

**TEACHER QUALITY AND STUDENT PERFORMANCE OF SELECTED
PRIVATE SECONDARY SCHOOLS IN WADAJIR DISTRICT
MOGADISHU, SOMALIA**

A Thesis

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Master of Education in Educational Management and Administration

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DECLARATION A

"This thesis is my original work and has never been presented for a Degree or any other academic award in any University or Institution of Learning".

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Name and Signature of Candidate

05/10/2011

Date

DECLARATION B

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

Haji Fawz Mulumba

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07th Oct/2011.

Date

APPROVAL SHEET

This thesis entitled " teacher quality and students performance of Selected private secondary schools in Wadajir district Mogadishu Somalia" prepared and submitted by Abubakar Khalif Mohamed in partial fulfillment of the requirements for the degree of Master of Education in Educational management has been examined and approved by the panel on oral examination with a grade of PASSED.

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DEDICATION

The researcher dedicates this work to his family for their love and care.
His wife and children, the researcher owes this work to you.

ACKNOWLEDGEMENT

The researcher's gratitude first goes to Allah who has given him the strength and courage to undertake this research. The researcher wants to thank his brothers and sisters for their contributions in his life. All your contributions are saluted.

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ABSTRACT

The study is about teacher Quality and students' performance of selected private secondary schools in Wadajir district in Mogadishu, Somalia. The study examined the effectiveness of the teacher quality and student performance. The specific objectives of the study were to determine the profile of the respondents in terms of: gender, age, academic qualifications, and work experience, to evaluate the teacher quality on student performance in terms of his/her qualifications, to examine the teacher quality on student performance in terms of teacher experience, to examine teacher quality on student performance in terms of teacher practice.

The study used the cross sectional design together with the descriptive research techniques on a population of selected private secondary schools. The study used a questionnaire for data collection. The data collected was analyzed using SPSS by using tabulation, frequencies, mean, and percentage method analyses. The study found out that teacher quality has a significance relationship with student performance.

The study concluded that teacher quality is important in raising student performance which means that the teacher quality affects to the student performance. Also, Teachers employed according to their qualifications, meaning that qualified teacher has better performance about the relevant subject than less qualified teachers. Teachers' years of teaching are important in raising student performance, and a teacher who has experience interacts with the students and pay attention to them in the class.

The study recommended that the teachers need to acquire more training skills for teaching quality to overcome the discrepancies in the use of teacher quality. However, teachers should be properly trained. Therefore, it is recommended to revise the existing teachers training programs with respect to admission criteria, curriculum, teaching practice.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

This study was set to investigate the teacher Quality and students' performance of selected private secondary schools in Wadajir district in Mogadishu, Somalia. The area of study covered the schools of Imam Shafi' Secondary School, Al-Hikma Secondary School, and Mahamud Harbi Secondary School. The private secondary schools have been selected for study given the need to provide efficient guidance and follow up of these schools by the government of Somalia and its agency for improvement in secondary education. The study would explore how private secondary schools are run, putting into consideration the absence of government intervention as dictated by the absence of a well defined education legal framework in the politically unstable Somalia.

According to the UNESCO Education Report (2009), Somali secondary schools face the problem of lack of a consistently managed curriculum centrally controlled by the government of Somalia. What is taking place is that each secondary school comes up with its curricula content depending on the funding assistance. For example, Imam Shafi' Secondary school is funded by assistance from local and foreign sources and does not want a dictated curriculum but they choose to run their own set up, Al-Hikma Secondary School gets substantial funding from UAE, while Mahamud Harbi Secondary School is funded by African Muslim Agency, Kuwait. The subjects taught rhyme in set up with those widely recognised in the education world. These include, but not limited to Mathematics, Physics, Chemistry, Biology, History, Geography, Arabic Language, islamic studie,

and Literature in both the local and foreign languages. However, the subject content is dictated by the funders. The lack of a well-coordinated and uniform subject content does not lend itself to comparative education for a better education system in Somalia.

The proprietors of the private secondary schools contribute the initial capital for purposes of running the school. Expenditure heads include staff remuneration, acquisition of scholastic materials and for general administration. It is important to undertake this study in order to establish the level of teacher quality and its influence on student performance of private secondary schools in Somalia. The schools are supposed to have the Board of Governors members, who are entrusted with the duty to run the school on behalf of the proprietors. Headed by the chairman, the board is entrusted with the duty to:

- Manage and govern the school on behalf of the proprietor including property and funds.
- Enter into contract on behalf of the school.
- Oversee the welfare of the staff and pupils including fees and other charges.
- Monitor the discipline of the school, headmaster, teachers, non teaching staff and students.

The major setback has been the political turmoil that has affected Somalia for over 20 years. The UNESCO-Somalia Education Report (2009) noted that the proprietors acting in the capacity of private investors can use unqualified staff, perpetrate inconsistent relationship between proprietors, staff, parents and students, creating both agency problems and related

costs. The proprietors in exercise of their ownership powers can manipulate the school management and misuse funds for private advantages to the neglect of the school programmes.

This study was therefore set to investigate teacher quality and student performance of the selected private secondary schools as representatives of other private secondary schools in Wadajir district in Mogadishu, Somalia.

Statement of the Problem

Teacher quality and students performance are very important in the education system. However, there are many discrepancies in the teacher qualities and their use in the classroom. Still, there is a little research about the role of teacher quality and student performance in the education system in Somalia generally and in particular Wadajir district. This situation needs to be studied in the perspective of teacher quality and student performance. Therefore, considering the vitality of the problem, this study focuses on investigating the teacher quality and student performance of these selected private secondary schools in Wadajir district in Mogadishu, Somalia.

Purpose of the Study

The purpose of this study was to examine the effectiveness of the teacher quality and student performance of private secondary schools in Wadajir district in Mogadishu, Somalia. Moreover, the study could guide private secondary schools management and teachers to develop new techniques of educational standards to enhance the students' educational performance.

Research Objectives:

The objectives of the study were:

1. To determine the profile of the respondents in terms of:
 - a. Gender
 - b. Age
 - c. Academic Qualification
 - d. Work Experience
2. To determine the level of teacher quality on student performance.
3. To determine the level of students' performance.
4. To determine whether there is significant relationship between teacher quality and student performance.

Research Questions

1. What are the profile of the respondents in terms of:
 - a. Gender?
 - b. Age?
 - c. Academic Qualification?
 - d. Work Experience?
2. What is the level of teacher quality on the student performance?
3. What is the level of students' performance?
4. What is the significant relationship between teacher quality and student performance?

Hypothesis

H₀: There is no significant relationship between teacher quality and student performance in terms of teacher qualifications, practices, and teacher experience in selected private secondary schools in Wadajir district in Mogadishu, Somalia.

Scope of the Study

Geographical Scope: The study covered the selected private secondary schools of Imam Shafi' Secondary School, Al-Hikma Secondary School, and Mahamud Harbi Secondary School in Wadajir district in Mogadishu, Somalia. These secondary Schools are considered representative because they are the three most populated private secondary schools in Wadajir district.

Theoretical Scope: The researcher used theory by Joseph Juran (1986) which asserts the most updated theory of quality planning, quality improvement, and quality control.

Content Scope: the study concentrated the teacher quality on student performance in terms of teacher experience, qualifications, teacher practice.

Time scope: the study covered time between 2006-2011 .this time is selectd because the researcher intends to look for convinience time to get the content for required study or research .

Significance of the Study

This study considered the importance attached to the private secondary schools programme in the provision of secondary education for improved living standards of the people of Somalia in general and Wadajir district in Mogadishu-Somalia in particular. The intended beneficiaries include:-

the educational policy implementers in Wadajir district in Mogadishu-Somalia, education policy makers in Wadajir district in Mogadishu-Somalia, parents, and the donors.

The Government will benefit from the study since education is a sector that the government have to deal with. In any society that have to live they must get a quality education in order to have productive labor for the future generation and the young pupils who are growing in that time who need quality education.

Stakeholders from the community and civil society can benefit from the study on this topic since it will be helpfull for their concernce on the issue of quality education within their society. Such research will be helpfull for their area of education and interest. The resercher will look into each one of the above stated group in details and this will include study benifit to the community at large as follows:

Policy Makers and Implementers

These include the district education officers the inspectorate head teachers, teachers, school management committees and local authorities. All these will find this piece of information a relevant document.

Ministry of Education

The Ministry of education as the overall see of the entire education sector, will find this work important to identify areas of weakness for improvement possible opportunities for exploitation and strengths for implementation and maintenance. The Ministry of Education may use the findings in comparison with the standards to set strategies for improvement in teacher quality and student performance of the the private secondary schools in Wadajir district in Mogadishu, Somalia in particular and Somalia in general.

Parents

The parents are expected to benefit from this study by comparing the current level of student performance of the selected private secondary schools with other private secondary schools to pave the positive way forward. This can then be compared with the ministry of Education standards as by the education policy framework.

The Donor Community

These are the partners in development. Donors provide funds to the private secondary schools in the district. These would need to get assured that the funds contributed are properly put to use. With good and better knowledge on the implementation process the programme is bound to succeed.

Operational Definitions of Key Terms

Teacher Quality

Credentials, knowledge, and experiences that teachers bring with them when they enter the classroom, such as: Coursework, grades, subject-

matter education, degrees, experience, certification, and evidence of participation in continued learning research.

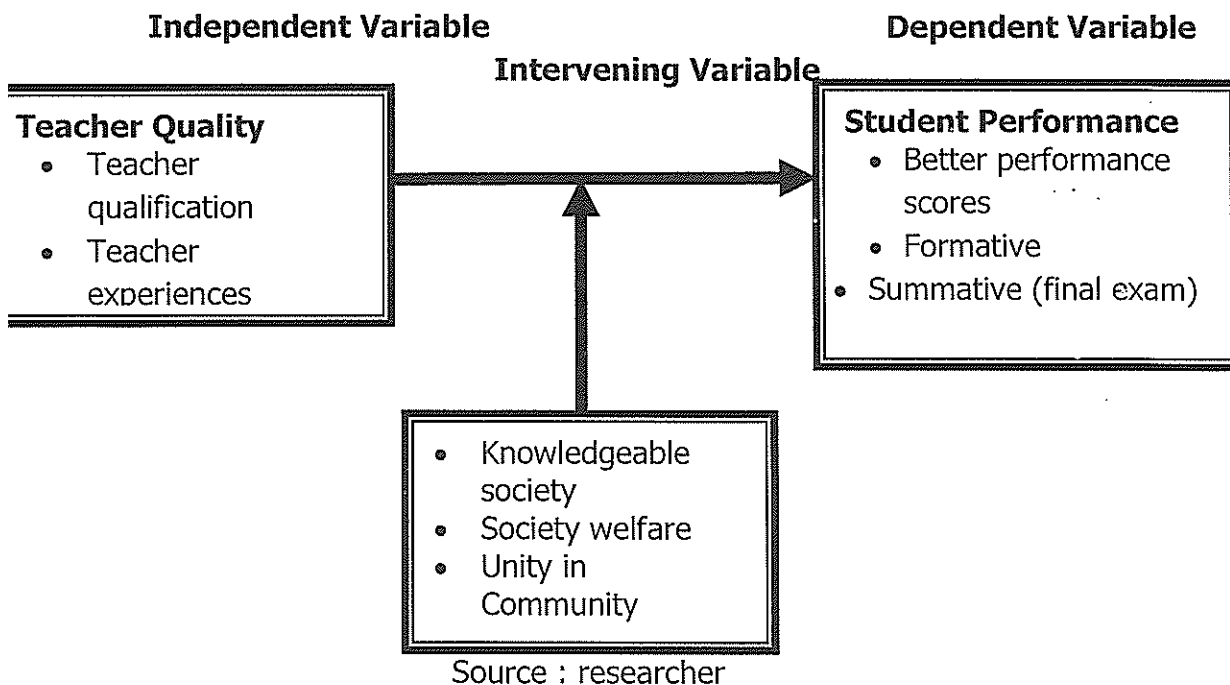
Teacher experience

Teacher experience means the time which a teacher has spent in the teaching profession. It starts from the date when a teacher joins the teaching profession.

Teacher practices

Teacher Practice refers to the ways that teachers interact with students and the teaching strategies they use to accomplish specific teaching tasks, such as: Aligning instruction with assessment, communicating clear learning objectives, learning outcomes and expectations for student performance.

Conceptual Frame Work



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents a review of the findings related to the questions under study. Many studies related to teacher quality and its effect on student performance had been put into consideration to provide information regarding the research questions of the study.

A few Researchers have attempted to study the educational management system in Somalia, but no study has addressed the teacher quality and student performance of private secondary schools in Wadajir district in Mogadish, Somalia.

Theoretical Perspective

The researcher used theory by Joseph Juran (1986), which is responsible for what has been known as the "Quality Trilogy". The quality Trilogy is made up of quality planning, quality improvement, and quality control. If a quality improvement project is to be successful, all quality improvement actions must be carefully planned out and controlled. Therefore, quality planning is the preparation of teachers and their qualifications, whereas the quality improvement stands for the teachers' experience and their practical performance, and quality control means maintenance of the experience and teacher practice in order to enhance the students' academic performance.

In addition, without planning and experience students' performance will be affected, and This will cause the low quality of education in Somalia.

Related Studies

The education infrastructure of Somalia has been weakened by decades of colonial neglect, followed by the outbreak of a civil war in 1990 that has led to widespread population displacement and paralysis of social services. The sector suffers from severe managerial, technical and financial resource limitations and a lack of consistency in standards across regions. Education is an integral component in rebuilding Somalia, particularly in the South and Central areas, where the majority of the population has largely been deprived of education due to lack of consistent centralized governance. Economic and environmental factors have seen a country-wide shift from traditional pastoralist and agricultural livelihoods to a high degree of urbanization; lack of education limits the employability of new rural-to-urban migrants.

In Somalia today, only about 20% of secondary school age children have access to formal education. Most youth are also without access to any basic education or learning opportunities and missed out on any basic education when they were children, due to the virtual collapse of the education system. Among those fortunate enough to have received some education, most have seen their progress hindered by conflict, lack of supplies and limited, if any, support from local education authorities. Both national and international agencies are seeking to change this situation but also see their efforts stalled by the combined constraints of insecurity, funding shortfalls and the sheer enormity of the problem. UNICEF, (2002)

The Current System of Education in Somalia

At present, there is no coherent educational system in Somalia. Planning and implementation are piecemeal, mirroring the wide assortment of schools run by local and international NGOs, both Islamic and Western, or by private individuals on a for-profit basis. Most of the currently operating schools tend to follow the educational models used in the past, which were adopted from different countries. The two main models are the 4-4-4 system inherited from the post-1960 era, and the 6-3-3 system followed in several Arab countries. Both systems add up to twelve years of schooling, which is compatible with most international schooling systems. The medium of instruction at the primary school level may be Arabic, Somali, or English. Most secondary schools use either Arabic or English Lee C. & Farah Sh. A. (2007).

THE QUALITY OF GOOD TEACHER

Contemporary education in Somalia is hindered by the scarcity of trained teachers. Many teachers from the pre-1990 era have retired, left the country, or changed occupations. To fill the gap, untrained people with different levels of education joined the teaching service. Many secondary schools employed engineers and scientists without education backgrounds to teach mathematics and sciences, while graduates of Islamic schools often teach Arabic language and Islam Lee C. Farah Sh. A. (2007).

Goe's (2007) examination of teacher quality focuses on four categories of teacher quality indicators—teacher qualifications, teacher characteristics, teacher practices, and teacher effectiveness—which, Goe determined, empirically capture the primary variables examined in research studies on teacher quality published between 2000 and 2007. Largely due to the “highly qualified teacher” provisions of the No Child Left Behind (NCLB) Act, these four categories also align with the current national emphasis on certification and licensure, experience, and subject-matter knowledge. In addition, the four categories summarize the ways that teacher quality is commonly defined for policy purposes, and they are frequently linked to hiring and career-ladder decision making.

It is generally acknowledged that promoting teacher quality is a key element in improving secondary education and enhancing the performance of the students in the Republic of Somalia.

Indeed, one of the primary goals of the *No Child Left Behind* law is to have a “highly qualified teacher” in every classroom. Therefore, educational researchers have focused on improving teacher quality as a way to improve student performance. To identify consistent findings for variables culled using the categories, Goe first employed a protocol to summarize the variables on which each study focused, then evaluated these for statistically significant positive or negative findings as well as for the absence of significant findings. Any concern about how a study was conducted was also noted because this could provide useful information about the generalizability of the study's findings. The collection of summaries was then sorted by finding to determine whether a preponderance of evidence points to any statistically meaningful measures

of teacher quality as well as to determine whether the research as a whole reveals any telling differences between variables. Eric, (2002).

Teacher quality has been defined and measured in many ways. There is nearly universal agreement that teacher quality matters in terms of student performance, but there has been no clear consensus on which aspect of teacher quality matters most or even what useful definition of teacher quality might be. One reason for this difficulty is that teacher quality may need to be defined differently for different purposes. For example, the indicators of quality relevant to making initial hiring decision may differ from indicators used in granting tenure rewarding excellent performance or identifying and supporting struggling teachers. Goe's (2007).

Teacher Qualifications

Teacher qualifications are particularly necessary for regulating entry into the classroom when performance and outcome data are not yet available, as is the case with new teachers. Teacher qualifications are also commonly used as indicators of teacher quality because of the relative ease and cost-effectiveness of collecting this data, which can often be found in public records maintained by states and districts. Also, teacher qualifications are commonly used as effective at identifying teachers who improves their students' performance. Wenglinsky (2000).

Certain types of teacher qualifications are consistently associated with increased student performance in particular subject areas—most notably in mathematics, where research efforts seem to be concentrated.

Teachers' knowledge of mathematics matters for student learning in mathematics at all school levels, but particularly at the secondary level.

Whether measured by mathematics course taking, certification, or degree, it appears that teachers with stronger mathematics knowledge produce better student performance in mathematics compared with less knowledgeable teachers. Teachers' level of experience matters—but only for the first five years of teaching. During these first few years, teachers appear to gain incrementally in their contribution to student learning. After five years, however, the contribution of experience to student learning appears to level off. Several studies indicate that teacher completion of an undergraduate or graduate mor in mathematics is associated with higher student achievement in high school and middle school Aaronson, *et al.*, (2003). Monk (1994) and Wenglinsky (2000) identify a similar trend in science.

Certification

Teacher certification as a signal of teacher quality has been investigated at various levels, including full standard certification, emergency certification, advanced or National Board Certification, and subject-area certification. While recent studies find that *full* certification is either unrelated or positively related to student performance (Carr, 2006; Darling *et al.*, 2005), other research shows that *emergency* certification is generally either unrelated or negatively related to student performance. In particular, one study (Betts *et al.*, 2003) suggests that teachers with emergency certification negatively influence middle and high school student performance but not elementary student performance . Another study (Goldhaber *et al.*, 2000) finds no significant differences between the mathematics and science performance of high school students of teachers

with either emergency or full certification. Thus, while there are a number of studies that suggest certification makes a difference, the studies that find certification has no significant or practical value suggest that we still have much to learn about what certification is “signaling” in terms of teachers’ ability to teach specific content effectively.

Teachers’ subject-area certification or authorization is one of the teacher qualifications most consistently and strongly associated with improved student performance, especially in middle and high school mathematics (Betts *et al.*, 2003; Cavalluzzo, 2004).

According to Carr (2006) also indicates that highly qualified teachers, or those with both full certification and demonstrated subject-matter competency, are associated with increased elementary and middle school performance in reading, science, and social studies as well as in mathematics. This is another area where more work must be done because the evidence of a relationship between certification and student performance is strong primarily in mathematics but there is scant evidence in other subjects.

In recognition of the importance of quality teachers, a variety of recommendations and policy initiatives have been introduced. Unfortunately, the currently most popular ones are likely to lower teacher quality rather than improve it. The idea that has been picked up by policy makers at all levels is to increase the requirements to become a teacher. If we can insist on better prepared and more able teachers, teacher quality will necessarily rise and student performance will respond. This argument—at least as implemented—proves as incorrect as it is simple.

The range of options being pushed forward include raising the course work requirement for teacher certification, testing teachers on either general or specific knowledge, requiring specific kinds of undergraduate degrees, and requiring master's degrees: Each of these has surface plausibility, but little evidence exists to suggest that these are strongly related to teacher quality and to student achievement. Goldhaber *et al.*, (2000).

More pernicious, these requirements almost certainly act to reduce the supply of teachers. In other words, the proposed requirements do little or nothing to ensure high quality teachers, and at the same time, they cut down on the number of people who might enter teaching. Teacher certification requirements are generally promoted as ensuring that there is a floor on quality, but if they end up keeping out high-quality teachers who do not want to take the specific required courses, such requirements act more like a ceiling on quality. Eric, (2002).

Knowledge of Subject-Matter

The association of this specific teacher qualification with higher student achievement varies by grade level. Stronger correlations exist between the achievement of secondary school students and their teacher's subject-area expertise than exist between the success of younger students and their teacher's subject knowledge. In particular, several studies indicate that teacher completion of an undergraduate or graduate major in mathematics is associated with higher student achievement in high school and middle school Aaronson, *et al.*, (2003). therefore , the quality of education is directly related to the quality of instruction in the classrooms. 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 learning process. Quality improvement in education depends upon proper training of teachers. The teachers cannot play any of the roles unless properly trained.

Teacher Experience

Teacher experience is the number of years a teacher has taught. Teacher experience is a topic of potential concern to policymakers as experienced teachers have more opportunities to teach higher level or advanced classes, and thus have higher achieving students in their classrooms. Thus, it is possible that students with poor performance are more likely to have a double disadvantage because they are more likely to be taught by less experienced teachers Greenberg *et al.*, (2004).

Therefore, teaching experience is the time spent by a teacher in the teaching profession. It starts from the date when a teacher joins the teaching profession. Teaching experience improves the teaching skills and the methodologies adopted.

The relationship between teacher experience and student performance receives considerable attention in the empirical literature, with somewhat mixed results. Several researchers find that experience, especially during the first couple of years in the classroom, is positively associated with student performance in mathematics and reading at the elementary and middle school levels (Cavalluzzo, 2004; Hanushek *et al.*, 2005). Several other studies, however, do not detect meaningful differences between more and less experienced teachers (Carr, 2006; Gallagher, 2004).

It is interesting to note that three of the four studies that find no significant relationships between teacher experience and student performance do not focus on traditional public schools. This situation suggests that the evidence *supporting* the relationship between teacher experience and student performance may be more relevant to current Somalia policy concerns than the evidence that finds little or no relationship.

Hiring teachers with more than five years of experience may not result in improved student performance, but there are other ways that teachers' experience benefits schools. Thus, experience is one of many factors that should be taken into consideration when hiring teachers and determining appropriate assignments. In particular, schools with many novice teachers may benefit from hiring more experienced teachers who can serve as mentors, particularly in matters of classroom management and discipline, which many new teachers find particularly challenging.

The synthesis of research in which teacher experience is used as aspect of teacher quality suggests that experience matters, but it contributes differentially only in the first four or five years of teaching. During this time, teachers appear to gain in effectiveness but then they level off, which means that years of experience beyond the fifth year contribute little or no additional benefit in terms of student performance. Experienced teachers may contribute to their schools in other important ways, however, including providing stability and serving as mentors to new or struggling teachers Goe,(2007).

Inconsistencies in findings about the relationship between teacher experience and student performance suggest a need for clarification through continued research.

Teacher Practice

Teacher practice is one of the important indicators of teacher quality, which examine teachers' actual classroom practices and correlating those practices with students performance. Evaluating teachers' questioning strategies and linking one example of a classroom practice mechanism. By this definition, teacher quality is ascertained not by the qualifications teachers have on paper but what they actually do in the classroom with their students, including instructional and classroom management practice, interactions with students, and performance of the tasks. Higher correlations with what are considered better practices thus define good teaching. The focus, then is not on assessing the connection between what individual teacher do but on correlating certain recommended practices and student outcomes (Goe, 2007).

There are factors that have been shown to influence student performance these factors can be categorized into three types: school-related factors, student-related factors, and teacher related factors. Among these three, teacher-related factors, especially teacher quality, have generated a great deal of attention. The U.S. Department of Education has recognized that the most important factor contributing to poor student achievement may be unqualified teachers (Goldhaber, 2004). Therefore, the researchers recognized that teacher practice is one of the most important indicators of teacher quality, so that evaluating teacher quality depends on what teachers do in the classroom with their students, and their ability to increase the students' performance.

According to Goe, (2007) The advantage to the definition over qualification is that it focuses on the classroom, where the teacher and

student interact and where learning actually takes place. The chief advantage of this definition is that evaluating teachers in their classroom is difficult, time consuming, expensive and subject to the complication of context. Another disadvantage is that while researchers may focus on looking only at whether teachers are using one or two specific best practices, it is likely that teachers using these practice are also using other best practice. Thus, linking student learning outcomes to a handful practices is virtually impossible. Similarly, another disadvantage is that studies examining teacher practices often do not control for other contributions to student learning or distractions that prevents students from learning such as a disruptive classmate.

Teacher Effectiveness

Teacher effectiveness is one of the indicators of teacher quality as determined by growth in student learning, typically measured by standardized performance tests. This indicator most closely approximates a comprehensive measure of teaching quality rather than teacher quality because teacher effectiveness would be empirical evidence that defines teacher quality and teaching quality based on how much student learning a teacher fosters. Teacher might be considered high quality if their students learn significantly more than would have been predicted given those students prior performance Goe, (2007).

Technology has made it much easier to connect teachers this data on student performance. The proliferation of such data the advantage of powerful computers, and advances in statistical software have made it possible to look at such linked data in new ways. Also the movement

toward-school level accountability for student performance has provide impetus to do so. In recent years, the focus has moved away from holding schools accountable for student performance and toward holding teachers accountable.

On the other hand, a major disadvantage of the effectiveness definition is that it provides no mechanism for predicting high-quality teachers prior to their actual teaching. In other words, teacher quality is to be determined solely by effectiveness, in order one to decide who should be allowed to teach in the first place- before any student gains can be assessed, and how students be protected from ineffective teachers. This situation suggests that there is still a decide benefit to using assessment or other mechanisms that require protective teachers to demonstrate a minimum level of competency before they are given teaching responsibilities Goe, (2007).

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

The researcher used the cross sectional design together with the descriptive research techniques in the study inquiry, presentation and analysis. The cross sectional design is appropriate where data is collected and analyzed in a retrospective aspect on annual basis over a given period of time.

Research Population

The study population included the school management, teachers, and students making a total of 150 members in Wadajir district in Mogadishu-Somalia. The sampling process identified three schools that was form the geographical scope of this study.

Table: 3.1:Research Population

Categories	Population	Sample
School management	9	9
Teachers	11	11
Students	130	88
Total	150	108

Table 3.1 shows that 150 people formed as the study population. This will comprise 9 school management , 11 teaching staff members, and 88 students .

Sample size

The participants or respondent of this study contained school management, teachers and students of three private secondary schools in Wadajir district a total of respondents participated. Eleven teachers, Nine school management and 88 students was selected as sample .

Sampling Procedure

This study employed simple random sampling technique. The random sampling technique was used to select the respondents of the study to be included in the sample. Random sampling technique is a technique that selects a sample without bias from the target population. It selects a random representative sample. The researcher was convinced that this technique was insured that the each member of the target population had an equal chance of being included in the sample. A purposive sampling process was used in the selection of the school management, and teaching staff. Gay and Airasian (2003) define purposive sampling as one which involves selecting a sample based on experiences or knowledge of the group to be sampled.

Research instrument

The instrument that were used in the collection of data was the questionnaire. A set of senior management staff, teachers and students was served with the questionnaires directly managed and supervised by the researcher.

To obtain quantitative data, two sets of questionnaires were used, for the respondents. The questionnaires were divided into sections to be

answered by the school management, teaching staff, and students. In this case, the school management, and teachers were selected by purposive sampling and the students were sampled using the table of random number.

Questionnaire

Research questionnaire was constructed and administered to three categories of respondents include: the school management, teaching staff, and students. The questionnaire was physically delivered to the respondents.

Validity and Reliability of Instruments

Validity index (CVI) was used in the study to ascertain the instrument validity. According to Amin (2005) for the instrument to be accepted as valid, the average index should be 0.7 or above. Validity is an indication of accuracy in terms of the extent to which a research conclusion corresponds with reality.

Reliability is the degree to which the instrument consistently measures whatever it is measuring (Amin;2005). Assurance was made that the measurements used are error free, and offered consistent measurement across time and the various items in the questionnaire. The test-retest was used to establish reliability on the instruments used.

Data gathering procedures

The researcher got a transmittal letter from the office of deputy vice chancellor for school of postgraduate studies and research at Kampala

International University that was presented to district education officer in the district where the study was conducted. This letter helped in seeking permission to carry out the study in the district. Then the researcher were distributed questionnaires to respondents who filled them. After this the questionnaires were collected for analysis using SPSS (statistical package for social scientist).

Data Analysis

In data processing and presentation, all the data collected were coded and the techniques used include: frequency counts, mean, percentage method and tabulations together with personal evaluations to facilitate reporting and inferring meaningful conclusion. The data were analysed using Statistical Package for Social Scientists (SPSS).

Mean	Description
3.5-4.00	Very high
3.0-3.49	high
2.0-2.90	low
1.00-1.99	very low

Ethical Considerations

Maximum care were taken to protect the use and presentation of the data collected. Care was taken to get a recommendation letter from the School of Postgraduate Studies, introducing the researcher to the different heads in charge of data safety.

The researcher maintained the researcher– respondent relationship by treating the respondents with respect. Each individual's rights including the right not to participate in the research was granted. The researcher was careful enough not ask the respondents any embarrassing questions.

Limitations of the study

a. Language barrier:

the questionnaire written in english was one of the limitation and there was a need to translate into local language for example Somali language.

b. Insecurity:

Insecurity was the one of the limitations that researcher faced when the data was collecting from the field, due to the war and unstable situation.

CHAPTER FOUR

THE PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter presents data analysis, presentation, and interpretation. The data analysis and interpretation was based on the research questions as well as research objectives, the presentation is divided in to three parts. The first part presents the school management and teachers' respondent profile or demographic information, the second part represents the students' respondents profile or demographic information, while the third part deals with presentation, interpretation, and analysis of the research questions and objectives. Below are the data presentations and analysis of research findings.

Demographic information of the school management and teachers respondents

This part presents the background information of the teachers and school management respondents who participated in the study. The purpose of this background information was to find out the characteristics of the above respondents and show the distribution of the population in the study. Their distribution is established as it follows in table 4.1.

Profile of Respondents of School Management and teachers
Table 4.1: the Gender, Age, Educational level and Work Experience

Item	Frequency	Percentage (%)
Gender		
Male	15	75
Female	5	25
Total	20	100.00
Age bracket(Years)		
19-24	2	10
25-30	9	45
31-36	3	15
37-42	3	15
43 an above	3	15
Total	20	100.0
Qualification		
Diploma	6	30
Bachelor degree	12	60
Postgraduate level	2	10
Total	20	100.0
Work experience (yrs)		
Less than one year	2	10
1-3 years	8	40
4-6 years	3	15
7-9 years	2	10
10-12 years	2	10
13 years and above	3	15
Total	20	100.0

Source: primary data 2011.

In the above table 4.1, 75% of the total respondents were male and 25% were female. This shows that most school management and teachers working in the selected private secondary schools in the Wadajir District, Mogadishu, Somalia is male.

According to the age of respondents in the above table 4.1, the majority that constitutes 45% of the respondents are within the age bracket (25-30 years), 15% of the respondents are within the age bracket (31-36 years), 15% of the respondents are within the age bracket (37-42), 15% of the respondents are 43 years old and above.

The respondent's educational level the majority of the school management and teachers are bachelor degree holders that makes up 60% of the respondents, second group of the respondents are diploma holders which represents 30% of the respondents, while the last group of respondents are postgraduate levels which represent 10% of the total respondents. However, this indicates that most school management and teachers have got good educational level.

According to work experience, the majority of the respondents that makes up 40% of the total respondents worked a period between 1 to 3 years, the second group of the school management and teachers that makes up 15 % of respondents have been working 13 years and above, the third group of the respondents that makes up 15% of the total respondents have 4 to 6 years of work experience, the fourth group of respondents have 7 to 9 years of work experience which constitutes 10% of respondents, the fifth group of respondents have 10-12 years of work

experience which constitutes 10% of respondents, while the last group of the respondents have less than one year of work experience that constitutes 10% of the respondents.

Demographic information of the students responses

This part presents the background information of the students who participated in the study. The purpose of this background information was to find out the characteristics of the said respondents and show the distribution of the population in the study. Their distribution is shown in the following table 4.2

Profile of Respondents of students

Table 4.2: the Gender and Age

Gender	Frequency	Percentage (%)
Male	64	71.1
Female	26	28.9
Total	90	100.00
Age bracket(Years)		
13-18	47	52.2
19-24	34	37.8
25-30	9	10.0
Total	90	100.0

Source: primary data 2011.

In the above table 4.2 majority 71.1% of the total respondents were male and 28.9% were female. This shows that most students studying in the

selected private secondary schools in the Wadajir District, Mogadishu, Somalia is male.

According to the above table 4.2, the majority of the respondents that constitutes 52.2% of the respondents are within the age bracket (13-18 years), 37.8% of the respondents are within the age bracket (19-29 years), and 10% of the respondents are within the age bracket (25-30).

Level Of Teacher Quality

Table: 4.3:

No.	Indicators	Mean	Interpretation
	Teacher qualification		
1	Teacher quality is important in raising student performance	2.85	High
2	Teacher qualifications are associated with teacher success in the class room	2.30	Low
3	Teachers are employed according to their qualifications	2.87	High
4	Qualified teachers has better performance about the relevant subject than less qualified teachers	2.85	High
5	Teacher qualifications are effective indicator to identify teachers who improve student performance	2.84	High
6	Qualified teachers are those who have standard of evaluation system; which awards points for experience, professional accomplishments, and completion of graduate courses and other kinds of professional development.	2.20	Low
7	Unqualified teachers have an adverse effect on the poor academic	2.85	High

	performance of students.		
8	How important are teachers' professional certification	2.92	High
	Overall mean	2.71	High
	Teacher Expreience		
1	Teachers' years of teaching is important in raising student performance	2.85	High
2	A teacher who has experience, interacts with the students and pays attention to them in the class	3.0	High
3	Methods used by the teacher contribute to student performance in class due to his/her experience	3.0	High
4	Experienced teachers serve as mentors (adviser), particularly in matters of classroom management and discipline	2.28	Low
5	Most Teachers do not have adequate knowledge of their teaching subjects	3.14	High
6	Teachers are provided work according to their work experience	2.85	High
7	Teacher class success depends on his/her previous experience in the subject	2.85	High
	Overall mean	2.85	High
	Teacher paractice		
1	Teacher practice is important in enhancing student performance in private secondary schools.	3.0	High
2	Teachers do not plan their lessons adequately.	2.80	High
3	Teachers are not dedicated to their teaching subjects	2.35	Low

4	Teachers manage their student in the classrooms effectively	2.50	Low
5	Teachers are not innovative in methodology	2.30	Low
6	Teachers are not innovative in methodology	1.74	Very low
7	The teacher's assignments were helpful to students learning	2.94	High
8	The teacher encouraged students to ask questions and/or express their ideas	3.15	High
9	The teacher created a stimulating learning atmosphere for critical and independent thinking	2.1	low
10	The teacher made clear the objectives of the course	2.91	High
11	The teacher's grading was fair	3.0	High
	Overall mean	2.74	High

Source: primary data 2011

From the above table 4.3, the respondents agree that the teacher quality is important in raising student performance, the respondents disagree the statement says that teacher qualifications are associated with teacher success in the class room , the respondents agree that teachers are employed according to their qualifications, on the other hand, the respondents agree that qualified teachers has better performance about the relevant subject than less qualified teachers, the respondents strongly agree the statement says that teacher qualifications are effective indicator to

identify teachers who improve student performance . Nevertheless, the respondents disagree that qualified teachers are those who have standard of evaluation system; which awards points for experience, professional accomplishments, and completion of graduate courses and other kinds of professional development, however, the respondents agree that unqualified teachers have an adverse effect on the poor academic performance of students, while the respondents agree that teachers' professional certification is important.

Lastly, the overall mean demonstrated the factors that have contributed to the performance of the student are teacher quality, teacher qualification, teacher employment; performance of qualified teachers. According to the respondents, all the above mentioned factors have an effect to the performance of the students.

From the table above 4.3, the respondents agree that the teachers' years of teaching is important in raising student performance, the respondents agree that a teacher who has experience, interacts with the students and pays attention to them in the class, the respondents agree that methods used by the teacher contribute to student performance in class due to his/her experience , the respondents disagree the statement says that the experienced teachers serve as mentors (adviser), particularly in matters of classroom management and discipline, also, the respondents agree that the most teachers do not have adequate knowledge of their teaching subjects , while, the respondents agree that the teachers provided work according to their work experience . Lastly, the respondents agree

that the teacher class success depends on his/her previous experience in the subject

However, the overall mean indicates that the teachers years of teaching is important in raising students performance, a teacher who has experience interacts with the students and pays attention to them in the class. In addition to that, the respondents explained that the methods used by teacher contribute to students' performance in class due to his/her experience. Lastly, the finding shows that there is a relationship between teacher experience and student performance.

According to the respondents view agree that the teacher practice is important in enhancing student performance in private secondary schools, disagree that the teachers do not plan their lessons adequately, on the other hand, the respondents agree that the inadequate supervision in secondary schools can cause teachers laziness, disagree that the teachers are not dedicated to their teaching subject, while, the respondents disagree that teachers manage their student in the classrooms effectively, the respondents disagree that teachers are not innovative in methodology. In addition, the respondents agree that the teachers' assignment were helpful to students learning, also the respondents agree that the teachers encourage students to ask questions and/or express their ideas, strongly disagree that the teacher created a stimulating learning atmosphere for critical and independent thinking, furthermore, the respondents agree that the teacher made clear the objectives of the course, while, the respondents strongly agree that the teacher's grading was fair. However, the overall

mean shows that the teacher practice is important in enhancing student performance in private secondary schools.

Students performance

Table: 4.4: students performance

No.	Idicator	Mean	Interpretation
1	student performance is increased by teacher quality	2.95	High
2	Teacher qualifications are associated with teacher success in the class room	2.50	Low
3	Teacher qualifications are effective indicator to identify teachers who improve student performance	2.87	High
4	Qualified teachers are those who have standard of evaluation system; which awards points for experience, professional accomplishments, and completion of graduate courses and other kinds of professional development.	3.0	High
5	Unqualified teachers have an adverse effect on the poor academic performance of students.	2.88	High
6	How important are teachers' professional certification	2.91	High
7	Teachers are not innovative in methodology	2.30	Low
8	The teacher's assignments were helpful to students learning	2.85	High
9	The teacher made clear the objectives of the course	2.85	High
10	The teacher's grading was fair	2.91	High
11	A teacher who has experience, interacts with the students and pays attention to them in the class	2.87	High
12	Methods used by the teacher contribute to student performance in class due to his/her experience	2.79	High
	Overall mean	2.97	High

Source: primary data 2011

From the above table 4.4, the respondents agree that student performance is increased by teacher quality, the respondents disagree the statement says that teacher qualifications are associated with teacher success in the classroom; the respondents agree that teacher qualifications are effective indicator to identify teachers who improve student performance. The respondents agree that qualified teachers are those who have standard of evaluation system; which awards points for experience, professional accomplishments, and completion of graduate courses and other kinds of professional development, however, the respondents agree that unqualified teachers have an adverse effect on the poor academic performance of students, while the respondents agree that teachers' professional certification is important.

From the above table 4.4, the respondents agree that the respondents disagree that teachers are not innovative in methodology. However, the respondents agree that the teachers' assignment were helpful to students learning, also the respondents agree that the teacher made clear the objectives of the course, while, the respondents agree that the teacher's grading was fair, the respondents agree that a teacher who has experience interacts with the students and pays attention to them in the class. In addition to that, the respondents explained that the methods used by teacher contribute to students' performance in class due to his/her experience. However, the overall mean shows that the teacher quality is important in enhancing student performance in private secondary schools.

Relationship between Teacher quality and Student Performance

Table 4:5: Pearson's Correlations (n = 108)

Variables Correlated	Sample	Mean	R value	Sig.Value
Teacher quality	108	2.6136	.787**	.000
Student performance	108	2.4527		

Using Pearson correlation was observed that the teacher quality is positively related to Student performance (corr. Coef. . 787**p=0,000, table 4.5).

The r value in table 4.5 indicates a positive correlation between the two variables (r=.787**). The sig. values indicate that the two variables (Teacher quality and Student performance) in selected private secondary schools are significantly correlated (the sig. is less than 0.05, which is the maximum sig. value for us to state existence of a significant relationship). Basing on these results, the stated research hypothesis is rejected, the alternative is accepted leading to a conclusion that teacher quality and student performance sig. = 0.000; are significantly correlated at 0.05 level of significance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter clearly presents the summary of the findings, conclusions and general recommendations by the researcher and is based on the objectives of the study.

Discussions of the Research Findings

The study focused on the teacher quality and student performance in selected private secondary school in Wadajir district, Mogadishu, Somalia. The objectives of the study were to determine the profile of the respondents in terms of: gender, age, academic qualifications, and work experience, to determine the level of teacher quality on student performance, to determine the level of students' performance, to determine whether there is significant relationship between teacher quality and student performance.

The first objective was to determine the profile of respondents in terms of gender, age, academic qualification, and work experience. The study indicated the majority of respondents in the selected private secondary schools were male. This study shows that the respondents fall within different age brackets that have more information in the field of study and can provide very useful information to the study. The study discovered that all respondents have got some kind of educations that enable them to understand and respond to the study questions. Also, the study indicated that the experience of school management and teachers in the schools have different work experience.

The second objective of the study was to determine the level of teacher quality on student performance. The study revealed that the teacher quality is important in raising student performance, meaning the teacher quality affects the student performance in the selected private secondary schools. However, this statement shows that teacher qualifications are not associated with teacher success in the classroom, but also, the study showed that teacher qualifications are effective indicator to identify teachers who improve student performance. However, the study revealed that teachers employed according to their qualifications, meaning that qualified teacher has better performance about the relevant subject than less qualified teachers. In addition, school management, teachers and students agreed that unqualified teachers have an adverse effect on the poor academic performance of students. Furthermore, according to students information revealed that qualified teachers are those who have standard of evaluation system; which awards points for experience, professional accomplishments, and completion of graduate courses and other kinds of professional development, whereas school management and teachers disagreed. The finding from the study showed that the teachers' professional certification is important. This reveals that how they are satisfied the importance of the professional certification and its influence in students performance.

The study also demonstrated that lack of professional certification can affect the student performance. This states that what confines the students performance is lack of proper professional teachers. According to Aaronson, *et al.*, (2003) teacher completion of an undergraduate or

graduate major in mathematics is associated with higher student achievement in high school and middle school.

The third objective was to determine the level of students' performance. The study revealed that the teachers' years of teaching is important in raising student performance, this means that a teacher who has experience interacts with the students and pays attention to them in the class. The study also revealed that the methods used by the teacher contribute to student performance in class due to his/her experience; contrarily the study revealed that experienced teachers do not serve as mentors (adviser), particularly in matters of classroom management and discipline.

The study also revealed that most teachers have adequate knowledge of their teaching subjects according to school management and teachers; however, according to students view most teachers do not have adequate knowledge of their teaching subjects. The study also revealed that teachers provided work according to their experience, and teacher class success depends on his/her previous experience in the subject. In this regard, according to school management and teachers, agreed the above two statements, whereas the students disagreed.

The fourth objective of the study was to determine whether there is significant relationship between teacher quality and student performance. The study revealed that the teacher practice is important in enhancing student performance; teachers plan their lessons adequately, and the study indicated that inadequate supervision in secondary schools can cause

teachers laziness; this means that teacher practicing is one of the indicators of the teacher quality that influences the student performance. In contrast, inadequate supervision can affect negatively the performance of the students. However, teachers who plan their lessons adequately enhance the quality of the student performance in the school. In this aspect, according to students' information, the teachers do not plan their lessons adequately whereas the school management and teachers information showed that teachers plan their lessons adequately.

The study also revealed that teachers do not manage their student in the classrooms effectively according to the students information, whereas school management and teachers information teachers manage their students in the classroom effectively. This means that the school management and teachers have different ideas compared to students.

The study revealed that the teachers are innovative in methodology of teaching, both of school management, teachers and students information showed that teachers are innovative in teaching methodology. This means that teachers have skills and knowledge capacities to initiate different methodology of teaching which enhances the performance of students. On the other hand, the results revealed that the teachers' assignment was helpful to students learning, according to students information the class work or assignments of the teachers are helpful to their school performance. In addition, school management and teachers' information, the teacher assignments to his/her students have been helpful to the students.

The results of the study also revealed that the teachers encourage students to ask questions and/or express their ideas, indicating that school management, teachers and students together agreed that during learning the teachers encourage their students to ask questions and also express their ideas without fear. This situation enhances the performance of students in the school and also in the long run. The study also revealed that the teachers do not create a stimulating learning atmosphere for critical and independent thinking, this means that school management, teachers and students information clearly revealed that the teachers did not create an atmosphere for critical and independent thinking. On the other hand, the result of the research revealed that the teacher made clear the objectives of the course according to school management, teachers and students. This shows that the teachers always put more effort to make clear the objectives of subjects they teach, therefore the students can understand the course they are taking clearly. However, this is not an easy task, but needs the objectives of the study should always be clear. It is the teacher one who has that capacity otherwise it will be difficult for students to understand the objectives of what they are learning.

According to the results of the research revealed that the teacher's grading was fair. According to the information of the students they said the teachers have been fair the way they grade their students' marks in the examination. In addition, school management and teachers information has also revealed that the teachers have been grading the examination results fairly. Therefore, the school management has not experienced any complain from students as far as examination marking or grading is concerned. This

shows that there is a significant relationship between teacher quality and student performance.

Conclusions

The study focused on the teacher quality and student performance of selected private secondary schools in Wadajir District. Based on the findings the following conclusions were made: There are factors that have contributed to the performance of the student in the selected private secondary schools. These include teacher quality is important in raising student performance which means that the teacher quality affects to the student performance. Also, teacher qualifications are not associated with teacher in classroom, also teacher qualifications are effective indicator to identify teacher who improve student performance. Teachers employed according to their qualifications, meaning that qualified teacher has better performance about the relevant subject than less qualified teachers. Teachers' years of teaching are important in raising student performance, meaning that a teacher who has experience interacts with the students and pay attention to them in the class. The methods used by the teacher contribute to student performance in class due to his/her experience. Teacher practice is important in enhancing student performance meaning that teacher practicing is one of the indicators teacher qualities that influence the student performance.

Recommendations

Based on the findings and discussions of the research, the following recommendations were made:

Teacher quality is important for influencing student performance effectively and positively. However, teachers need to acquire more training skills for teaching quality to overcome the discrepancies in the use of teacher quality. Teacher training programs are producing teachers with lower quality; however, teachers should be properly trained. Therefore, it is strongly recommended to revise the existing teachers training programs with respect to admission criteria, curriculum, teaching practice and measurement and evaluation process. Proper training of teacher strengthens student performance.

Areas for Further Research

- Teacher training on student performance.
- The role of school management on student achievement.
- The effect of satisfaction on teacher performance.

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APPENDIX I: QUESTIONNAIRE FOR SCHOOL MANAGEMENT AND TEACHERS

Dear Sir/Madam,

I am a candidate for **Master of Educational Management** at Kampala International University and currently pursuing a thesis entitled **Teacher Quality and Student Performance in Selected Private Secondary Schools in Wadajir District, Mogadishu, Somalia**. I view of this empirical investigation, may I request you to be part

of this study by answering the questionnaire. Rest assured that the information that you provide shall be kept with utmost confidentiality and will be used for academic purpose only.

As you answer the questionnaire, be reminded to respond the items in the questionnaire, thus not leave any items unanswered. Further, may I retrieve the filled out questionnaire within 5 days from the date of distribution?

Thank you very much in advance

Yours faithfully

Abubakar Khalif Mohamed

INFORMED CONSENT

I am giving my consent to be part of the research study of Haryan Haji Hassan that will focus on emotional intelligence and leadership styles.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

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

Initials: _____

Date _____

Section A: Profile of the respondents

Direction: Kindly tick in the blanks from the following questions by using ☒

1. Gender:

Male ☐ Female ☐

2. Age

a. 19-24 ☐ b. 25-30 ☐ c. 31-36 ☐ d. 37-42 ☐
e. 43 and above ☐

3. Educational level:

Secondary ☐ Diploma ☐

Bachelor degree ☐ Postgraduate level ☐

4. Experience

Less than one year ☐ 1-3 years ☐ 4-6 years ☐

7-9 years ☐ 10-12 years ☐ 13-15 years ☐

15 years and above ☐

Section :B Teacher Qualifications

- _____ 1-Teacher quality is important in raising student performance.
- _____ 1. Teacher qualifications are associated with teacher success in the
2. classroom.
- _____ 3. Teachers are employed according to their qualifications.
- _____ 4. Qualified teacher has better performance about the relevant subject than less qualified teachers.
- _____ 5. Teacher qualifications are effective indicator to identify teachers who improve student performance.
- _____ 6. Qualified teachers are those who have standard of evaluation system; which awards points for experience, professional accomplishments, and completion of graduate courses and other kinds of professional development.
- _____ 7. Lack of quality of teachers has an adverse effect on the poor academic performance of students.
- _____ 8. How important are teachers' professional certification?

Section C: Teacher Experience

- _____ 9. Teachers' years of teaching is important in raising student performance.
- _____ 10. A teacher who has experience, interacts with the students and pays attention to them in the class.

- 11. Methods used by the teacher contribute to student performance in class due to his/her experience.
- 12. Experienced teachers serve as mentors (adviser), particularly in matters of classroom management and discipline.
- 13. Most Teachers do not have adequate knowledge of their teaching subjects.
- 14. Teachers are provided work according to their work experience.
- 15. Teacher class success depends on his/her previous experience in the subject.

Section D: Teacher Practice

- 16. Teacher practice is important in enhancing student performance in private secondary schools.
- 17. Teachers do not plan their lessons adequately.
- 18. Inadequate supervision in secondary schools can cause teachers laziness.
- 19. Teachers are not dedicated to their teaching subjects.
- 20. Teachers manage their student in the classrooms effectively.
- 21. Teachers are not innovative in methodology.
- 22. The teacher's assignments were helpful to my learning.
- 23. The teacher encouraged students to ask questions and/or express their ideas.
- 24. The teacher created a stimulating learning atmosphere for critical and independent thinking.
- 25. The teacher made clear the objectives of the course.
- 26. The teacher's grading was fair.

APPENDIX II
QUESTIONNAIRE FOR STUDENTS

Dear Sir/Madam,

I am a candidate for **Master of Educational Management** at Kampala International University and currently pursuing a thesis entitled **Teacher Quality and Student Performance in Selected Private Secondary Schools in Wadajir District, Mogadishu, Somalia**. I view of this empirical investigation, may I request you to be part of this study by answering the questionnaire. Rest assured that the information that you provide shall be kept with utmost confidentiality and will be used for academic purpose only.

As you answer the questionnaire, be reminded to respond the items in the questionnaire, thus not leave any items unanswered. Further, may I retrieve the filled out questionnaire within 5 days from the date of distribution?

Thank you very much in advance

Yours faithfully

Abubakar Khalif Mohamed

INFORMED CONSENT

I am giving my consent to be part of the research study of Haryan Haji Hassan that will focus on emotional intelligence and leadership styles.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

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

Initials: _____

Date _____

Section A: Profile of the respondents

Direction: Kindly tick in the blanks from the following questions by using



1. Gender:

Male ☐ Female ☐

2. Age

a. 13-18 ☐ b. 19-24 ☐ c. 25-30 ☐ d. 31-36 ☐
e. 37-42 ☐ f. 43 and above ☐

Section :B Teacher Qualifications

Strongly agree	Agree	Disagree	Strongly disagree
1	2	3	4

- ____ 1. Teacher quality is important in raising student performance.
- ____ 2. Teacher qualifications are associated with teacher success in the classroom.

- 3. Teacher qualifications are effective indicator to identify teachers who improve our performance.
- 4. Qualified teachers are those who have standard of evaluation system; which awards points for experience, professional accomplishments, and completion of graduate courses and other kinds of professional development.
- 5. Lack of quality of teachers has an adverse effect on the poor academic performance of students.
- 6. How important are teachers' professional certification?

Section C: Teacher Experience

- 7. Teachers' years of teaching experience is important in raising student performance.
- 8. A teacher who has experience, interacts with the us and pays attention to us in the class.
- 9. Methods used by the teacher contribute to us performance in class due to his/her experience.
- 10. Expreienced teachers serve as mentors (adviser), particularly in matters of classroom management and discipline.
- 11. Most Teachers do not have adequate knowledge of their teaching subjects.
- 12. Teacher class success depends on his/her previous experience in the subject.

Section D: Teacher Practice

- 13. Teacher practice is important in enhancing our performance in private secondary schools.
- 14. Teachers do not plan their lessons adequately.
- 15. Teachers are not dedicated to their teaching subjects.
- 16. Teachers manage their students in the classrooms effectively.
- 17. Teachers are not innovative in methodology.
- 18. The teacher's assignments were helpful to our learning.
- 19. The teacher encouraged us to ask questions and/or express their ideas.
- 20. The teacher created a stimulating learning atmosphere for critical and independent thinking.
- 21. The teacher made clear the objectives of the course.
- 22. The teacher's grading was fair.

APPENDIX III TRANSMITTAL LETTER



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 COORDINATOR OF EDUCATION SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

June 16, 2011

Dear Sir/Madam,

RE: REQUEST FOR ABUBAKAR KHALIF MOHAMMED
MED/20001/82/DF: TO CONDUCT RESEARCH IN YOUR ORGANIZATION

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

He is currently conducting a field research of which the title is "Teacher Quality and Student Performance in Selected Private Secondary Schools in Wadajir District Mogadishu, Somalia."

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,


Ms. Kyolaba
Coordinator Education, (SPGSR)

APPENDIX IV: INTERPRETATION OF MEANS

Mean	Description
3.5-4.00	Very high
3.0-3.49	high
2.0-2.90	low
1.00-1.99	very low

2010.

Work Experiences

- Teacher in Imamu-Shafici Primary and Secondary School at 2000.
- Teacher in Mogadishu High Institute, 2006.
- Teacher in Alrihab Primary School at 2003.

Languages:

Level

Arabic

Excellent

English

very good

Somali

Fluent

Additional Skills

- Computer literate
- Good understanding of Educational Planning and Management
- Familiar with various statistical packages

Referees

Engineer Mohamed Salix Khalif –Lecturer at Institute in America, America.

Tel: +16143744273

Dr. Abdulhakiim Haji Khalif -

Tel: +447951314039

