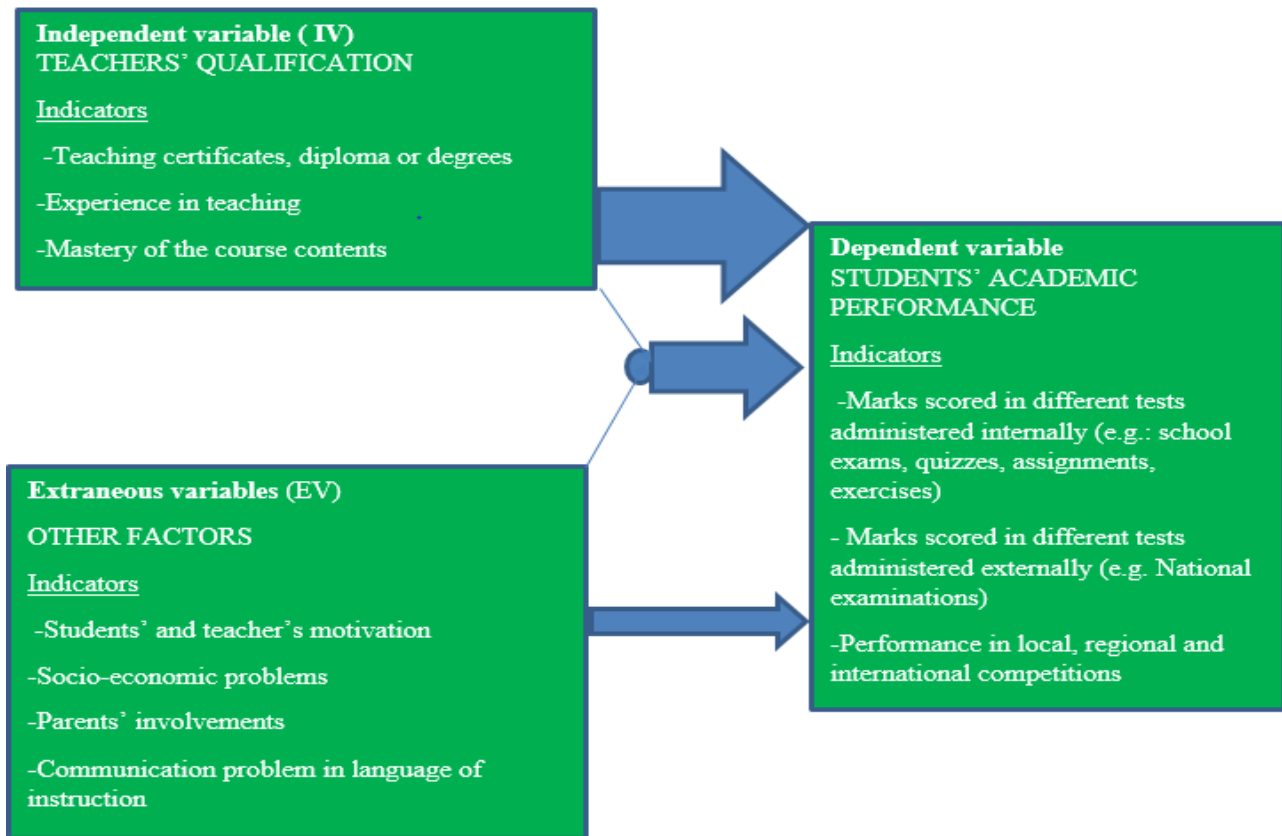
2. CONCEPTUAL FRAMEWORK

The study was conducted based on the relationship between dependent, independent and extraneous variables. Based on the topic, the effect of unqualified teachers on students' academic performance, the conceptual framework shows

the relationship of the effect of unqualified teachers on students' academic performance.

The figure below shows the independent, dependent and extraneous variables whose interrelation research intends to explore.

Figure 1: Conceptualization of dependent, independent and extraneous variables



Source: Researcher own design (2020)

3. OBJECTIVES OF STUDY

The overall objective of this study was to analyse the effect of unqualified teachers to their students' academic performance.

The following objectives guided the present research.

- To analyse the effect of unqualified teachers to their students' academic performance.
- To examine the characteristics of qualified teachers
- To determine the major causes of poor students' academic performance in their national examination results.

4. RESEARCH METHODOLOGY

A mixed methods design was employed to include narrative and numerical descriptions in the

findings. Research dealt with such variables as the effect of unqualified school teacher and students' academic performance. Interviews, questionnaires, documentary review and observation were used as data collection instruments. The target population of this study consisted of both school staffs and students. The target population was 159 people include 11 school staffs and 148 students. The researcher employed purposive sampling technique in selecting the school staffs (such as head teacher, deputy head teacher in charge of studies, accountant and teachers) due to their managerial position and also a simple random sampling technique was used to select students during the data collection process. Simple random sampling is obtained by choosing elementary units in such a way that each unit in the population has an equal chance of being selected while the purposive sampling is the involvement of picking unit most

relevant or knowledgeable in the subject matter and study it and suitability sampling is just including any unit that comes along without much effort [12]. A pilot study was conducted to establish the reliability of the instruments and validity was discovered by the supervisors. The sample size was calculated by using taro Yamane formula. The sample size is 113 people and consists of one (1) head teacher, one (1) deputy head teacher, one (1) accountant, eight (8) teachers who works at Rusoro secondary school for more than one year and 102 students. All data collected were edited and coded to eliminate errors made by respondents. Frequencies and percentages were used to analyze the data and tables were used for presentation of research findings.

5. RESULTS AND DISCUSSIONS

5.1. The characteristics of qualified teachers

This section analyses and interprets findings from the data collected through the questionnaires, interviews and documents review. Teachers are regarded as key personnel in any education system hence their qualifications and practices play an indispensable role in improving the school effectiveness and students' academic performance. Therefore, the respondents' views were presented and discussed here below based on objectives of the study.

Respondents' views on the characteristics of qualified teachers

In this view, respondents were asked to give their ideas regarding the characteristics of qualified teachers. The table 1 represents these views.

Table 1 Characteristics of a qualified teacher

Characteristics	Numbers	percentages
	of	
	respondent	
Knowledge of language of instruction	17	15.04
Certificates, degrees/diploma	13	11.50
Mastery of the content	9	7.96
Mastery of methodology	41	36.28
Teaching experience	24	21.24
Others	9	7.98
Total	113	100

Source: Primary data, 2020

From the table 1, respondents approved that qualified teacher has the following characteristics mastery of methodology as showed by 36.28%, knowledge of the language of the instruction which indicated by 15.04%, teaching experience confirmed by 21.24% and certificate, degrees/diploma accepted by 11.50%.

The above results are in conformity with interviewed teachers who stated that for a teacher to be qualified must meet the following qualities: Having a degree or a certificate in the course he/she teaches and teaching methodologies, mastering the course contents, having experience and knowledge in the language of instruction.

The teachers were also asked their different level of qualification in education. Table 2 below shows their responses.

Table 2 Qualification of teachers at Rusoro secondary school

Teacher qualification	Number of respondents	Percentage
Certificate without education	4	36.37
Diploma with Education	2	18.18
Diploma without Education	2	18.18
Bachelor' s degree with Education	3	27.27
Bachelor' s degree without Education	0	0
Total	11	100

Source: Primary data, April 25, 2020

From the table 2, teachers' responses showed that the level of education of majority of teachers 36.37 % at Rusoro secondary school had been in the service with a certificate without education followed closely by those who have bachelor's degree with education at 27.27% while those having Diploma with or without education are at 18.18% each and teachers who have bachelor's Degree without education are at 0.00% . Obviously, the teachers with education certificate at that school are totaling to 45.45 %.

Hence the other remaining 54.55% are not having any certificates or diploma in education hence lack of teaching methodologies skills. As findings in the table 1, the majority of respondents agree that mastery of methodology positively affect students' academic performance. This is a very big problem of unqualified teachers which in turn still affecting academic performance of many students at that school.

5.2. How unqualified teachers affect students' academic performance: Findings from both administrative staff and students

In the interview conducted with the teachers. All of them when asked whether the unqualified teachers' practices have a positive impact on their students' academic performance and they agree that unqualified teachers lead to poor students' academic performance.100 % agree that unqualified teachers negatively affect the students' academic performance. One of them said:

Teaching is a profession and has got different techniques to deliver effectively

contents to students. So, if you are unqualified how can you teach well?

you cannot deliver what you do not have. On my side unqualified teachers lead

to poor academic performance of their students.

Table 3 The extent to which unqualified teachers affect their students' academic performance.

Respondents were asked whether the unqualified teachers' practices have a positive impact on their students' academic performance and their responses are shown in the table 3.

Table 3 the extent to which unqualified teachers affect their students' academic performance.

Respondents' views	Frequency	Percentage
Disagree	80	70.796
Agree	33	29.204
Total	113	100

Source: Primary data, 2020

Findings in the above table shows that the majority 70.796% of respondents disagree with this statement. This means that unqualified teachers negatively affect their students' academic performance. Then it can be concluded that unqualified teachers have no positive impact on the students' academic performance but rather leads to poor students' performance.

5.3. The major causes of poor students' academic performance in their national examination results: Findings from administrative staff

Teachers have been known to have important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students [13]. The study was mentioned that the major causes of poor students' academic performance in their national examination results include: the poor capacity of using English language, teacher's and student's motivation, parents' involvement, socio-economic problems, government will and their responses are summarized on here below.

Respondents' views on the poor capacity of using English language for school staffs and their students

In the interpretation of the above statement, poor capacity of using English language for unqualified teachers and their students has been suggested as a major cause of poor students' academic performance at Rusoro secondary school in their national examination results and the respondents' views are presented in the table 4 below.

Table 4 responses' views on the poor capacity of using English language

Respondents' views	Number of respondents	Percentages
Strong agree	30	26.549
Agree	67	59.292
Disagree	7	6.195
Strong disagree	9	7.964
Total	113	100

Source: Primary data, April 25, 2020

Table 4 displays that the majority 59.292 % of the respondents agree that poor capacity of using English language for both students constitutes the major cause of the poor students' academic performance at Rusoro secondary school.

English language is the medium of instruction in Rwanda from primary to tertiary education, so it is clear if the teachers have poor capacity of using this language, there would be poor academic performance of their students.

Respondents' views on teachers and student's motivation

The research embarked to determine extent to which the administrative staff take teachers and student's motivation as one of the factors leading to student's poor performance. Their responses are presented in the table 5

Table 5: school staffs' response on teachers and student's motivation

Respondents' views	Number of respondents	Percentage
Strong agree	8	72.727
Agree	2	18.182
Neutral	1	9.09
Total	11	100

Source: Primary data, 2020

The above table shows 72.727 of the respondents strongly agree with the statement. Therefore, teachers and student's motivation were suggested as a major cause of the poor students' academic performance at Rusoro secondary school in their national examination results as shown in the table 5 above.

Current interest in teacher evaluation focuses disproportionately on measurement issues and performance-based pay without an overarching theory of how evaluation works [14]. Motivation is a critical factor that pushes or pulls someone in doing something. Here it must be understood that the pulling of pushing factors teachers or students towards quality of education in one way or another.

Respondents' views on the parents' involvements

In the clarification of the above statement, the staff were asked whether they believe that parents' involvements affect students' academic performance and their answers are shown in the table below 6.

Table 4.6: school staffs' response about the parents' involvements

Respondents' views	Number of respondents	Percentages
Strongly agree	2	18.182
Agree	6	54.545
Neutral	1	9.090

Disagree	2	18.182
Total	11	100

Source: Primary data, 2020

From table 6, it is clear that parents' involvements affect students' academic performance at Rusoro secondary school in their national examination results as it is accepted by the majority 54.545 % of school staffs.

Parents should always involve in the education of their students through providing them with adequate learning materials like notebook, pens, books and school uniforms among others. They should also monitor the progress of the students' academic performance through making sure that they are doing home works or assignments given to them and ensuring that they do show proper behaviors with their colleges at school.

Respondents' views on the socio-economic problems

In the interpretation of the above statement, socio-economic problems have been identified as a major cause of the poor students' academic performance at Rusoro secondary school in their national examination results and the respondents' views are presented in the table 7 below.

Table 7: Respondents views on socio-economic problems

Respondents' views	Number of respondents	Percentages
Strongly agree	110	97.345
Agree	1	.885
Neutral	2	1.769
Total	113	100

Source: Primary data, 2020

According to the table 7, it is obvious that socio-economic problems negatively affect the students' academic performance at Rusoro secondary school in their national examination results as it is strongly agreed by 97.345 % of the total respondents.

The above results are in agreements with [15] who agree that children the families having low income are models in terms of learning outcomes and have low literacy levels, retention rate problems and have more difficulties in their studies.

6. CONCLUSION AND RECOMMENDATIONS

6.1. Conclusion

In any education system, the teacher will always be the foundation to quality education which in turn indicated by students' academic performance. Unqualified teachers affect negatively the students' academic performance however there exists also other factors which can negatively affect their performance such as socio-economic problems. Based on the research finding the 70.796 % of the respondents agree that unqualified teachers affect their students' performance negatively. As the study set also to examine the characteristics of qualified teachers, it revealed that knowledge of the language of instruction, certificates, degrees/diploma ,mastery of the content mastery of methodology and teaching experience are some of the characteristics which teachers recruiters may consider while identifying the most qualified teachers to employ in their respective schools for teaching purposes. However, the study discovered that there exist other factors that may affect the students' academic performance like parents' involvements, socio-economic problems, capacity in use of medium of instruction, teacher's and students' motivation. There should be attention in recruitments of teachers and different stakeholders are call up on to play their roles in education which in turn would lead to good partnership in education thus improved educational outcomes.

6.2. Recommendation

Based on the objectives and the findings from the study, the following recommendations are provided.

1. The study suggests that Ministry of education in collaboration with Rwanda Education Board should find proper monitoring and recruitment techniques of qualified teachers in order to improve the students' academic performances.
2. Rwanda education Board (REB) should strengthen CPD and management of teachers

across all levels of education in Rwanda and also the graduates in disciplines other than education intending to make career out of teaching are required to undergo further training to obtain a Post-graduate Diploma in Education (PGDE).

3. School leaders, teachers and students should make a remarkable effort themselves to improve their English language use as it is the medium of instruction.
4. Parents should involve in education of their children in the education of their students through proving them with adequate learning materials and means like school fees on time, notebook, pens, book and school uniforms among others. They should also monitor the progress of the students 'academic performance through making sure that they are doing home works or assignments given to them and ensuring that they do show proper behaviors with their colleges at school as far as success is concerned.

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