

**TEACHER QUALITY AND EFFECTIVENESS  
IN SELECTED SECONDARY SCHOOLS  
IN HARGEISA, SOMALILAND**

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A Thesis proposal  
Presented to the college of  
Higher degrees and Research center  
Kampala International University  
Kampala, Uganda

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In Partial Fulfillment of the Requirements for the Degree  
Masters of Arts in Education Management and Administration

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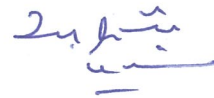
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November, 2011

### Declaration A

"This Research thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning"

ABDIRASHID YOUSUF GATHUNG



Name and Signature of the Candidate

08/10/2012

Date



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### Declaration B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".

Dr (Mrs) Anumake, Jerome B.

Name and Signature of the Supervisor



201.10.2012

Date

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## **ABSTRACT**

This study was to determine the correlation between teacher quality and Teachers' Effectiveness' in Selected Private Schools in Hargeisa district of Somaliland. The study was guided by four objectives: to identify the demographic characteristics of the respondents in terms of, age, gender, level of education, number of years of working experience, marital status; to determine the level of teacher quality in the selected secondary schools in Hargeisa District; to determine the level of teacher effectiveness in the selected secondary schools in Hargeisa District and to determine the if there is significant relationship between teacher quality and teachers' effectiveness. The design of this study is descriptive survey which adopted the descriptive correlation strategy. Out of 1942 respondents, comprising of 62 teachers and 105 students, 33 teachers and 270 students were selected respectively, using simple random sampling technique. A standardized instrument adopted from Kampala International University Quality Assurance Department was used in collecting data on demographic characteristics, teacher's quality and teachers' effectiveness. The profile characteristics of the respondents was determined using frequency table and percentages, mean was used to determined the level of teacher quality and teacher effectiveness and the hypothesis was tested with Pearson's Linear Correlation Co-efficient. The researcher found that teacher quality and teachers' effectiveness are significantly related, and the relationship between them is strong. Therefore, the null hypothesis was rejected. In conclusion, the level of teacher's quality is high,, the level of teachers' effectiveness is also high and they are positively and significantly related. The researcher recommended that the targeted schools have to sustain the level of teacher quality and effectiveness by training their teachers further on the use of technology in class and utilize various teaching techniques in class. Furthermore, the researcher recommended that teachers emphasize critical thinking, stimulations and introduce case studies to the students.

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the Study**

Teacher quality matters. In fact, it is the most important school-related factor influence student achievement. Furthermore, teacher compensation represents a significant public investment: in 2002 alone, the United States invested \$192 billion in teacher pay and benefits. Given the size of this investment, there is remarkably little research to guide such critical decisions as whom to hire, retain, and promote.

Parents, practitioners, and policymakers agree that the key to improving public education is placing highly skilled and effective teachers in all classrooms. For more than two decades, policymakers have undertaken many and varied reforms to improve schools, ranging from new standards and tests to redesigned schools, new curricula and new governance models. One important lesson from these efforts is the repeated finding that teachers are the fulcrum determining whether any school initiative tips toward success or failure. (Abell, 2001).

Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems. Despite general agreement about the importance of high-quality teachers, researchers, practitioners, policy makers, and the public have been unable to reach a consensus about what specific qualities and characteristics make a good teacher. Even more concerning is the array of policy statements regarding teacher preparation that have been set forth in the face of volumes of inconclusive and inconsistent evidence about what teacher attributes really contribute to desired educational outcomes,( Barth, R. 1990).

One of the few areas of consensus among education policymakers, practitioners, and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes, especially for groups of children who have historically been taught by the least qualified teachers.

In recent years, there has been growing interest in moving beyond traditional measures of teacher qualifications, such as completion of a preparation program, number of degrees, or years of experience, in order to evaluate teachers' actual performance as the basis for making decisions about hiring, tenure, licensing, compensation, and selection for leadership roles. A key problem is that current measures for evaluating teachers are not often linked to their capacity to teach. Jennifer King Rice (August 2003).

Policy makers are left with questions surrounding what counts as a quality teacher—information that could be valuable in guiding policies regarding whom to hire, whom to reward, and how best to distribute teachers across schools and classrooms. Answers to these questions have potentially important implications for the efficiency and equity of public education.

In contrast to the approach used by Darling-Hammond, which equates teacher quality with specific qualifications, Rivkin, Hanushek, and Kain (1998) identify teacher quality in terms of student performance outcomes. Their research identifies teacher quality as the most important school-related factor influencing student achievement. They conclude from their analysis of 400,000 students in 3,000 schools that, while school quality is an important determinant of student achievement, the most important predictor is teacher quality. In comparison, class size, teacher education, and teacher experience play a small role, (Jennifer, K. 2003). Hanushek (1992) estimates that the difference between having a good teacher and having a bad teacher can

exceed one grade-level equivalent in annual achievement growth. Likewise, Sanders (1998) and Sanders and Rivers (1996) argue that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Further, they contend that lower achieving students are the most likely to benefit from increases in teacher effectiveness. Taken together, these multiple sources of evidence—however different in nature—all conclude that quality teachers are a critical determinant of student achievement. In the current policy climate of standards-based reform, these findings make a strong case for gaining a better understanding of what really accounts for these effects. In other words, what is teacher quality? (Jennifer K. 2003). Teachers can have large effects on student achievement, as suggested by a recent large-scale study in North Carolina, which found that the differences in achievement gains for students who had the most qualified teachers versus those who had the least qualified were greater than the influences of race and parent education combined. These very large differences were associated with teachers' initial preparation for teaching, licensing in the field taught, strength of academic background, level of experience, and demonstration of skills through National Board Certification, all of which are variables that could be directly addressed through policy, (Carnoy, M. 2007).

Industrialized countries, formal qualifications do not appear to make much difference. In developing countries they more often appear to be significant. The explanation is probably that there is little variation in formal teacher quality in developed countries, and teachers are more or less uniformly equipped to carry out their job. In developing countries teacher preparation is less uniformly distributed. One might say that in developed countries, cross-sectional and comparative studies do not show a strong impact from teacher education because there is a lack of variability in the

variable of interest, (Burnett, P. & D. Meacham, 2002). In Somaliland Parents, practitioners, and policymakers agree that the key to improving public education in Somaliland is placing highly skilled and effective teachers in all classrooms. Up till now the nation still lacks a practical set of standards and assessments that can guarantee that teachers, particularly new teachers, are well prepared and ready to teach.

### **Statement of the Problem**

For more than two decades, policymakers have undertaken many and varied reforms to improve schools, ranging from new standards and tests to redesigned schools, new curriculum and new governance models. In Somaliland, since the collapse of the central Government of Somalia, most trained and qualified teachers went outside the country, and few number of new teachers were trained almost in the last and half decade, and this created a big gap between teacher supply and teachers demand, and to fill this gap, unqualified teachers who are poorly trained were recruited for secondary schools.

Before the civil war, schools were said to have been staffed by qualified teachers, had sufficient textbooks and materials, and provided a high quality education. But disruption and destruction for over twenty years had led to the teachers lacking some of the required teacher skills and could not manage the class efficiently. In addition, the courses thought by them are insufficient. Many school buildings were bombed or burned, the content of the curriculum was not reviewed and no texts were produced, and teacher professional development (and replacement) came to a standstill. Finally mechanisms to evaluate quality such as leaving exams were abandoned. Some of the input issues are now being addressed: most notable has been

the production of new texts for grades 1-4. But there are shortcomings in texts for upper grades, teacher quality and effectiveness, the supply of new teachers, the availability of learning materials, the ability to carry out reliable exit exams, and the availability of classrooms and desks. However education stakeholders in Somaliland, particularly parents and students are not happy with the performance of the students, as some of them demonstrated in front of the ministry of education to show their disappointment (Ogaal News Paper, 2009) and therefore the researcher developed interest to find out the relationship between teacher quality and teacher effectiveness in selected Secondary Schools in Somaliland. It is common practice in most countries that the newest, least qualified (or, in many instances, completely unqualified) teachers are posted to remote areas, where housing and general living situations are most often inadequate and teachers have little or no contact with peers. As soon as they have enough experience, these teachers usually transfer to more desirable schools in more highly populated areas, thereby ensuring a steady stream of inexperienced teachers to teach the students (Montero et al. 2001). To increase the efficiency of teachers, they must be well qualified by having the required education, training, motivation and remuneration.

### **Purpose of the Study**

1. To test the hypothesis of, whether or not, there is any significant relationship between teacher quality and teachers' effectiveness.
2. To validate the theory of Alschule et'al,(1960) on which the study is based
3. To bridge the gap identified in the literature review.
4. To generate information and add the existing body of knowledge

## **Research Objectives**

**General Objective:** This study determined the correlation between teacher quality and effectiveness in selected secondary schools of Hargeisa District.

### **Specific Objectives:**

1. To identify the Demographic characteristics of the respondents in terms of:
  - 1.1. Age
  - 1.2. Gender
  - 1.3. Level of education
  - 1.4. Years of working experience
  - 1.5. Marital Status
2. To determine the level of teacher quality in the selected secondary schools in Hargeisa District
3. To determine the level of teacher effectiveness in the selected secondary schools in Hargeisa District.
4. To determine the significant relationship between teacher quality and effectiveness in selected secondary schools of Hargeisa District.

## **Research Questions**

1. what are the demographic characteristics of the respondents;
  - 1.1 Age?
  - 1.2 Gender?
  - 1.3 Level of education?
  - 1.4 Number of years worked?
  - 1.5 Marital Status?

2. What is the level of teacher quality in selected secondary schools of Hargeisa District- Somaliland?
3. What is the level of effectiveness in selected secondary schools in Hargeisa District?
4. Is there any significant relationship between the levels of teacher quality and effectiveness in selected secondary schools of Hargeisa District?

### **Null hypothesis**

Ho There is no significant relationship between the levels of teacher quality and effectiveness in selected secondary schools of Hargeisa District.

### **Scope of the Study**

#### **Geographical Scope**

The study was conducted in selected Secondary schools in Hargeisa District.

#### **Content Scope**

The study intended to examine the levels of teacher quality, effectiveness and the relationship between teacher quality (independent variable) and effectiveness (Dependent variable).

#### **Theoretical Scope**

This study was based on the theory developed by Alschule et'al, (1960) which says that teachers were more achievement oriented after their quality was enhanced in the targeted schools in his own study.

### **Significance of the Study:**

The following disciplines will benefit from the findings of the study.

**Government** of Somaliland, through its Minister of Education picture of the correlation between teachers' quality and student's effectiveness, and



hence was emphasized and come up with effective teacher quality programs.

**Private organizations;** privately owned Secondary schools in Somaliland may also use the findings of this research by identifying the characteristics of effective teachers, and using these characteristics as criteria for recruitment.

**Scholars;** the study findings are helpful to those under taking Education as a course and practitioners; it shall act as a source of information (secondary data) in their attempt to undertake research in the same topic.

**Policy makers;** in an attempt to make education policies, the findings of this study may render help to the policy makers by understanding better what contributes to teacher effectiveness, and that teacher quality is the fundamental principle to promote quality education.

### **Operational Definitions of Key Terms**

**Teacher quality;** is how a teacher can understand the subjects they teach and how to teach those subjects to students.

**Teachers' effectiveness:** refers to use of a variety of models of teaching and learning and collaborative working style with colleagues.

**Demographic Characteristics:** the respondent's description in terms of age, gender, level of education, years of working experience and marital status.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Concepts, opinions, ideas from authors/ experts**

##### **Teacher Quality**

Carnoy (2007) defines teachers quality as being committed to students and their learning and how students can learn, treat students equitably, recognizing individual differences and accounting for these differences in their practice, adjust their practice based on observation and knowledge of their students, understand how students develop and learn, develop students' respect for learning, develop students' self-esteem, character and respect for others.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students (Hammond, 2006).

Burnett & Meacham (2002), defines teacher quality as how a teacher can understand the subjects they teach and how to teach those subjects to students. They should understand how their subject is related to other disciplines, develop students' critical and analytical thinking skills, understand the preconceptions students have about a subject area, use multiple strategies to convey a concept and teach students how to pose and solve their own problems.

Cavaluzzo (2004) teacher quality refers to how teachers are able to manage and monitor student learning by creating environment that engage them to use time effectively, engage others (both students and colleagues) to assist them, be aware of ineffective and damaging instructional practices, set norms for social interaction, assess the growth of both individual students

and the class as a whole, be able to explain a student's perform.

In contrast, the progressives advocate child-centered curricula, constructivist approaches, and the consensus of experts to define high-quality education.

### ***Qualities of Good Teachers***

1. Sufficient knowledge of subject matter to teach with confidence
2. Knowledge and skills in a range of appropriate and varied teaching methodologies
3. Knowledge of the language of instruction
4. Knowledge of, sensitivity to, and interest in young learners
5. Ability to reflect on teaching practice and children's responses
6. Ability to modify teaching/learning approaches as a result of reflection Ability to create and sustain an effective learning environment
7. Understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced
8. General professionalism, good morale, and dedication to the goals of teaching
9. Ability to communicate effectively
10. Ability to communicate enthusiasm for learning to students
11. Interest in students as individuals, sense of caring and responsibility for helping them learn and become good people, and a sense of compassion.
12. Good character, sense of ethics, and personal discipline
13. Ability to work with others and to build good relationships within the school and Community.

14. Passionate commitment to doing the best for students
  15. Love of children enacted in warm, caring relationships
  16. Pedagogical content knowledge
  17. Use of a variety of models of teaching and learning
  18. Collaborative working style with colleagues
- Reflective practice.

Source: Leu 2005, p. 23. (1996).

### **Teacher Effectiveness**

Anderson (1991) stated that "... an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students" (p. 18).

Teacher effectiveness refers to use of a variety of models of teaching and learning and collaborative working style with colleagues (Nuthall,2004).

Effective teaching refers to "Teacher profiles," or lists of desired characteristics and abilities of teachers, have been developed in several countries (Arregui, & Hunt 1996); Chile has developed uniform standards for persevere teacher education that address aspects such as how teachers conduct their classes and the way in which students are evaluated (Vaillant, 2004).

The ability to provide instruction to different students of different abilities while incorporating with instructional objectives and assessing the effective learning mode of the students Collins (1990).

Teacher effectiveness refers to being committed to students and learning, knowing the subject matter, being responsible for managing students, and ability to think systematically about their own practice (Clark, 2006).

### **Teaching Skills and Competence in course Taught**

An effective teacher is one who demonstrates knowledge of the curriculum, provides instruction in a variety of approaches to varied students, and measurably increases student achievement. The best means to measure this is with an approach that combines observation with data-driven assessment (Alexandrov,1989).

School characteristics include infrastructure, school climate, and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, and pedagogy, time in the profession/experience, rotation and sense of professional calling. Organizational factors. These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers' unions, parents, and community (which this study does not emphasize). In some countries, voucher and school-choice programs are also variables to consider (Valliant, 2004).The researcher here emphasizes class management,teaching skills and knowledge of course taught (KIU2012) as adopted from the Department of Quality Assurance.

### **Class Management**

Hunter(1979)conducted research at three two-years colleges in the north central region which included 285 students in 15 course though use of the canfield learning style and instructional style inventories, he investigated the relationship between preferred learning style and student rating of instruction. He founded that there was no significant relationship between student/teacher deference and rating of instruction. Hunter(1980)asserted that interaction of preferred learning style with preferred teaching styles may effect students rating of instruction by rational rating instrument.

## **Theoretical Perspectives**

This study will be guided by Need disposition theory, which was developed by Alschule et'al in the 1950s and 1960s; Atkinson and Feather in 1966 and Mc Cleeland in 1958. Need disposition theory (Achievement theory) presents the point of view that people are motivated to take action, invest energy and perform well in pursuit of three outcomes: achievement, affiliation and influence.

The desire for achievement is evident when teachers are trained and skilled strives to provide good instruction and act as competent professionals. Affinitive motivates become when teachers deliver well they get respect from students and headmasters. Influence can be seen in those teachers who strive to have a large say in the way schools are run as result of their effectiveness. Source: Richard i. Arends(1991)

Leu (2005) reviewed literature on quality education, finding that there is little agreement on the meaning of the term. However, "Research has shown that one important feature of quality is that it be locally defined, at the school and community level, not just at the district and national level" (Leu 2005, p. iii). Despite vast cultural differences in the world regarding of what is desired from schooling and school outcomes, "Teachers and classroom process are now front and center, and they are generally agreed to be key to education quality."

Many of the concerns surrounding the effort to measure teacher effectiveness focus on the validity of the measurements. Medley and Shannon (1994) stated"... there is no question that the validity of an evaluation depends on the accuracy and relevance of the information upon which it is based" (p. 6016).

Dunkin (1997) and Medley and Shannon (1994) expressed concerns about the validity of trying to evaluate teacher performance by using an instrument intended to test student learning; Medley & Shannon pointed out, "The fact that the achievement test used to measure student achievement ... is valid is no guarantee that measures of teacher effectiveness based on that test will also be valid" (p. 6019).

One of the few areas of consensus among education policymakers, practitioners, and the general public today is that improving teacher quality is one of the most direct and promising strategies for improving public education outcomes, especially for groups of children who have historically been taught by the least qualified teachers (Andrews, 1995).

Teachers can have large effects on student achievement, as suggested by a recent large-scale study in North Carolina, which found that the differences in achievement gains for students who had the most qualified teachers versus those who had the least qualified were greater than the influences of race and parent education combined. These very large differences were associated with teachers' initial preparation for teaching, licensing in the field taught, strength of academic background, level of experience, and demonstration of skills through National Board Certification, all of which are variables that could be directly addressed through policy. Boyd, D. et'al 2006.

In recent years, there has been growing interest in moving beyond traditional measures of teacher qualifications, such as completion of a preparation program, number of degrees, or years of experience, in order to evaluate teachers' actual performance as the basis for making decisions about hiring, tenure, licensing, compensation, and selection for leadership

roles. A key problem is that current measures for evaluating teachers are not often linked to their capacity to teach. (Jennifer K 2003).

Existing federal, state, and local policies for defining and measuring teacher quality either rely almost exclusively on classroom observations by principals who differentiate little among teachers and offer little useful feedback, or focus on teachers' course-taking records and on paper-and-pencil tests of basic academic skills and subject matter knowledge that are poor predictors of later effectiveness in the classroom (Alexandrov, D. 1989).

In contrast to the approach used by Darling-Hammond, which equates teacher quality with specific qualifications, Rivkin, & Kain (1998) identify teacher quality in terms of student performance outcomes. Their research identifies teacher quality as the most important school-related factor influencing student achievement. They conclude from their analysis of 400,000 students in 3,000 schools that, while school quality is an important determinant of student achievement, the most important predictor is teacher quality. In comparison, class size, teacher education, and teacher experience play a small role. (Jennifer K. 2003).

## **Related studies**

### **Teacher Quality and Teacher effectiveness**

Teachers have the greatest potential to impact student learning, and research has found that student achievement is related to teacher competence. Supervisors have worked better to understand and improve student's effectiveness in the school setting (Imig et al, 2007). For example, we evaluate teacher preparation pathways, measure schools' progress towards having "highly qualified teachers," develop new teacher compensation strategies, and evaluate professional development approaches



and programs. This work includes developing teacher knowledge tests and innovative approaches to measure teacher practice and student outcomes.

Nuthall (2004), seeking to find out exactly how teaching relates to learning, reviewed research on teaching effectiveness. He cited research by Hopkins and Stern(1996) yielding this list of characteristics of excellent teacher's passionate commitment to doing the best for students, love of children enacted in warm, caring relationships and Pedagogical content knowledge.

Vegas and Petrow (2008) in their study categorized the variables that influence teacher effectiveness as follows student characteristics and behaviors. These include health and nutrition, preschool experience, age of entry into school, support from parents and siblings, socioeconomic status, and home language. Hanushek (1992) estimates that the difference between having a good teacher and having a bad teacher can exceed one grade-level equivalent in annual achievement growth. Likewise, Sanders (1998) and Sanders and Rivers (1996) argue that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Further, they contend that lower achieving students are the most likely to benefit from increases in student's effectiveness. Taken together, these multiple sources of evidence—however different in nature all conclude that quality teachers are a critical determinant of student achievement. In the current policy climate of standards-based reform, these findings make a strong case for gaining a better understanding of what really accounts for these effects. In other words, what is teacher quality? ) Dunkin, M. 1997).

Vegas and Petrow (2008) in study categorized the variables that influence teacher effectiveness as follows: Student characteristics and behaviors; these include health and nutrition, preschool experience, age of

entry into school, support from parents and siblings, socioeconomic status, and home language. School and teacher characteristics and behaviors; School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate, and the amount of time in the school day and year. Teacher characteristics; include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover, and sense of professional calling (Wyckoff. 2006).

Organizational factors, these factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers' unions, parents, and community. In some countries, voucher and school-choice programs are also variables to consider (Wyckoff. 2006).

Although many experts feel they can easily identify excellent teachers, it has proven extraordinarily difficult to determine exactly which teacher characteristics contribute to desired student outcomes (Medley & Shannon 1994). Imig & Imig (2006) clarified some of the controversy that surrounds this area of research, especially in the United States. They identified two movements in U.S. education: the "essentialists" and "the progressives." Essentialists, they said, focus on content and on student learning. Teachers are responsible for leading whole classes of students and for the setting of high expectations and directing student learning toward measurable ends" (p. 168).

This yields the list of characteristics of excellent teachers. However, Nuthall (2006) pointed out that such lists are not sufficient to tell us exactly which teacher behaviors lead to student learning in any given situation. He added that teachers are not always able to tell when students are learning, citing research showing that teachers are not as concerned with student learning as they are with student behavior and

motivation, managing activities and resources, and completing activities within the time available. Another characteristic of effective teachers is their provision of opportunity to learn (OTL). Anderson (1991, p. 27) defined OTL "as the extent to which students are given instruction on the knowledge and skills which are (1) related to the primary curricular goals and objectives, or (2) important enough to be included on outcome measures of student learning." OTL is closely related to use of time, though other variables are included in the concept. Students are not likely to learn something unless it is taught, and learning depends not only on the quality of the teaching but also on the time devoted to a subject in the school day, as well as the availability of necessary texts and supplies. OTL is a factor that obviously will influence not only a child's learning, but also his or her achievement on a standardized test. (Fink, E., and L, B. 2000).

Vaillant and Rossel (2006), reviewing curriculum proposals in case studies from seven Latin American countries, summed these up as follows: "In general, five areas are mentioned: specific intellectual abilities, mastery of content to be taught, teaching competencies, professional identity and ethics, and the capacity to perceive and respond to the needs of the students and the climate of the school."

Cochran-Smith (2001) maintained that the key question of the current era in U.S. teacher education is "the outcomes question" and that the current emphasis on measuring outcomes threatens the work done by organizations devoted to improving teacher professionalism. "I suggest that the outcomes question in teacher education is being conceptualized and constructed in quite different ways depending on the policy, research, and practice contexts in which the question is posed as well as on the political and professional motives of the posers" (p. 2).

With regard to teacher testing as a condition for certification or employment, Cochran-Smith stated, "There is little evidence that large-scale implementation of statewide teacher testing programs is affecting the actual classroom performance of teachers ... although there is some evidence that testing has an impact on the 'quality' of those entering and remaining in teaching where 'quality' is defined as other test scores, grade point averages, and similar measures" (p. 20). She suggested that outcome measures currently used respond to market forces rather than democratic ones, and stated that teachers are needed who will think critically and question the system (Carnoy, M. 2007).

"In short, what I am suggesting here is that we need outcomes measures that—ironically—make teaching harder and more complicated for teacher candidates (rather than easier and more straight-forward) ... Linear models of teaching will not suffice here, nor will constructions of outcomes that push only for clarity and certainty.

In the United States, educational decisions about curriculum, budget, and teacher hiring have always been made at the local level, although states are in control of establishing criteria for teacher education and certification. For this reason, it was particularly notable when the National Board of Professional Teaching Standards (NBPTS) was formed in 1987. The NBPTS established a process in which practicing teachers from any state may apply to become a National Board Certified Teacher (NBCT) (Carnoy, M. 2007).

For The performance-based assessment process takes a year; it includes evaluation of portfolios submitted by the candidates and a series of assessments. The portfolios include videotapes of a candidate's teaching, evidence of student learning, and samples of student work. The assessments include written responses to questions specific to the applicant's area of teaching. Approximately 40 percent of the candidates who apply complete the

process to become NBCTs in the first year, while 65 percent do so by the end of three years. The process currently costs \$2,500.

Interesting, Hawk, Goble and Swanson(1985) found that pupils with mathematics teachers in-field scored higher and had greater gains than pupils with mathematics teachers assigned out –of –field which indicates a connection of content knowledge, but not necessarily applying pedagogic knowledge to other content areas..However, teacher experience is related to pupils achievement (Greenwald, Hedges and Laine 1996)

Ibukun (1998) in his investigation observed that teachers in urban secondary schools in Ondo state, Nigeria, tend to be better qualified pointing that there was no deliberate Government policy supporting such lopsided resource allocation, which may have affected teaching quality.

### **Gaps identified in the Literature Review**

Findings in the literature review indicated that researches done in teachers quality and effectiveness covered variables such as students characteristics and behavior, school characteristics , students performance(Rivkin and Kain 1998, Nuthall, 2004, Vegas and Petrow 2008). Their study was not in Somaliland but in other countries like Nigeria. Therefore ,this study on teacher quality and effectiveness is worthwhile in Somaliland and therefore bridge the gap in both content (variables) and geographical scope.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Research Design**

This study employed the descriptive survey design specifically the descriptive correlation strategy. This is because the researcher investigated the relation between teacher quality and effectiveness.

#### **Research Population**

The target population is 1942 respondents comprising of 62 teachers and 270- students in the 3 secondary schools in Hargeisa district.

#### **Sample Size**

In view of the nature of the targeted population where the number for teachers and students in three selected secondary schools and the sample size was taken from each school. However, all teachers from the selected population were added to the sample size because of their scarce number. Table 1 below shows the respondents of the study with the following categories: selected secondary schools, target population and sample size. The Sloven's formula is used to determine the minimum sample size.

$$n = \frac{N}{1 + N(e)^2}$$

**Table 1**  
**Respondents of the Study**

argeisa istrict elected econdary hools)	Total Population	Total Population	Sample Size	Sample Size
	Teachers	Student	Teacher	Students
ouradin	25	750	25	107
jazeera	20	600	20	86
shad	17	530	17	77
<b>rand Total</b>	<b>62</b>	<b>1880</b>	<b>62</b>	<b>270</b>
<b>Target population 1942</b>		<b>Sample size 332</b>		

### Sampling Procedures

This study employed purposive sampling technique which is used to collect focused information, because it selects typical and useful cases only. Moreover, this study also employed simple stratified sampling, that means, the researcher identified sub-groups in the population and their proportions and selected number from each sub-groups to form a sample, then the selected proportion was used simple random sampling as a sampling technique. Stratified Sampling Technique ensures that sub-groups are proportionally represented. In addition, it accounts for the difference in sub-

group characteristics. In this study, the researcher grouped the population into homogenous sub-sets that share similar characteristics to ensure equitable representation of each stratum in the sample.

### **Research Instruments**

The research used standardized questionnaire adopted from Quality Assurance of Kampala International University, Uganda and has 40% revised items. This instrument is divided into (1) *face sheet* to gather data on the respondents' demographic characteristics (Age, gender, level of education, experience and marital status) (2) teacher quality and effectiveness. The response modes and rating for Teacher quality and Effectiveness 1) strongly disagree (2) Disagree (3) agree (4) strongly agree. Teacher quality questionnaire contains 13 items. While, teacher's effectiveness questionnaire contains 33 items.

### **Validity and Reliability of the Instruments**

Content validity index was insured by subjecting the questionnaires on teacher quality and effectiveness (who estimated the validity on the basis of their experience) such as (male and female) teachers.

The following formula was used to determine the content validity index.

$$CVI = \frac{RQ}{TQ}$$

Legend

CVI=Content Validity Index.

RQ=relevant questions.

TQ=total number of questions.

The content validity was just of 0.96(see Appendix X)



The test-retest technique was used to determine the reliability of the devised instruments to 30 qualified respondents, 10 from Nouradin secondary schools and 10 alirshad secondary school and 10 for aljezera secondary school. These respondents will not be included in the actual study. In this test- retest technique, the questionnaires was administered twice to the same subjects. The instrument is reliable because the trait being measured is stable, the results were consistent and essentially the same.

## **Data Gathering Procedures**

### **Before the administration of the questionnaires**

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.
2. When approved, the researcher secured a list of the qualified respondents from the school authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix 3).
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants who assisted in the data collection; brief and oriented them in order to be consistent in administering the questionnaires.

### **During the administration of the questionnaires**

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.

2. The researcher and assistants emphasized getting back of the questionnaires within fourteen (14) days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

### **After the administration of the questionnaires**

The data gathered, collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

### **Data Analysis**

The frequency and percentage distribution used to determine the demographic characteristics of the respondents.

The means were applied for the levels of teacher quality and effectiveness.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. for the level of Teacher quality

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
3.26-4.0	always	very high
2.51-3.25	often	high
1.76-2.50	sometimes	low
1.00-1.75	never	very low

B .for teacher effectiveness

<b>Mean Range</b>	<b>Response</b>	<b>Interpretation</b>
3.26-4.00	Strongly Agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Poor
1.00-1.75	Strongly disagree	Very poor

To determine, whether or not, there is a significant relationship between teacher quality and effectiveness, Pearson linear correlation coefficient (PLCC) was used to compute the relationship between teacher quality and teacher effectiveness.

### **Ethical Considerations**

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Sought permission to adopt the standardized questionnaire on social adaptation and compliance through a written communication to the author.
2. The respondents were coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the selected secondary schools included in the study.
4. Requested the respondents to sign in the Informed Consent Form (Appendix 3)
5. Acknowledged the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Presented the findings in a generalized manner.

### **Limitations of the Study**

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. The extent of variable "teacher effectiveness" is measured as personal perceptions. Accuracy of perceptions is a limited factor.

2. Responses to the questionnaires may be influenced by the individual's mind-set and by the environmental situations.
3. Responses to the questionnaires may be influenced by the individual's hypothetical knowledge based about teacher quality and teacher effectiveness.
4. *Extraneous variables*: which was beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study?

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

The data analysis and interpretation were based on the research questions as well as research objectives and the presentation is divided in to two parts. The first part presents the respondents profile or demographic characteristics, while the second part deals with presentation, interpretation, and analysis of the research questions and objectives. Below are the data presentations and analysis of research findings.

#### **Demographic characteristics of the respondents**

This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study.

In addition to that, the first objective of this study was to determine the characteristics of respondents in terms of age, gender, qualification and years of working experience, to examine what category the majority of the respondents are fit in. Data on this objective analyzed under the question "What is the profile of the respondents as to age, gender, and educational level?"

**Table 1: Demographic Characteristics**

<b>Indicator</b>	<b>Frequency</b>	<b>%</b>
<b>Age</b>		
15-25 Years	270	81.3
25-35 Years	30	9.03
35-45 Years	20	6.06
45- above	12	3.61
<b>Total</b>	<b>332</b>	<b>100</b>
<b>Gender</b>		
Male	244	73.4
Female	88	26.6
<b>Total</b>	<b>332</b>	<b>100</b>
<b>Level of education</b>		
Certificate	270	81.3
Diploma	6	1.80
Degree	44	13.2
Master	12	3.7
<b>Total</b>	<b>332</b>	<b>100</b>
<b>Level of experience</b>		
No Experience	270	81.3
0-10 Years	40	12.20
11-15 Years	15	4.5
16 and above	7	2.10
<b>Total</b>	<b>332</b>	<b>100</b>

**Source: primary Data, 2012**

From the above table 2, indicated that different categories involved in the study 73.4% were male and 26.6% of the respondents were female, and it is clear that the teachers, administration and students of these schools is dominated by male or majority of the respondents were male.

The finding of the study shows that the age of the majority of the respondents (81.3%) lay in between 15-25, followed by 25-35 which makes

(9%) and the minority of the respondents in the study represented 3.6% were of the age bracket 45 and above.

Table 2 showed that the findings of the study indicated that the majority of the respondents are Certificate holders which makes up (81.3%) of the respondents, followed by (13.2%) of the respondents do have Degrees, (3.7%) of the respondents have Masters, while only (1.8%) have Diplomas. The implication is that most of the teachers are matured and have adequate teaching qualification and experience required in teaching profession. While each and every one of the students in the study holds primary school certificate and do not have any experience in the field.

**Table 3: Showing the level of Teacher quality**  
**n=109**

S N	Indicator	Mean	Interpretation
1	Wears clean and decent clothes	3.60	Very High
2	Is dignified in his/her behavior	3.10	High
3	Talks and pronounces words clearly	1.00	Very low
4	Speaks with audible voice	2.10	Low
5	Shows objectivity and fairness for students	3.10	High
6	Shows concern for students	2.70	Low
7	Is available for academic consultancy/counseling	2.90	Low
8	Reports to class on time regularly	2.80	High
9	Returns students output on time	2.60	High
10	Teacher quality raises student achievement	3.70	Very high
11	Teacher quality close achievement gaps	2.10	Low
12	Teacher must meet certificate requirement	3.10	High
13	teacher content knowledge influences of student performance	3.8	Very high
	<b>Grand mean</b>	2.82	High

- Source primary data 2012

The table 3 revealed that the mean that teachers Wear clean and decent clothes is 3.6 which indicates that majority of the respondents agreed

that the teachers of the selected schools wear clean and decent clothes, while the mean 3.1 indicates that great number of the respondents agree that teachers often is dignified in his/her behavior. Most of the respondents said that teacher never talks and pronounce words clearly at the mean of 1.3 and this could be attributed that fact that the medium of communication in the target schools is English and it is a second language or to some of the teacher third language.

The table 3 indicated that the mean 3.1 that represents that teachers often show subjectivity and fairness to students, and these findings might be influenced that fact that the target schools are run privately and the management/owners of these schools emphasize better relationship with the student's community. The table further indicates that most of the respondents believe that teachers often show concern to students at the mean of 2.7 and this is true in all private schools where quality matters so that they remain competitive in the market place.

The above table 3 indicated that the mean of 2.9 indicates that teachers are available for academic consultancy; this might not be true in public schools. The respondents indicated that teachers report to class on time regularly at the mean of 2.8, the fact is that private schools are very strict on teacher absence and emphasize that teachers return assignments/output to students on time as shown by the above mean of 2.6 this implies that in most of the private schools teachers return students output and the researcher observed that the school management does not release the allowance of the teachers in most of the private schools at the end of the semester unless the teachers is cleared that he/she has submitted all assignments and students output.



The findings also revealed that teachers quality always close achievement gaps at the mean of 3.7, while most of the respondents believe that teachers quality Always Raises students achievements at the mean of 3.7 and this shows that the quality of the teachers enhances the achievement of the students, this is a fact since in Somaliland graduates from private schools have better quality and are more competent than their counterparts in public schools, and we know that teachers in public schools are not paid highly, while private schools pay highly and attract qualified teachers

Table 3 also revealed that the mean that teachers should meet certificate requirements is 3.1 which means that most of the respondents agree that often teachers should have certificates of their respective areas to perform in class, however we have to mention that respondents did not indicate that certificates are always a requirement of the teacher to perform in class the reason could be that some teachers with higher certificates might not perform in class while other teachers with lower certificates might perform better in class. Finally the findings of the table revealed that the mean 3.8 indicates that teacher content always influences students' performance.

The implication is that the level of teacher quality is high meaning that there is high standard of teachers in Hargeisa, Somaliland.

**Table 4: Level of teacher effectiveness**

**n=109**

s/n	Indicator	Mean	Interpretation
	<b>Class Management</b>		
1	teacher organizes his work and keeps records	3.70	Very Good
2	teacher facilitates teaching specific concepts	2.40	Poor
3	teacher supports activities s that facilitates higher order thinking	2.60	Good
4	teacher uses technology for communication	2.50	Poor
5	teacher use technology as a class management tool	2.40	Poor
6	conducts orientation at the beginning of the class session	3.10	Good
7	discusses course outline, grading systems, academic policies and classroom rules	3.10	Good
8	keeps an organized classroom environment suited for students' learning	3.20	Good
9	motivates students to learn	3.50	Very Good
10	friendly, accommodating, kind sensitive to students needs	3.30	Good
11	teacher has been enthusiastic	3.30	Good
12	teacher encourages, constructive criticism	3.20	Good
13	teacher cared about the quality of students learning	2.90	Good
14	teacher has been dynamic in conducting the course	3.20	Good
15	the teacher has been creative	2.90	Good
16	the teacher has been open to student's opinion	3.00	Good
	<b>Teaching Skills</b>		
17	presents discussions clearly	2.00	Poor
18	employs varied teaching strategies	2.00	Poor
19	associates subject matter real life situations	1.90	Very Poor
20	devises ways to engage among students	3.00	Good
21	interaction on topic related issues	2.70	Good
22	critical thinking, logical reasoning	1.00	Very Poor
23	cooperates in class	2.00	Poor
24	encourages participating learning	2.00	Poor
25	encourages very good reading culture	3.10	Good
	<b>Course Taught</b>		
26	the course aroused my intellectual curiosity	3.20	Good
27	the course challenges and engages your attention	2.80	Good
28	the course provides significant insights and helped you grow as a professional	1.50	Very Poor
29	the course readings easy to comprehend	2.00	Poor
30	the course stimulates your thinking	2.00	Poor
	<b>Grand mean</b>	<b>2.74</b>	<b>Good</b>

**Source: primary Data, 2011**

Table 4 indicated that the most respondents strongly agree that teachers organize work and keep records at the mean of 3.7 the fact is that the target schools were private and the management of these schools stresses teachers to keep records and organize their work. Most of the respondents agree that teachers facilitate teaching specific concepts at the mean of 2.4.

Findings in the above table shows that most of the respondents disagree that teachers use technology for communication at the mean of 2.5 and this is the fact that this country is a third world country and the access of technology is not common. While most of the students disagree that teachers use technology as a class management tool at the mean of 2.4, and the logical reason could be that Somaliland is still lagging behind to adopt technology in schools both private and public.

The table indicated that the mean 3.1 represents that majority of the respondents agree that teachers discuss course outline, grading systems, academic policies and classroom rules. While the table reveals that most of the respondents agree that teachers in the target schools keep an organized classroom environment suited for students' learning at the mean of 3.2 and this is true since the targeted schools are privately owned and their environments are very conducive for learning.

The findings revealed that the mean 3.5 represented that the majority of the respondents strongly agreed that the teachers in selected schools motivate students to learn. While majority of the respondents agree that most of the teachers in these schools are friendly, accommodating, kind, and sensitive to students' needs at the mean of 3.3. The implication of these

findings is that teachers in private schools undergo numerous trainings on how to establish good relationship with students.

The table indicated that the mean 3.3 represents that majority of the respondents agreed that the teachers in the selected schools have been enthusiastic, and the fact is that these teachers are well paid and have better working conditions and money is a motivating factor to most of the human beings. Most of the respondents agreed that teachers in the selected schools have cared about the quality of students learning at the mean of 2.91.

The findings of this study discovered that teachers in the private schools have been dynamic in conducting the course and the respondents agreed that vibrant and dynamic in their respective courses at the mean of 3.2. This corresponds to the findings that most of the respondents agreed that teachers in private schools have been creative in the way they deliver their respective courses at the mean of 2.9.

The table showed that the mean 3.0 represents that the majority of the respondents agreed that teachers has been open to students opinions in the target private schools, while most of the respondents disagree at the mean of 2.0 that teachers in the target schools present discussions clearly.

The findings in the table revealed that most of the respondents disagree that teachers in the selected schools vary the teaching strategies at the mean of 2.0, while at the mean of 1.9 most of the respondents disagree that teachers in the targeted schools associate subject matter real life situations, this findings plus the fact the teachers don't employ teaching strategies represent that fact that

The table indicated that the mean 2.7 represents that majority of the respondents agreed that the teachers in the targeted schools interact

students on topic related issues. While most of the respondents strongly disagree at the mean of 1.0, that teachers encourage critical thinking and logical reasoning of the students, and the fact could be that most of the teaching methods in Somaliland is one way and teachers never bother to go beyond books, these findings correspond to findings that most of the respondents disagree at the mean of 2.0 that teachers engage participating learning.

The table showed that the mean 3.1 represents that the majority of the respondents agreed that teachers in the targeted schools encourage very good reading culture, while most of the respondents strongly disagree that the course provides significant insights and helped students grow as professionals and implication of this findings is that most of the teachers are effective in teaching in Somaliland as indicated by the analysis of the responses. Many people point fingers at the poor education systems of the country and blaming teachers for poor standard of education but the findings show that teachers have high level of effectiveness.

**Table 5: Relationship between teacher quality and Teacher effectiveness.**

**N=109**

Variables	Mean	R-value	Significance	Interpretation	Decisions of H <sub>0</sub>
Teachers quality	2.82	0.978	0.00	Significant relation	rejected
Teacher Effectiveness	2.74				

\*\*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 revealed that there is a relationship between teacher quality and teacher effectiveness. The relationship between the two variables was strong positively correlated.

The level of significance was computed at 0.000 which is below the standard correlation level of 0.05. And apparently indicates significant relationship between the two variables. Pearson correlations reading at 0.978 is an indicator of strong and positive relationship. In view of this output the null hypothesis was rejected. Therefore the researcher found that the relationship between teacher quality and teacher effectiveness in Hargeisa, Somaliland, is positive and strongly related.

## **CHAPER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter discusses the findings, conclusion and recommendation of this study. Firstly, it will be discussed the major findings of the study as stated in the research objectives. Secondly, the conclusion will be draw form the purpose of the study. Lastly, the researcher will bring recommendation based on the significance of this study. The researcher makes suggestions for further researches.

#### **Summary of Findings**

##### **Demographic Characteristics of Respondents**

The first objective of the study is to investigate the demographic characteristics of the respondents. The researcher used Frequencies and percentages, to indicate the characteristics of the respondents and also show the distribution of the population in the study. The result indicated that men dominated in the targeted secondary schools. The finding of the study shows that the age of the majority of the respondents lay in between 15-25, followed by 25-35. Most of the teachers are experienced and qualified.

##### **Level of teacher quality**

The second objective was to determine the level of teacher quality in the selected secondary schools in Hargeisa District. Based on the analysis of chapter four, the findings revealed that most of the respondents have high level of teacher quality in the indicator of teacher quality. Therefore, teacher quality is high.

### **Level of teacher effectiveness**

The third objectives was to determine the level of students .Based on the analysis of chapter four, most of the respondents agree that teachers discusses course outline, grading systems, academic policies and classroom rules with students at the mean of 3.1, while most of the respondents agreed that teachers in the targeted schools keep an organized classroom environment suited for students' learning with the mean of 3.2.In relation with teacher effectiveness, the findings revealed that teachers at the target schools motivate students to learn at the mean of 3.2. While most of the teachers in these schools are friendly, accommodating, kind and sensitive to students needs at the mean of 3.3. The findings in chapter four further discovered that teachers in the targeted schools cared about the quality of students learning at the mean of 2.91, and have been dynamic and vibrant when conducting their courses at the mean 3.2.

Therefore, the analysis shows that teacher effectiveness in Hargeisa, Somaliland is good.

### **Relationship between Teacher quality and teacher effectiveness**

The fourth objective was to determine the significant relationship between teacher quality and effectiveness in selected secondary schools of Hargeisa District in selected secondary schools of Hargeisa District. The findings show Correlation Co-efficient of 0.978 and significance of  $**p=0,000$ . Based on these findings the null hypothesis of the researcher was rejected, which leads to a conclusion that the two variables, teacher quality and effectiveness have positive and strong relationship.



## **CONCLUSION**

Based on the purpose of the study the following conclusions are drawn:

The research employed null hypothesis ( $H_0$ ) which examined "There is no significant relationship between the levels of teacher quality and effectiveness in selected secondary schools of Hargeisa District" and the findings indicated that the null hypothesis was rejected which leads to a conclusion that the two variables, teacher quality and effectiveness have strong relationship.

The theory of Alshule et al(1960),on which the study is based is approved or validated as shown with the research findings. Teachers were more achievement oriented when their quality is enhanced in targeted schools. The higher the quality, the higher the effectiveness. This supports Alshules (1960) theory.

This study has also bridged the gap identified in the literature review because the variables (class management, teaching skills and course taught) in this study differs in both indicators and contents that were analyzed when compared with other researches. Moreover, no such studies have been done in Hargeisia,Somaliland.

Therefore new information about teachers and schools, on the relationship between teacher quality and effectiveness, which was found to be positive and strongly related, has been generated in this study.

## **RECOMMENDATIONS**

Government should encourage teachers, by coming up with effective teacher quality programs.

Private Organization especially privately owned schools should endeavour to employ quality teachers in their schools to maintain effectiveness and standard in education.

Policy makers should find this as a working paper for policy making. This is to help understand what factors contribute teacher quality and effectiveness in schools which will enable makes better policies in education sector.

The targeted schools should continue train teachers on how to employ various teaching methods which can make students more interesting in their subjects.

The teachers themselves should also engage students in the teaching process, or endeavor to make students participate in class activities. The results show that most of the respondents agreed that teachers allow students participation in class.

Another recommendation is that teachers should emphasize critical thinking and reasoning of students by giving them simulations and case studies and teachers should apply lessons in real-life situations.

### **Suggestion for further researches**

On the basis of the knowledge the researcher gained during this study, the researcher would recommend the main topics which are important in the field of inventory management;

1. Teacher motivation and effectiveness
2. Varying teaching methods and teacher effectiveness

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## APPENDICES

### APPENDIX I TRANSMITTAL LETTER



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256-41-266813 / +256-41-267634  
Fax: +256-41-501974  
E-mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION  
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 25 May, 2012

**RE: REQUEST FOR ABDIRASHID YOUSUF GAHNUG  
MED/33700/111/DF: TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Education in Educational Administration and Management.

He is currently conducting a research entitled "**Teacher Quality and Effectiveness in Selected Secondary Schools in Hargeisa Somaliland.**"

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

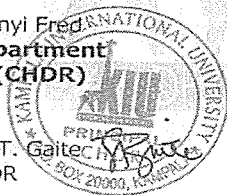
Any assistance rendered to him will be highly appreciated.

Yours truly,

**Dr. Ssemugenyi Fred  
Head of Department  
Education (CHDR)**

**NOTED BY:**

**Dr. Sofia Sol T. Gaitechi  
Principal-CHDR**



*"Exploring the Heights"*

## APPENDIX II

### TRANSMITTAL LETTER FOR THE RESPONDENTS

---

Dear Sir/ Madam,

Greetings!

I am a master student in Educational management and administration

Candidate of Kampala International University. My study is entitled, **Teacher quality and Effectiveness in selected secondary schools of Hargeisa District -Somaliland**. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within two Weeks (14) days

Thank you very much in advance.

Yours faithfully,

MR. ABDI RASHI YOUSUF GAHNUG



**APPENDIX III**  
**CLEARANCE FROM ETHICS COMMITTEE**

Date\_\_\_\_\_

**Candidate's Data**

Name\_\_\_\_\_

Reg.# \_\_\_\_\_

Course \_\_\_\_\_

Title of Study \_\_\_\_\_

---

**Ethical Review Checklist**

**The study reviewed considered the following:**

- \_\_\_ Physical Safety of Human Subjects
- \_\_\_ Psychological Safety
- \_\_\_ Emotional Security
- \_\_\_ Privacy
- \_\_\_ Written Request for Author of Standardized Instrument
- \_\_\_ Coding of Questionnaires/Anonymity/Confidentiality
- \_\_\_ Permission to Conduct the Study
- \_\_\_ Informed Consent
- \_\_\_ Citations/Authors Recognized

**Results of Ethical Review**

- \_\_\_ Approved
- \_\_\_ Conditional (to provide the Ethics Committee with corrections)
- \_\_\_ Disapproved/ Resubmit Proposal

**Ethics Committee (Name and Signature)**

Chairperson \_\_\_\_\_

Members' \_\_\_\_\_

**APPENDIX IV**  
**INFORMED CONSENT**

I am giving my consent to be part of the research study of MR. ABDI RASHI YOUSUF GAHNUG that will focus on Teacher quality and Effectiveness.

I shall be assured of privacy and confidentiality and I will be given the option to refuse participation or withdraw my participation at any time.

I have been informed that the research is voluntary and that the results that will be given to me if I request for it.

Initials: .....

Date: .....

#### APPENDIX V: PROPOSED BUDGET

No	Item	Quantity	Rate	Amount in \$
2	Transport during data collection	8 weeks	&10x8	\$ 80
3	Lunch	8 weeks	\$5x8	\$ 40
4	Typing and printing	100pages	\$20	\$ 20
5	Photocopying	400pages	\$5x4	\$ 20
6	Binding	5copies	\$ 10	\$ 10
7	Stationary			\$ 30
8	Miscellaneous			\$ 20
9	Pilot study	2 weeks		\$100
<b>Total</b>				<b>\$320</b>

## APPENDIX VI: TIME FRAME

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1. Conceptual Phase												
Chapter 1												
2. Design & Planning Phase												
Chapter 2-3												
3. Research Proposal												
4. Empirical Phase												
Data Collection												
5. Analytic Phase												
Chapter 4-5												
6. Dissemination Phase												
Viva Voce												
7. Revision												
8. Final Book Bound Copy												
9. Clearance												
10. Graduation												

## Appendix VII Questionnaire

### SECTION A: FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

1. Age \_\_\_\_\_
2. Gender:-\_\_ 1) Male  
                  \_\_ 2) Female
3. Level of Education  
☐ Certificate  
☐ Diploma  
☐ Degree  
☐ Masters
4. Number of years of experience  
☐ 0-5 years  
☐ 5-10 year  
☐ 11-15years  
☐ 16.and above
5. Marital status  
☐ Married  
☐ Single

### SECTION B: Questionnaire on teacher quality

**Direction:** please indicate the most appropriate response in spaces provided in each item.  
Kindly utilize the rating guide below:

RATING	RESPOND MODE	DIRECTION
4	Always	At all times
3	Often	Regularly
2	Sometimes	From time to time
1	Never	Not at all

#### The teacher

- ☐ 1. Wears clean and decent clothes.
- ☐ 2. Is dignified in his/her behavior.
- ☐ 3. Talks and pronounces words clearly
- ☐ 4. Speaks with audible voice
- ☐ 5. Shows objectivity and fairness for students.
- ☐ 6. Shows concern for students.
- ☐ 7. Is available for academic consultancy/counseling.
- ☐ 8. Reports to class on time regularly.
- ☐ 9. Returns students output on time.
- ☐ 10. Teacher quality raises student achievement.
- ☐ 11. Teacher quality close achievement gaps.
- ☐ 12. Teacher must meet state certificate requirement.
- ☐ 13. Teacher content knowledge influences of student performance.

**SECTION C: QUESTIONNAIRE ON TEACHER EFFECTIVENESS.**

**Direction:** please indicate the most appropriate response in spaces provided in each item. Response mode ratings descript legend.

<b>RATING</b>	<b>RESPONSE MODE</b>	<b>DIRECTION</b>
4	Strong agree	you agree with no doubt at all
3	Agree	you agree with some doubt
2	Disagree	you disagree with some doubt
1	Strong Disagree	you disagree with no doubt at all

**A. CLASS MANAGEMENT**

- \_\_1. Teacher organizes his work and keeps records.
- \_\_2. Teacher facilitates teaching specific concepts and skills.
- \_\_3. Teacher support activities that facilitates higher-order thinking.
- \_\_4. Teacher use technology for communication in the class.
- \_\_5. Teacher use technology as a class management tool.
- \_\_6. Conducts orientation at the beginning of the class session
- \_\_7. Discusses the course outline/syllabus, grading system, academic policies and classroom rules.
- \_\_8. Keeps an organized classroom environment suited for students' learning
- \_\_9. Motivates students to learn
- \_\_10. Friendly, accommodating, kind, sensitive to students' need for Achievements
- \_\_11. The teacher has been enthusiastic.
- \_\_12. The teacher has encouraged constructive criticism.
- \_\_13. The teacher has cared about the quality of student learning.
- \_\_14. The teacher has been dynamic in conducting the course.
- \_\_15. The teacher has been creative.
- \_\_16. The teacher has been open to student's opinion

## **B. TEACHING SKILLS**

The teacher

1. Presents the discussion.

\_\_1.1 clearly.

1, 2 in an organized manner.

\_\_1.3 with mastery of the subject matter.

\_\_2. Employs varied teaching strategies to create a meaningful learning for the students.

\_\_3. Associates subject matter to real life situations (experience- based).

\_\_4. Devises ways to engage among students.

\_\_4.1 Interaction on topic related issues (local, national and global).

\_\_4.2 Critical thinking/logical reasoning.

\_\_4.3 Cooperation in class.

\_\_4.4 Participating learning.

\_\_4.5 A very good reading culture.

## **C. ABOUT THE COURSE TAUGHT**

\_\_1. aroused your intellectual curiosity.

\_\_2. pertinent to your major field of study.

\_\_3. Challenge and engaged your attention.

\_\_4. Important and significant for your academic needs.

\_\_5. Provided significant insights and helped you grow as a professional.

\_\_6. Readings easy to comprehend.

\_\_7. Readings appropriate in length and stimulated your thinking

comments

## **Appendix VIII**

### **RESEARCHER'S CURRICULUM VITAE**

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

#### **PERSONAL INFORMATION**

Name: ABDIRASHID YUUSUF GAHNUG

Date Birth: 1970

Place of Birth: Hargeisa

Nationality: Somalia

Country Of residence: Somaliland

Marital Status: Married

Sex: Male

#### **CURRENT ADDRESS:**

Examination Office U O H

Email:khaalid2005@gmail.com

Abdirashi\_yousuf@yahoo.com

Phone: 00-252-2-4428484

#### **EDUCATIONAL BACKGROUND**

Year	Establishment	Area of Studies	Certificate
1999-2001	International university of Africa -Khartoum	Education	Masters degree
1993-1997	International	Education(Arabic	Bachelor Degree



	university of Africa -Khartoum	language and education	
1988	Secondary school		Secondary school certificate

### **WORKING EXPERIENCE:**

Head Of Examination Unit University Of Hargeisa 2009 -2010

Dean Of Academic Affairs University Of Hargeisa 2007-2009

Dean OF Islamic studies University Of Hargeisa 2006-2008

Lecturer Faculty Of Law University Of Hargeisa 2004-2008

Chair Man Of African Relief Fund Hargeisa Office2009-2011

Consultant Nation Election Commotion2009-2010

Consultant Candle light organization (NGO)2005-2007

Editor At Arabic Magazine Of Mandeeg Media Group2004-201

Editor Amal Journal 1998-2000

Broadcaster Radio Omdurman Sudan1997-1999

### **CONFERENCES AND SEMINARS:**

Seminar Of supervision of Library on One Month

Seminar Of Adult Teaching On one Month

Seminar Of Envfirmental One Month

Seminar Of Administration One Month

Seminar Of Writing African Languages In Arabic Alphabetical In two Months

Participated International Conferences And seminars

**LANGUAGES:**

Language	Spoken	Read	Written
Somali	Mother tongue	Fluent	Fluent
Arabic	Fluent	Fluent	Fluent
English	Good	Good	Good

**REFERENCE**

1-Dr.Hussein Abdullah Bulhan

Ex-President Of The University Of Hargeisa

Hargeisa, Somaliland

Tel:+252-2-4427236

2-Eng Abdi-Fatah Ibrahim SH Hassan

Member Of National Electoral Commotion

Hargeisa Somaliland

Tel:+252-2-4035590

**Appendix IX**  
**Confirmation Letter (Noradin)**



**NORADIN SECONDARY SCHOOL**

**Hargeisa, Somaliland**



*Tel: 518484 / 4000086 / 4429675/4007700 Email: noradinhargeisa@yahoo.com*

05 September, 2012

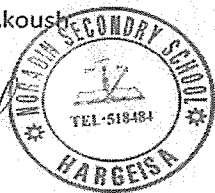
**To whom it may concern**

I hereby confirmed that Mr Abdirashid yousuf gahnug collected his research data in our school the period between 8/23/2012 to 8/30/2012 he distributed (36) questionnaires to staff and students to fill and answer.

Sincerely,

Ismail Mohamud Akoush

School principle



**Appendix x**  
**Confirmation letter (irshad)**



**AL-IRSHAD SECONDARY SCHOOL**

**To whom it may concern**

10-September-2012

I hereby confirmed that Mr A/Rashid Yousof Gahnug who is Student in Kampala International University has been collected his Thesis Data in AL-IRSHAD SECONDARY SCHOOL in the period between 8/23 / 2012 To 8/30/ 2012 and he distributed 36 questionnaires to Teachers and Students to answer.

Mohomed Abdi Hassan

Head Teacher

Signature



*[Handwritten Signature]*  
12/09/2012

**Appendix IX**  
**Confirmation Letter (Aljazeera)**

**AL JAZEERA SECONDARY SCHOOL**



TELL: 4411390

Date: 02, Sep, 2012

To whom it may Concern.

We here by Confirmed that Mr. Abdirashid Yousuf Gahnug collected his research data in our school during the Period in the school and get the information from 37 questioners and they fill and answer.

School Head Teacher \_\_\_\_\_



## APPENDIX: X

CONTENT VALIDITY INDEX.(WORKING)

$CVI = QR \div TQ$

LEGEND

CVI= CONTENTVALIDITY INDEX

RQ=RELAVENT QUESTIONS

TQ-TOTALNUMBER OF QUESTIONS

$= 38/40 + 39/40 + 38/40 = 2.87 \div 3 = 0.956$

$CVI = 0.96$



LB3051

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2012