

**TEACHER QUALITY AND STUDENTS' ACADEMIC PERFORMANCE IN
SELECTED PUBLIC SECONDARY SCHOOLS IN NGORORERO DISTRICT,
RWANDA**

A Thesis

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DECLARATION A

"This 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".

MUNDANIKURE MPANGAZA Joseph



Name and Signature of Candidate

August, 2013

Date



DECLARATION B


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

Dr. Sarah KYOLABA

A handwritten signature in blue ink, appearing to read 'S. Kyolaba', is written over a horizontal line.

Name and Signature of Supervisor

August, 2013

A handwritten date 'Aug. 28th, 2013' in blue ink is written over a horizontal line.

Date

DEDICATION

The researcher dedicates this work to God Almighty; his beloved wife Domine Uwingabiye; his offspring namely, Eliotte Nyiramana and Irambona Loique; and his mother Alivere Nyirabanyiginya.

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ABSTRACT

The study investigated "Teacher Quality and Students' Academic Performance in Secondary Schools in Ngororero District, Rwanda". In carrying out the research, the study determined the profile of; degree of teachers' quality; the level of students' academic performance; the relationship between level of teacher quality and the level of performance. The study employed descriptive correlation design and had a sample size of 132 teachers derived from a population of 202 teachers and primary data were used to determine each school's students' academic performance degree in consecutive 2011 and 2012 academic years national examination results. The sampling was done by purposive sampling technique and the research instruments used the questionnaire. Validity of the instruments was determined by the use of content validity index and test-retest. Data analysis was done by the use of SPSS and all the ethical considerations were considered in this study. The research findings indicated that teacher quality in professionalism was high (mean=2.68); teachers' level of knowledge of subject matter was also found to be high (2.90); the level of teachers' pedagogical expertise was also found to be high (mean=2.89); teachers' interaction within the school, with families and the community was also found to be high (mean=2.99). The level of academic performance in the secondary schools was noted to be very high (mean=3.26); for the years 2011 and 2012. Therefore, the findings revealed that there is no significant correlation between Teacher Quality and Students' Academic Performance (r -value=0.068; Sig. = 0.149) which resulted in accepting the null hypothesis (that there is no significant correlation between teacher quality and performance). The study recommends that different stakeholders of Ministry of education of Rwanda should try to work together to ensure that different measures are in place to promote academic performance.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources (Akanle, 2007). Hence formal education remains the vehicle for social-economic development and social mobilization in any society. The elimination of poverty and progress towards sustainable development will only take place with increased and improved levels of education (MINEDUC 2010). Education is at the heart of any national development. The countries that have made greatest progress in reducing poverty in recent years are those that have combined effective and equitable investment in education with sound economic policies. The effects of education on society, on social, health and economic relations are widely recognized (Dreze & Amaryta, 2002).

Prior to 1900, education in Rwanda was informal and delivered largely through the family. Training was also delivered through "amatorero" training schools. These courses included the military and war skills, iron smith and foundry, poetry, basket making, etc. Today, the mission of education is to combat ignorance and illiteracy and to provide human resources useful for the socio-economic development of Rwanda through education and training. The level of education one has is often seen as a form of capital accumulation which helps in countries' development. In Rwanda, the government implemented policies over the years to ensure there is a high literacy rate among the population. It is in this context that, in 2007, the Government set up the Nine Year Basic Education (9YBE). This program comprises Lower basic section (equivalent to six years of primary education) and Upper basic section (equivalent to three years of junior secondary). According to Education Sector Strategic Plan 2005-2010 draft presented by MINEDUC (2003), this program primarily aims at providing a foundation for increasing

equitable access to education for all children. Furthermore, the program will increase their retention and quality in primary education, improve instructional management, reduce disparities and inequalities. It will mostly culminate in reducing the level of adult illiteracy by 2015 as well as in promoting practical and entrepreneurial skills at all level of Basic Education system including vocational training for out-of-school girls and boys.

In educational institutions, all over the world, success is measured by academic performance, or how well a student meets standards set out by local government and the institution itself. According to Melissa (2012), performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At national level, students are evaluated by their performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet.

The level of academic performance in secondary schools, in Rwanda, remains low despite the implementation of policies such as free education for primary school (6 years), lower secondary schooling (3 years) and, since 2011, upper secondary (3 years) which is run by state schools. Particularly, in Ngororero district, this issue of poor academic performance of students has been of much concern to all. The problem is so much that it has led to the widely acclaimed fallen standard of education.

According to the Australian Council for Educational Research (ACER, 2010), factors associated with the academic performance of students can be analysed from four perspectives. Firstly, student level factors: these include the student's own physical health and social and emotional wellbeing. Secondly, career level factors: they refer to socioeconomic status, physical and mental

health of carers. The third ones are family and household environment factors: they include family care arrangement, family functioning, quality of parenting, household occupancy level, social environment of the household, etc. The last ones are school environment factors. These refer to, among others, teacher quality, student to teacher ratio, the level of student attendance, the availability of teaching-learning resources, etc.

Factors relating to school environment, specifically teacher quality, are the concern of this study. In fact, the quality of education depends on the teachers as reflected in the performance of their duties. Over time pupils' academic performance in both internal and external examinations has been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualised as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

According to data from Ngororero District Education office (2012), about 40% of its teachers in secondary schools have less than 5 years of teaching experience. In addition, the amount of those who are qualified are only 36% and 33% for lower and upper secondary respectively. Therefore, there is need to establish whether there is a causal-relationship between the level of teacher quality and the current level of academic performance in public secondary schools in Ngororero district.

Statement of the Problem

In Rwanda, the level of education one has is often seen as a form of capital accumulation which helps in countries' and individual's development. However, the level of performance of secondary school students in Ngororero, as in many other districts in Rwanda, has remained low despite the implementation of the policies such as mandatory education for primary school (6 years) and secondary schooling (lower secondary and upper secondary) that is run by state schools (Wikipedia, 2012). According to mark sheets from Ngororero district, a host of secondary school students in several schools in the district fail to attain the pass mark set by the Ministry of Education. This is a big problem if school leavers are supposed to have acquired skills, knowledge and attitudes enabling them to become productive members of the society (MINEDUC, 2010).

This performance based challenge leads to the following questions: do secondary school teachers in Ngororero have an adequate level of professionalism? Do they master the content of what they teach? Are they conversant with effective teaching methods? Do they interact well within the school, with parents and with the whole community in order to promote educational opportunities? The effects of these teacher quality (professionalism, the content of teaching, the practice of teaching, interaction within the school, with families and the wider community) on students' academic performance need to be investigated in detail and adequate measures have to be taken if we want to have well performing students, which leads to the achievement of a quality education in secondary schools of Ngororero district .

Purposes of the study

This study was conducted for the following reasons:

1. To test the hypotheses of no significant relationship between the degree of teacher quality and the level of student academic performance in public secondary schools of Ngororero district.
2. To generate new information from the findings of the study and with reference to the theory on which this study will be based
3. To bridge knowledge gaps never before addressed on teacher quality and the level of student academic performance in public secondary schools of Ngororero district.
4. To validate skinner's theory of learning under which the study was guided

Research objectives

a) General objectives

The study aimed at correlating the teacher quality and students' academic performance in public secondary schools in Ngororero District.

b) Specific objectives

The specific objectives of the present study are the following:

1. To determine the profile of respondents as to teacher respondents in terms of age, gender, qualification and teaching experience.
2. To establish the degree of teacher quality in public secondary schools.
3. To determine the level of students' academic performance in public secondary schools.

4. To determine if there is a significant relationship between the degree of teacher quality and the level of students' academic performance in public secondary schools.

Research questions

1. What is the profile of respondents as to teacher respondents in terms of age, gender, qualification and teaching experience?
2. What is the degree of teachers' quality in public secondary schools in Ngororero District, Rwanda?
3. What is the level of student academic performance in public secondary schools in Ngororero District, Rwanda?
4. Is there a significant relationship between the degree of teacher quality and the level of student academic performance in public secondary schools in Ngororero District, Rwanda?

Hypothesis

There is no significant relationship between the degree of teacher quality and the level of student academic performance.

Scope of the study

Geographical scope

This study covered eight secondary schools of Ngororero district. Ngororero district is one of thirty administrative entities of Rwanda, which is located in Western province of this same country. It encompasses thirteen (13) sectors namely Bwira, Kabaya, Kavumu, Muhororo, Kageyo, Sovu, Ngororero, Gatumba, Hindiro, Matyazo, Muhanda and Ndaro. Among these sectors, only six (6) sectors were selected to participate in the study. Those are: Hindiro Sector with 1 secondary

school, Matyazo with 1, Nyange (2), Kageyo(1), Ngororero(1) and Gatumba (2). The total number of schools under this study is 8.

Content scope

This study examined the relationship between teacher quality and performance in Ngororero district. It focused on the level of students' academic performance in this same district, in order to help administrators, teachers and the environment in general how and what they can do to improve the performance in this district.

Theoretical scope

The study was based on Skinner's Motivational theory of learning (Skinner, 1985) which emphasizes positive reinforcement which overlooks the individual's internal behaviors. It states that students' motivation to undertake a task depends on expected reward. Hence, this theory underpins teacher quality to enhance students' motivation where rewarding is highly considered.

Time scope

The study was carried out within the period between January 2012 and December, 2013.

Significance of the study

The findings of the study will be beneficial to many different categories of people and in many different ways. These categories include government, international organizations, communities, researcher, and future researchers.

The Government and particularly the Ministry of Education: they will use the findings of this study to understand student academic performance based challenges in secondary schools and hence take appropriate measures;

School managers will use the findings the study to diagnose likely problems that may be related to a poor level of teacher quality. They will also be informed on how to help teachers get an adequate level of professionalism, master the content of teaching, use effective teaching methods, maintain effective relationship within the school, with parents and with the entire community.

The study will also help teachers in secondary schools air out the challenges they face and suggest possible solutions.

The parents and pupils will also benefit from the findings of the study, especially when recommendations for necessary improvements are adopted;

Finally, academicians and researchers will be able to use the study as a basis for further research.

Operational Definitions of Key Terms

Teacher quality refers to teacher's ability to provide knowledge to students. Teacher quality here involves professionalism, knowledge of subject matter, pedagogical expertise and interaction within the school, with families and the community.

Academic Performance refers to students' achievement in terms of scores.

Profile of respondents refers to the attributes of teachers in terms of age, gender, qualification, and teaching experience and pupils in terms age, gender, class and time spent at present school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CONCEPTS, IDEAS, OPINIONS FROM AUTHORS/ EXPERTS

Teacher quality

The quality of a good teacher is a statement of excellence. It details key characteristics expected of the best teachers. According to the Vanuatu Institute of Teacher Education (1999), an excellent teacher is viewed as one who contributes positively to the learning environment by providing exceptional energy, keen interest in students, and extraordinary strengths in the following areas:

Professionalism

Professionalism is an attitude of mind that causes a teacher to strive, on the basis of an agreed code of behaviors, for excellence in the performance of his/her teaching duties (Vanuatu Institute of Teacher Education, 1999). Professionalism includes professional values. According to Alfred State University (1991), good teachers are committed, as their primary responsibility, to improving student learning. They understand and are committed to the responsibilities and obligations of belonging to the teaching profession. They exercise consistently high levels of professional conduct and principles of fundamental justice in their dealings with students, colleagues, and the school community. They understand their professional obligation to contribute to the social, cultural and economic well-being of the community. They ground their teaching in the belief that all students have the capacity to learn and should be treated compassionately, justly and equitably. Taking into account in their professional activities the disparate values held by individual students, groups of students, families, and the school's community, they understand the influences

that have shaped their own values and beliefs and how these values and beliefs may influence their interaction with others. They exercise discretion in dealing with matters of confidentiality, trust and sensitivity in relation to students, parents and professional colleagues.

Professionalism also includes professional development. According to Bain (2004), good teachers aim to continually improve their teaching language competence. They effectively adapt their practice on the basis of continual critical reflection on and evaluation of their teaching, and seek feedback and appropriate support from other professionals. They participate in a range of professional development activities as part of their continuing professional development. They value collaboration and work collaboratively as part of a team of staff members, including ancillary staff, within the school and the profession as a whole to improve teaching and learning. They work collaboratively with teacher education institutions to provide positive field experience opportunities for teachers in training. They also adopt a mentoring role with beginning teachers and exercise a leadership role in professional organizations including teachers' unions.

Knowledge of subject matter

It is a statement of fact that nobody can teach what he does not know (Adediwura A. & Bada T.). It has been established that there is high correlation between what teachers know and what they teach. Good teachers possess thorough knowledge of subject matter and demonstrate a contagious enthusiasm for it. They go further than the standard textbook materials, research and develop important and original thoughts on the subject specialty (Bartlett, 2004). They think about the discipline, analyzing its nature and evaluating its quality. They follow regularly intellectual developments in the discipline and related fields. They take strong interest in broader issues, and are intellectually

Good teachers are skilled at motivating and engaging students, effectively structuring learning tasks, grouping students appropriately, e.g. whole class, groups, pairs, individuals. They develop sound routine procedures to manage recurring tasks and respond appropriately to situations which may arise incidentally. Good teachers also maintain effective records for purposes of student assessment, evaluation of teaching, counseling of students, reporting to parents, recording critical incidents.

Regarding communication in class, according to the Vanuatu Institute of Teacher Education (1999), good teachers use appropriate oral and written English, as a medium of instructions in Rwanda, at an advanced level to communicate clearly and effectively within the classroom and in other professional contexts. Where necessary, they use local languages as a means of explaining difficult concepts. They assist students to improve their English language skills in all learning situations.

Considering individual needs, abilities/disabilities and aspirations, good teachers understand that each student has diverse talents and interests, and take account of this diversity in their teaching. They match appropriately teaching methods, processes of inquiry, resources and content with the developmental level, temperament and learning style of students.

Interaction within the school, with families and the community

In addition to his/her normal classroom duties, the teacher will be expected to carry out various supplementary tasks within the school, and in some cases, the teacher will have some responsibilities towards the wider community.

In some schools, a teacher may be asked to act as a relief for colleagues who are absent, and to teach their lessons if no work have been set. There will be duties to perform as school staff members - surveillance of the campus,

dormitories, the dining hall, working parties, farm work, etc. In most cases, the aim is to supervise attendance, behavior, cleanliness and social integration (Schreyer Institute for Teaching Excellence, 2012).

Concerning career guidance, many students will require counseling with regard to choice of future school, tertiary courses, future careers, etc. According to the Vanuatu Institute of Teacher Education (1999), in extra-curricular activities, young teachers are usually called upon to participate in one or more extra-curricular activities - fund-raising, "culture nights", "string-band concerts", "music nights", involvement with sports teams (training, coaching, refereeing). Regarding spiritual guidance, the teacher may be asked to take devotional meetings, to lead the students in prayer, and to counsel the students on their spiritual development.

Many parents have strong ideas regarding their children's religious beliefs ("not allowed to change"), participation in extra-curricular activities ("no sport, no music, only study"), dress ("no shorts or trousers for girls"), careers ("my son must be a doctor or a lawyer"; "my daughter must leave school in Year 10") and other patterns of behavior. Often, these ideas will contradict school policy, or the school's knowledge of the student (Vanuatu Institute of Teacher Education 1999). A good teacher must be aware of these contradictions and be ready to address them. He has to recognize and take into account the ways in which families differ in their expectations of children and their willingness and ability to sustain their children's development. He should respond positively to advice, expressions of concern and requests for assistance from parents and the school community. He should treat parents with respect and without discrimination, and effectively communicate student progress and learning to students and parents. He works collaboratively with other professionals and families in the interests of the total learning environment of the school, and the academic, social, emotional and physical needs of their students.

In an effort to meet the expectations of the community, a good teacher actively engages in the collective responsibility for the ongoing development of the school and its relationship with the wider community including social and business agencies. The teachers may be expected to contribute his/her time, efforts and money to activities in the nearby area (Vanuatu Institute of Teacher Education 1999). Such a teacher must be able to balance professional duties with community responsibilities. Community relations may require the teacher to make school resources available to the local village community - classrooms, equipment, students, etc. The teacher must be able to cope with these demands, usually by referring the person to the school principal.

Performance

As career competition grows ever more fierce in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike (Melissa, 2012).

Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child's academic performance because they believe good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school (Akanle, 2007).

The tracking of academic performance fulfills a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school, and a constant standard to which all students are held. Performance results also allow

students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade (Akanle, 2007).

Teacher quality and academic performance

According to Abraham and Keith (2006), teachers are the key drivers of internal school conditions for effectiveness, development and school change. The quality of teachers is seen by him as the most important determinant of students' academic performance in secondary schools.

If the school is the important functional focus of efforts for improving quality, certainly the most critical factor within the school in facilitating student learning is the teacher and his ability to shape a collaborative, motivated, and effective teaching and learning community. Teachers' professional attitudes, energy, and motivation are critical, in combination with teaching skills, in creating quality of learning. These teaching skills include many interacting factors: knowledge of the young learner, appropriate and varied methodologies and subject matter knowledge, understanding of the curriculum and its purposes, general professionalism, ability to communicate, enthusiasm for learning, sensitivity to others, general character, discipline, ability to work with others, dedication, and relationships within the school and community.

According to UNESCO (2004), what goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality. The UNESCO report enumerates five areas critical to teacher quality: (i) finding the right recruits; (ii) initial teacher education; (iii) ongoing professional support; (iv) teacher earnings; and (v) teacher deployment and conditions of service. The point is made that, teachers being the largest public expenditure in budgets of less-developed

countries, the central dilemma is paying teachers, expanding the teaching force to fulfill the demands of exploding enrollments, and devoting resources to improving the quality of teachers (UNESCO 2004). As with the provision of education itself, many countries need to address issues of quantity and quality of teachers simultaneously. Innovative ways of meeting both demands are urgently being sought; ideas include shorter pre-service teacher education, recruitment of teachers with higher education qualifications, intensified in-service professional development, and increased school-based support (Mulkeen et al., 2004).

Teacher effectiveness is expressed most commonly in terms of student academic achievement, an element more easily (and less expensively) measured than some other essential outcomes of good education. Despite this, some research indicates that teachers may not be as concerned with student learning as they are with student behavior and motivation, managing activities and resources, and completing activities within the time available. Although many teachers would dispute this finding, Nuthall (2004) cites studies suggesting that teachers believe that student interest and involvement automatically leads to learning, constituting both a necessary and sufficient condition for worthwhile student learning.

Collaboration with peers is at the heart of the professional organization and teachers can play an important role in encouraging and sustaining these interactions among colleagues (Harris, 2003). Frequent and meaningful exchanges between teachers build a climate of cohesiveness in which effective working relationships are established. Teachers can be empowered by school administrators to facilitate the development of these relationships. Master teachers who assume these roles can lead and coordinate professional training programs, chair group problem solving sessions around instructional problems, lead discussions about best practices in the classroom, coach individual teachers, and generally encourage staff interactions that focus on issues related to the teaching and learning process (Frost & Durrant, 2003). According to Lambert

(1995), these interactions enable staff to construct meaning and knowledge together, rather than relying on outside pressures to change.

Although collaborative relationships are essential to the professional learning community, another characteristic proposed by Harris and Lambert (2003) is that teachers accept joint responsibility for the outcomes of their work. Related to this concept of accountability within the professional learning community, teacher-researchers have proposed that monitoring and evaluating student achievement and teaching behaviors are essential components of school leadership (Copland et al., 2002). These activities include regularly reviewing student work and achievement data, observing teachers in the classroom on a scheduled basis, facilitating discussions and leading professional development to promote best instructional practices, establishing student performance goals, and developing annual plans for improvement. Teacher leaders who assume roles as instructional coaches, mentors, and curriculum specialists can facilitate activities, which promote accountability of the professional learning community.

Most teachers think about having a good relationship with parents. However, just as images of teaching and learning environments vary, so do images of "good" parent-teacher relationships. At one end of the spectrum, the image of a good relationship is an effective separation of roles and functions between home and school, an optimal social distance combined with mutual respect. The family meets the school's expectations efficiently, and the school effectively educates the child without undue demands on the home (Henry, 1996).

At the other end of the spectrum is the image of the school functioning as an extended family, a more open system. Family and school intersect around the life of the child (Powell, 1989). As teachers think about their work with parents and families, they often have mixed feelings. There are good feelings of shared efforts and mutually valued achievement with some parents; while with others,

there is a sense of frustration, helplessness, or even anger over conflicting perceptions and understandings. The degree of success that teachers have in developing a partnership with parents depends heavily on the "fit" between parental cares and concerns and those of the teacher. Unlike many other kinds of relationships in people's lives, the parent-teacher pairing occurs by assignment rather than choice. The common interest is the schooling of a child. What all good parent-teacher relationships have in common is the "absence of conflict." Optimally this absence of conflict is due to a presence of mutual trust and respect; less optimally, it is due to the absence of caring.

Theoretical Perspective

The study was based on Skinner's Motivational Theory of Learning (Skinner, 1985). This theory plays a great role in teacher quality and performance, as it focuses students' motivation which undertakes a task depending on expected reward. According to Skinner, (1985) efficient learning will take place when there is strong or positive reinforcement of the learner to learn, by the teacher. As he continued, motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behavior towards attainment of desired goals. This implies that students should be motivated through various ways which may include advising them on career choices, providing the required physical facilities like books, laboratories, libraries and verbal encouragements. This would go a long way in improving the perception and performance in the subject under study.

Related Studies

Teacher quality and students' academic performance

A number of researches in relation to teacher quality and student academic performance were carried out and what can be noticed from them is that teacher quality influences student academic performance. In recent times, most educationists and the general public are becoming worried about poor academic performance of students in secondary schools internal and external examinations. Researches conducted by Bangbade (2004), Ogunyamodi (2001) and Elochukwu (2001) revealed that the school, parents, teacher and other factors are responsible for the poor academic performance of students. The study by Alimi and Balogoun (2010) revealed that the success of any teaching and learning process which invariably influences students' academic performance depends on how effective and efficient the teachers are. Teachers who are the personnel in-charge of teaching and implementing educational policies designed to attain educational goals cannot be neglected, if the educational goals and in fact, national development goals are to be attained. No matter how good an educational policy may be on paper, it may fail to accomplish its desired goals if not properly implemented by teachers who are educational policy implementers.

At this juncture, it is noted that the success of the students in any examination depends largely on qualified and dedicated teachers. Oshodi (1998), Duyilemi and Duyilemi (2002) reiterated that students in any country cannot perform beyond the quality of the teachers. In his own contribution, Bangbade (2004) found out that teachers' quality have significant relationship with students' academic performance. According to him such quality include: teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job.

He concluded that students whose teachers lack the knowledge of the subject matter, who have poor communication ability, poor emotional stability

and lack interest in the job do not perform like others whose teachers possess these qualities. Adeyemo (1985) and Oyebanji (1993) opined that apart from the basic entry qualifications teachers possess, other quality greatly influence their efficiency and effectiveness, which invariably influences students' academic performance. However, in his study, Rena (2000) revealed that there was a significant relationship between teachers' quality in the areas of interest in the job, knowledge of subject matter, ability to communicate effectively and students academic performance in the secondary schools in Oyo State. He however found out also that there was no significant relationship between teachers' quality in the areas of human relationship, emotional stability and students' academic performance. He concluded that love for the job should be seen as the most important quality of a good teacher followed by the knowledge of the subject matter. He explained further that by loving His/her job, he/she will strive for academic excellence.

In the view of Fredriksson (2004), although dialogue at national, district, school, and community levels should determine the qualities that a specific education system seeks in good teachers, a list of generally held perspectives on good teachers would include many of the following: Sufficient knowledge of subject matter to teach with confidence; knowledge and skills in a range of appropriate and varied teaching methodologies; Knowledge of the language of instruction; Knowledge of, sensitivity to, and interest in young learners; ability to reflect on teaching practice and children's responses; ability to modify teaching/learning approaches as a result of reflection; ability to create and sustain an effective learning environment; understanding of the curriculum and its purposes, particularly when reform programs and new paradigms of teaching and learning are introduced; general professionalism, good morale, and dedication to the goals of teaching; ability to communicate effectively; ability to communicate enthusiasm for learning to students; interest in students as individuals, sense of caring and responsibility for helping them learn and become

good people, and a sense of compassion; good character, sense of ethics, and personal discipline; ability to work with others and to build good relationships within the school and community.

These teacher qualities thrive only in a positive and supportive environment. Although the qualities listed above are needed in each individual teacher, teaching (like learning) is not practiced most effectively as an individual activity. The teacher is always functioning as part of a social network, either with his or her students or within the school community. Excellence at the school level means more than an individual excellent teacher or even a collection of excellent teachers. A strong school community and strong school leadership are of overriding importance in bringing teachers together to as a community of learning at the school level (Fredriksson, 2004).

The literature indicates that a positive policy environment and adequate support for growth are essential for creating and sustaining teacher quality (Fredriksson, 2004). The research literature also strongly indicates that ongoing, relevant professional development activities are necessary for a teaching force to be effective (Verspoor, 2004). Adequate time and resources are needed for programs in which staff members have a say in the content of activities and in which new skills can be learned, practiced, reflected upon, and improved over time. An iterative teacher learning process of this kind involving all teachers takes place most effectively at the school level or in clusters of nearby schools working together (MacNeil, 2004).

At the secondary school level in particular, the teacher must love teaching for its own sake. The love for the job will influence him/her to do all that is right at the expected time which invariably enhances students' academic performance. A teacher's knowledge of the subject matter, pupils and methodology and

techniques of imparting knowledge are great quality which have significant effects on the students' academic performance. Rena (2000) explained further that for students to perform well in any examination one of the prerequisites is that their teachers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness. Teachers must be well versed in the content of the subject matter he/she is teaching. He must know the appropriate method to adopt in different situations.

In his study on teachers' quality in secondary schools in Nigeria as hindrance to educational development, Elochukwu (2001) revealed that there was a significant relationship between teachers' ability to communicate effectively and students' academic performance in the secondary schools. He explained that teaching and learning processes deal with dissemination of ideas, skills, knowledge, values and attitude from the teachers to the students. He concluded that teachers' ability to communicate effectively determines how much the students acquire from him/her which invariably influences their performance each time they are tested in such aspects. One can observe from this that, to be able to teach effectively, a teacher must be able to communicate his/her ideas effectively and, to achieve this, the message must be clear and precise.

The study of Afolabi (2001) on preparation of teachers for effective implementation of secondary school curriculum in Ondo State revealed that there was a significant relationship between teachers' quality and their participation in school development programmes and curriculum implementation. He concluded, based on his findings, that those to be appointed as teachers in the secondary schools should be thoroughly screened so that those who have relative ideal quality required of a good teacher are employed so that the educational goals and that of the national development can be attained without much waste of time, fund and human labour.

CHAPTER THREE

METHODOLOGY

Research design

The study employed a descriptive correlation specifically the descriptive correlational. Correlation was used to find out whether or not there is a significant relationship between the independent and dependant variables. The ex-post facto design was also employed because of the secondary data that was used to measure students' academic performance.

Target population

The respondents in the study were both men and women occupying teaching career of all secondary schools in Rwanda. This country encompasses four provinces such as: Eastern, western, Northern and Southern Provinces and Kigali as their capital City. Hence, eight schools in Ngororero district, Western was chosen to be area of the study. Those schools are as follows: APAJERWA (21); ADEC Ruhanga (29); Institut St. Marie Goreth(35); ES Nyange (17); EAV Nyange(20); ESECOR Ramba (28); ES Muhororo (24) and CIC Muramba (28). Further, the researcher used the district's documents to study the students' academic performance in the above sectors in both ordinary level and advanced levels. The researcher considered the academic years 2011 and 2012(see the appendix IVC)

Sample size

The study employed sample size of 132 teachers and both ordinary and advanced level students' academic performance. The sample of teachers was computed using Slovene's formula below in tables 1 below, while the learners'

performance was analyzed based on 2011-2012 school years results. Students in ordinary level were 557 and 446 in Advanced Level (appendix IVC).

Slovene's formula

$$n = \frac{N}{1 + N \alpha^2}$$

n= number of sample

N= total population

a= level of significance of 0.05

Table 1 below shows the respondents of the study with the following categories: Schools, target population and sample size.

Table 1

Sample Size of Teachers

Schools	Target population			Sample size		
	Teachers of S3	Teachers of S6	Total	Teachers of S3	Teachers of S6	Total
APAJERWA	10	11	21	7	7	14
ADEC Ruhanga	12	17	29	8	11	19
Institut St. Marie Goreth	16	19	35	9	12	21
ES Nyange	8	9	17	5	6	11
EAV Nyange	9	11	20	6	7	13
ESECOR Ramba	13	15	28	9	10	19
ES Muhororo	11	13	24	7	9	16
CIC Muramba	12	16	28	8	11	19
Total	91	111	202	59	73	132

Sampling procedures

Purposive sampling was employed in this study using the following sampling criterion; (i) only senior three(3) and six(6) students;(ii) students not less than 16 years; and (iii) teachers not less that 21 years of age were involved.

Then simple random sampling was used as used to select the sample from the qualified respondents.

Data was collected using researcher's made questionnaire. It was used to select data on the quality of teachers. The questionnaire comprised of two parts; (1) the profile of respondents and (2) questionnaire to determine teacher quality comprised of 33 items, while a checklist was used to collect data on students' performance.

Research Instrument

Data were collected using a researcher made questionnaire. It was used to collect data on the quality of teachers; while record sheet was used to collect data on students' performance.

The questionnaire comprised of two parts: (i) the profile of respondents and (ii) questionnaire with closed-ended 33 items/questions to determine teacher quality. The secondary sources (Documentary analysis) also were used to determine the students' academic performance, where the two consecutive academic performance years (2011-2012) were taken into consideration.

Validity of the Research Instruments

In order to validate the questionnaire, the validity test was ascertained by experts in educational research after discussion with the supervisor. To determine whether the instrument is valid, a minimum Content Validity Index (CVI) of 0.7 was used as suggested by the following formula by Amin (2005): The responses from the rater were therefore compiled to determine content validity index (CVI) as presented below.

$$\text{CVI} = \frac{\text{Number of items rated as relevant}}{\text{Total number of items rated in the questionnaire}}$$

Table 2: Determination Validity of Instrument

	Relevant items	Not relevant items	Total
Rater	28	5	33

$$\text{CVI} = \frac{28}{33} \quad \text{CVI} = 0.85$$

The observation from the above is that the CVI was computed and the result was 0.85 (85 %), greater than the estimated 0.70 (70 %). Thus, the questionnaire was considered valid because the items in the instruments were relevant and sufficient to cover the content validity index valid for the study that adequately sampled the population in question.

Reliability of the Research Instrument.

To ensure reliability, the questionnaire was tested and re-tested in four secondary schools in the neighboring Muhanga District where 8 teachers from those four schools (2 from each school) were concerned. Reliability was defined by the consistency of the results after test and re-test, and the above respondents were not considered as a part of sample size to respond to the questionnaire

Data Gathering Procedures

Before the administration of the questionnaires, the researcher used the following steps:

1. An introduction letter was obtained from the college of High Degrees and Research for the researcher to request for the conduct of the research in concerned area.

2. When approved, the researcher made safe a list of the qualified respondents from the enterprises authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents explained about the study and requested to sign the Informed Consent Form.
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants to assist in the data collection; briefed and oriented them in order to be consistent in filling the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to totally answer and not to let any part of the questionnaires unanswered.
2. The researcher and assistants emphasized on retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if they were answered.

After the administration of the questionnaires

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

Data Analysis

Frequencies and percentage distributions were used to analyze data on the objective 1 which was the profile of respondents. To analyze data on objective (2) and (3), the researcher used means. Pearson Correlation Coefficient was used to analyze data on objective (4) at the level 0.05 of significance. To find the level of quality of teacher and the extent of performance of secondary schools under study (objective 2 and 3), the mean ranges were

used to arrive at the mean of the individual indicators and interpretation, as demonstrated below:

Mean range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very Low

Ethical Consideration

This involved seeking permission by the researcher from the relevant authorities with respect to the respondents' views. This was important for the protection of the respondents from harm or harassment and the confidentiality of the respondents' and their superiors' sensitive information.

The researcher ensured that data is interpreted according to general methodological standards and make sure that elements that were irrelevant to data interpretation were from the report. The researcher kept very confidential all information that was provided to him and used it only for academic purposes.

Limitations of the Study

Extraneous variables were beyond the researcher's control. These include respondent's honesty, researcher's biases and researcher's responsibilities which did not allow him to get much time to pursue the research.

CHAPTER FOUR

Presentation, analysis of data and interpretation of results

Profile of the Respondents

In this study, the profile of secondary school teachers in Ngororero District was treated differently from those of students. Those teachers were given the questionnaires while their learners were consulted about their academic results. The first objective of this study was to determine the profile of the respondents. In this regard, the respondents of this study were described in terms of Age, Gender, Marital status, Qualification and teaching experience categories.

Table 3
Demographic Characteristics of Teachers

n=132

Category	Frequency	Percentage
Age		
Less than 21 years	4	2.7
21 - 30 years	19	14.4
31 -40 years	68	51.4
41 -50 years	38	28.7
51 years and above	3	2.7
Totals	132	100
Gender		
Male	101	76.8
Female	31	23.2
Totals	132	100
Marital status		
Single	28	21
Married	104	79
Totals	132	100
Qualification		
Certificate	5	3.8
Diploma	45	33.7
Bachelors Degree	82	62.4
Masters degree	0	0
Totals	132	100
Teaching experience		
0-2 years	28	21.5
3-4 years	34	25.4
5-6 years	49	37
6 and above	21	16
Total	132	100

Source: Primary Data

The table 3 above demonstrates that 4 (2.7%) teachers were less than 21 years old like their counterpart teachers aged in the range of the 51 and above years; they follow the range 21-30 with the frequency of 19 (14.4%); 68 (51.4%) were aged in the range of 31 to 40; they are followed by 41-50 range whose frequency is 38 (28.7%). This means that the majority of the respondents (51.4 %) are between 31 and 40 year old; the minority (2.7 %) concerns both below 21 and 51 years of age. By sheer sense of numbers, the majority of teachers are middle aged, which is related to the characteristic of Rwandan teacher who need to improve their quality.

As regards teachers' gender, table 3 shows that the sample was dominated by male teachers. Male teachers represented 76.8% while female teachers represented 23.2%. Based on the findings, it is clear that the low rate of female teachers depends upon their background of illiteracy.

As far as the marital status is concerned, the data recorded in Table 3 above give a pure sense that most sampled teachers are married 79%, while their counterpart are single 21%.

Concerning the educational level, the data above are dominated by the bachelor's degree holders who rated at 62.4%; with diploma holders, the respondents rated at 33.7% while the certificate holders reveals 3.8% rate. In that pipeline, there is no master's degree holder because this level is beyond the recruitment requirements in Rwanda. Therefore, the majority of the respondents are the bachelor's degree holders because the Rwandan country obliges bachelor's degree in all secondary schools.

Still, the numbers show that 21.5% (28) fall under 0-2 years of experience; 25.4% (34) under 3-4 years; 37% (49) under 4-6 year of experience and 16% fall under 6 and above; The majority of the respondents are 37% years of experience because the ministry of education of Rwanda, in 2008 academic

year, has massively recruited the bachelors degree holders to replace certificates holders in secondary schools of Rwanda.

To sum up, teachers' age, qualification and experience are enough to cope with learners' performance; that is, they are quality. Despite this information, Adeyemo (1985) and Oyebanji (1993) said that apart from the basic entry qualifications teachers possess, other quality greatly influence their efficiency and effectiveness, which invariably influences students' performance.

Degree of Teacher Quality

The independent variable in this study was teacher quality, for which the researcher wanted to determine its degree. Teacher quality was broken into four constructs, teacher professionalism, teacher's knowledge of subject Pedagogical expertise and Interaction within the school, with families and the community. Each of these questions was presented, analyzed and interpreted based on the four Likert scale. Respondents were asked to rate the degree of teacher quality in Secondary Schools is very high, high, low or very low by indicating the extent to which they strongly agree, agree, disagree or strongly disagree with each question. Their responses were analyzed using SPSS and summarized using means as indicated in Table 4.

For Teacher Quality

Interpretation of Means

Mean range	Response mode	Interpretation
3.26-4.00	Strongly Agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very low

Table4A

**Degree of Teacher Quality in terms of Professionalism and Knowledge
of subject matter**

n=132

Indicators	Mean	Interpretation	Rank
a. Teacher professionalism			
1. majored in the subject that I teach	3.48	Very high	1
2. in my teaching I expect that all students can and will do well	3.27	Very high	2
3. continually follow changes in the body of knowledge of the subject I teach	2.51	High	3
4. often have trainings to improve my English language competence	2.49	High	4
Mean	2.68	High	
b. Knowledge of subject matter	3.52		
5. I have good knowledge of the subject that I teach		Very high	1
6. I enhance language skills across the curriculum	3.32	Very high	2
7. I often have workshops and seminars on changes in the body of knowledge of the subject I teach	2.42	Low	3
8. I always adapt my teaching to changes in the body of knowledge	2.43	Low	4
Mean	2.90	High	

Source: Primary Data, 2013

As indicated in Table 4A, respondents rated the item on teachers majoring in the subject that they teach as very highly (mean=3.48) under the level of teachers in terms of professionalism. However, they rated the item of teachers often having training to improve their English language lowly (mean=2.49). Nevertheless, the overall average mean indicates that respondents highly rated the level of teachers in terms of their professionalism as high (mean=2.68)

Table 4A also indicates the most highly rated aspect under the level of teachers quality in terms of knowledge of subject matter which is teachers having good knowledge of the subject that they teach (mean=3.52) while the most lowly item rated by respondents was on the teachers always adapting their teaching to changes in the body of knowledge.

Basing on the overall average mean that was 2.90, it was confirmed that the level of teacher quality in terms of knowledge of the subject matter in the selected secondary schools in Ngororero district is generally high.

Table4B
Degree of Teacher Quality in terms of Pedagogical expertise
n=132

c. Pedagogical expertise			
9. I make great effort to prepare my lessons	3.81	Very high	1
10. I evaluate in time assignments and exams	3.58	Very High	2
11. I give constructive feedback to students	3.42	Very high	3
12. I have had workshops and seminars on teaching methods	3.39	Very High	4
13. There is a high level of teacher regularity in my school	3.36	Very high	5
14. There is a high level of teacher punctuality in my school	3.27	Very High	6
15. When teaching, I always involve students in class discussion	3.19	High	7
16. I often give home works to students	3.11	High	8
17. I have had workshops and seminars on how to develop and use teaching/learning materials	3.02	High	9
18. I often encourage pupils to contribute their ideas about what is being taught	2.98	High	10
19. I have had workshops in pedagogical methods	2.85	High	11
20. When teaching, I use various teaching materials and worksheets	2.43	Low	12
21. When teaching, I use a lot of group tasks	2.29	Low	13
22. I use ICT in doing research and teaching	2.26	Low	14
23. When teaching, I often ask questions about the topic being taught	2.21	Low	14
24. I always maintain discipline in class and at school	2.14	Low	16
25. I always help students during class time and even after class	1.83	Low	17
Average Mean	2.89	High	

Source: Primary Data, 2013

The presentation of the findings in Table 4B also indicated that the item that was most highly rated on the level of teacher quality of pedagogical expertise was teachers making a great effort to prepare their lessons (mean=3.81) whereas the one that was most lowly rated was on teachers' involvement in helping students during class time and even after class (mean=1.83).

Basing on the overall average mean value that is 2.89, it can be asserted that the level of teachers' Pedagogical expertise in the selected secondary schools in Ngororero district is generally high.

Table4C
Degree of Teacher Quality in terms of Interaction within the school,
with families and the community
n=132

Indicators	Mean	Interpretation	Rank
Interaction within the school, with families and the community			
26. I actively participate in extra-curricular activities	3.52	Very high	1
27. I often advise students on how to live responsibly	3.38	Very high	2
28. I often advise students on how to approach life after school	3.19	High	3
29. I often advise students on how to make choice for future courses	3.08	High	4
30. Teachers in my school have good, positive relationships with administrative staff	3.06	High	5
31. Teachers in my school have good, positive relationships between themselves	3.01	High	6
32. I cooperate with the wider community in promoting educational opportunities	2.58	High	7
33. I often communicate student progress and learning to parents	2.16	Low	8
Average mean	2.99	High	
Grand mean	2.86	High	

Source: Primary Data, 2013

On the level of teacher quality in terms of interaction within school, families and community, Table 4A demonstrates that the item on teachers' active participation in extra-curricular activities was most highly rated (mean=3.52) and the item on teachers' ability to communicate about students' progress and learning to parents was the most lowly rated (mean=2.16).

Considering the overall average mean value (2.99) it can be affirmed that the level of teacher quality in terms of interaction within school, families and community is generally high.

To get a summary picture on how teachers rated the degree of their quality, an average index was computed for all the 33 items in table 4C, which turned to have a grand mean index of 2.86 confirming that the degree of teacher quality in secondary schools of Ngororero is high. This is because the recruitment of teachers in Rwanda is based on their level and qualification in education. This should be key factor for better performance in all secondary schools of Ngororero to meet what Vanuatu Institute of Teacher Education (1999) came up with: 'an excellent teacher is viewed as one who contributes positively to the learning environment by providing exceptional energy, keen interest in students, and extraordinary strengths in the following areas'.

Unfortunately, teachers' adaptation to change (item 7-8), communication of learners' progress to parents (item 33) are still as low as their use of ICT for research (items 22-25). Vanuatu Institute of Teacher Education (1999) continues saying that in an effort to meet the expectations of the community, a good teacher actively engages in the collective responsibility for the ongoing development of the school and its relationship with the wider community including social and business agencies. The teachers may be expected to contribute his/her time, efforts and money to activities in the nearby area.

Level of Performance of Secondary Schools

The dependent variable in this study was performance of Secondary Schools in Ngororero district, for which the researcher wanted to determine its level. Performance data in Secondary Schools were broken into two academic years namely 2011 and 2012. The level of performance concerned eight (8) secondary schools of Ngororero district namely APEJERWA, ADEC Ruhanga, Institut St. Marie Goreth, ES Nyange, EAV Nyange, ESECOR Ramba, ES Muhororo and CIC Muramba, where both ordinary and advanced level leavers' results were

considered (appendix IVC). The results were analyzed using SPSS and summarized using means as indicated in Table 5.

Interpretation of Means

Mean range	Response mode	Interpretation
3.26-4.00	Strongly Agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very low

Table 5A

Level of Students' Academic Performance of Secondary Schools in 2011 school year (n:1003)

a. O-Level National Exam performance	Mean	Interpretation	Rank
1. ESECOR Ramba	3.84	Very high	6
2. Institut St. Marie Goreth	3.60	Very high	1
3. ES Muhororo	3.16	High	3
4. ES Nyange	3.08	High	7
5. APEJERWA	3.00	High	2
6. CIC Muramba	2.92	High	5
7. ADEC Ruhanga	2.88	High	4
8. EAV Nyange	2.88	High	8
Mean	3.17	High	
b. A-Level National Exam performance			
1. Institut St. Marie Goreth	4.00	Very high	1
2. APEJERWA	3.84	Very high	2
3. ES Muhororo	3.80	Very high	3
4. ADEC Ruhanga	3.36	Very high	4
5. CIC Muramba	3.24	High	5
6. ESECOR Ramba	3.12	High	6
7. ES Nyange	2.72	Low	7
8. EAV Nyange	2.56	Low	8
Mean	3.33	Very high	

Source: Data collection, 2011(Ngororero District)

Based on the Table 5A, it can clearly be seen that students' academic level in ordinary level most highly rated in both ESECOR Ramba (mean=3.84) and Institut St. Marie Goreth (mean=3.60) in 2011 academic year and the most lowly rated schools in this respect are ADEC Ruhanga and EAV Nyange (mean=2.88) which is interpreted as high on the Likert scale.

Concerning Advanced Level in the academic year 2011, the results still indicate that the students' academic performance from Institut St. Marie Goreth has most highly scored (mean=4.00), and it is followed by APEJERWA, ES Muhororo and ADEC Ruhanga which rated as Very high at the Likert scale (mean= 3.84-3.36). The most lowly rates of academic performance of students in 2011 are from ES Nyange (mean=2.72) and EAV Nyange (mean=2.56). Referring to where these schools are located, there is not enough access to teaching learning facilities like ICT use because the area is remote.

Table 5B

Level of Students' Academic Performance of Secondary Schools in 2012
school year
(n:1003)

a. O-Level National Exam performance	Mean	Interpretation	Rank
1. Institut St. Marie Goreth	3.92	Very high	1
2. APEJERWA	3.76	Very high	2
3. ES Muhororo	3.16	High	3
4. CIC Muramba	3.08	High	5
5. ADEC Ruhanga	3.04	High	4
6. ESECOR Ramba	3.00	High	6
7. ES Nyange	2.92	High	7
8. EAV Nyange	2.84	High	8
Mean	3.21	High	
b. A-Level National Exam performance			
1. Institut St. Marie Goreth	4.00	Very high	1
2. APEJERWA	3.68	Very high	2
3. CIC Muramba	3.64	Very high	5
4. ESECOR Ramba	3.56	Very high	6
5. ADEC Ruhanga	3.52	Very high	4
6. ES Muhororo	2.88	High	3
7. EAV Nyange	2.84	High	8
8. ES Nyange	2.72	High	7
Mean	3.35	Very high	
Grand mean	3.26	Very High	

Source: Data collection, 2012(Ngororero District)

The presentation of the findings in Table 5B show that students' academic performance in ordinary level 2012 was most highly rated in Institut St. Marie Goreth (with average mean of 3.92) and this school was followed by APEJERWA (with average mean of 3.76) and both of them were interpreted as very high at the Likert scale. The most lowly rated was EAV Nyange (average mean=2.84) which is interpreted as high on the likert scale.

Still, Table 5B keep indicating that the Advanced Level Students' Academic Performance 2012 was headed by St. Marie Goreth (mean=4.00), the most highly performer. It is followed by other four schools namely, APEJERWA, CIC Muramba, ESECOR Ramba and ADEC Ruhanga which were rated between 3.68 and 3.52 as Very high on the Likert scale. The one that was most lowly rated was ES Nyange (mean= 2.72) and it is interpreted as high on Likert scale.

To conclude, the academic performance of students in both 2011 and 2012 academic years has been rated as very high as shown by the computed overall average mean (3.26) of both ordinary and advanced levels. As it was also shown, Institut St. Marie Goreth is ranked as top since 2011 up to 2012 in both ordinary and advanced levels while both ES Nyange and EAV Nyange were almost the last in all levels. This shows that the above schools work as individual as closed system which does not interact with its environment. The schools whose teachers are not open to environment affect the learners' performance.

At this juncture, it is noted that the success of the students in any examination depends largely on qualified and dedicated teachers. Oshodi (1998), Duyilemi and Duyilemi (2002) reiterated that students in any country cannot perform beyond the quality of the teachers. In his own contribution, Bangbade (2004) found out that teachers' quality have significant relationship with students' academic performance. According to him such quality include: teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job.

Relationship between the Degree of Teacher Quality and the Level of Performance in Secondary Schools in Ngororero District

The last objective in this study was to establish whether there is a significant relationship between the level of teacher quality and performance of Secondary School under study in Ngororero District. For which it was hypothesized that the level of teacher quality and the level of performance in

secondary schools are not significantly correlated. To test this null hypothesis, the researcher correlated the mean indices on the level of teacher quality and the level of performance in secondary school using the Pearson's Linear Correlation Coefficient (PLCC), results of which are indicated in Table 6.

All in all, the students' academic performance level is high as compared to their teachers' quality, but as these teachers in Ngororero have the problems of use of various teaching materials and worksheets, use a lot of group tasks, use of ICT in doing research and teaching, asking questions about the topic being taught, maintaining discipline in class and at school and always helping students during class time and even after class, they cannot help learners to get rid of challenges and changes in their learning situation.

Table 6

Relationship between Level of Teacher Quality and the Level of Performance in Secondary Schools under study

Variables Correlated	r-value	Sig.	Interpretation	Decision on Ho
Teacher quality and Performance	0.261	0.149	No significant correlation	Accepted

Source: Primary Data

Interpretation at 0.05

The PLCC results in Table 6 indicated that there is no significant correlation between the level of teacher quality and the level of performance in secondary school under study of Ngororero district. Results indicated a positive significant correlation between the level of teacher quality and the level of performance of secondary school under study ($r = 0.261$, $\text{sig.} = 0.149$).

Basing on the results, the null hypothesis was accepted and a conclusion made was that the level of teacher quality and the level of students' academic performance in secondary school under study of Ngororero district are not significantly correlated since the results are significant at 0.05, level of

significance. The reason behind this conclusion is that, despite their qualification, the teachers in Ngororero district do not adapt their teachings to the learners' needs due to the lack of trainings, and their interaction with the parents and the environment levels are low.

At this extent, the study reconciles with Rena (2000) who stated that there was no significant relationship between teachers' quality in the areas of human relationship, emotional stability and students' performance. He concluded that love for the job should be seen as the most important attribute of a good teacher followed by the knowledge of the subject matter. He explained further that by loving his/her job; he/she will strive for academic excellence

Regression analysis between Level of Participation of Women in Management and women's management of Secondary School under study

Based on O'Brien (1981), "regression analysis mathematically describes the dependence of the Y variable on the X variable and constructs an equation which can be used to predict any value of Y for any value of X and assumes that each of the variables is normally distributed with equal variance". In this regard, X represents teacher quality (independent variable) while Y represents students' academic performance (dependent variable).

Table 7
Regression Analysis

Variables regressed	R²	Sig	Interpretation	Decision on Ho
Teacher quality Versus Students' academic performance	0.068	0.149	Significant effect	Rejected
Coefficients	Beta	Sig	Significant effect	Rejected
(Constant)	0.220	0.149	Significant effect	Rejected

Table 7 indicates that there was a significant effect between Level of Teacher quality and Students' academic performance (Adjusted $R^2 = 0.068$, $\text{sig} = 0.149$). Unquestionably, the table explains that Teacher quality has negative influence on Students' academic performance.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of major findings, conclusions and recommendations with the suggested areas that need further research.

Summary of Major Findings

The findings indicated that most of respondents were between 31 -40 years of age and were Male (76.8%); 79% were married and the majority (62.4%) were bachelor's holders, majority of them (37%) had stayed in teaching career 5 and 6 years of experience.

The findings also showed that the level of teacher quality is generally high and this was indicated by the overall mean of 2.86 computed based on the Likert scale.

The level of performance was also found to be generally high with the overall mean of 3.26 on the Likert scale.

The findings also indicated a negative significant relationship, positive significant correlations between teacher quality and performance, since the sig. value was greater than or equal to 0.05, which is the maximum level of significance required to declare a relationship insignificant. This is shown by the fact that the sig. value was greater and which is the sig. value considered in social sciences.

Conclusions

From the findings of the study, the researcher concluded that there is no significant correlation between the level of teacher quality and the level of

performance and this resulted in acceptance of null hypothesis between the teacher quality and performance levels in secondary schools in Ngororero district.

Based on the findings above, Skinner (1985)'s theory of motivation plays a paramount importance that must be taken in consideration, as it focuses that efficient learning will take place when there is strong or positive reinforcement of the learner to learn, by the teacher. Here, the teachers rated low in terms of support to their learners.

Because we reap what we saw, the teachers and the administration have become aware of what are their ignored duties, through questionnaire and 2011-2012 national examination results.

Recommendations

Basing on the research findings; the following recommendations have been made:

Teachers should be encouraged to participate in training so as to improve their English language. Through this, they will be able to deliver properly and this can enable better understanding on subject matter whenever they are teaching.

The school administrations together with the Ministry of Education should organize regular workshops and seminars for teacher. This will also enable them develop better skills and knowledge that can help them in deliver the rightful content of work to students.

Teachers should also be encouraged to always update their notes through constant research and consultation. This will enable them to adapt to changes that occur in day-to-day life.

The school administration should also ensure that they take seriously the aspect of teachers using several materials and worksheets. In this regard, they should

take some time to monitor the work delivered by teachers. This will also enable richness in the work delivered by teachers.

Further still, teachers should also be encouraged by the administration of secondary schools so that they can be able to meet in their departments to discuss some of the subject matters in whatever they are going to teach. Provide enough trainings and workshops to teachers in order to get rid of their daily teaching hardships.

Teachers should also closely monitor to make sure that they adhere to their professional ethics. This will enable them to keep and maintain discipline both at school and in class. Coupled with this, teachers who are able to help students both during and after classes should be spotted and recognized. This will enable the rest of the teachers to emulate the same as they will also want to be identified.

Both Teachers and head teachers should cooperate with the wider community in promoting educational opportunities, to check of the learners discipline and works are done in due time. They should also try to communicate students' progress and learning to parents so as to improve on the general academic performance.

The school administration should also continue encouraging teachers to enhance language skills across the curriculum. This will enable students to understand whatever their teachers will explain properly.

Teachers should also continue encouraging their students on doing home works, attending group discussions and contribute their ideas about what is being taught.

Areas for Further Research

From the findings and the conclusions of the study, the researcher recommends more research on teacher quality and performance in other, sectors

of Ngororero district and the whole country of Rwanda. This will help to come up with a relative realistic intervention and strategies to respond to the real needs and interests of both teachers and learners in Ngororero district. Also, prospective researchers should be encouraged to research on the following areas:

1. Teacher quality and performance in rural areas of Rwanda
2. Teacher quality and performance in rural and urban areas of Rwanda
3. Teacher quality and performance in boarding school of Rwanda
4. Teacher quality and performance in boarding and day schools of Rwanda.
5. Teacher quality and performance in schools with feeding program

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APPENDIX II

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. MUNDANIKURE Mpangaza Joseph 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 _____

Appendix III

RESEARCH INSTRUMENT

QUESTIONNAIRE DESIGNED FOR TEACHERS TO RATE TEACHER QUALITY AND ACADEMIC PERFORMANCE IN NGORORERO DISTRICT, RWANDA

Dear Respondent

My name is MUNDANIKURE M. Joseph, Masters Student at Kampala International University in the Faculty of Educational Management and Administration.

As the curriculum of our institution demands, every student has to carry out a project research so as to be awarded a masters degree. I am conducting a study on "Teacher quality and student academic performance in public secondary schools of Ngororero District, Rwanda." Here below is a designed questionnaire. I will be grateful if you answer this questionnaire because it is helpful in achieving the research paper objective.

Note that all information will be treated with strict confidentiality and will only be used for the academic purposes.

Thank you for cooperation

Appendix IVA

SECTION A: PROFILE OF THE RESPONDENT

1. Age ☐ Less than 21 years
ii. Between 21 and 30 years ☐
iii. Between 31 and 40 years ☐
iv. Between 41 and 50 years ☐
v. More than 50 years ☐
2. Gender: i. Male ☐
ii. Female ☐
3. Marital status: i. Single ☐
ii. Married ☐
4. Qualification: i. Certificate ☐
ii. Diploma ☐
iii. Bachelor's Degree ☐
iv. Masters ☐
5. Teaching experience: i. between 0 - 2 years ☐
ii. Between 3- 4 years ☐
iii. between 5 and 6 years ☐
v. Over 6 years ☐

Appendix IVB

SECTION B: QUESTIONS ON TEACHER QUALITY

Direction:

Direction: please, indicate how much you know about the questions below by selecting a number corresponding to what you choose below:

Rating scale	Response Mode	Description
4	Strongly Agree (SA)	you agree with no doubt
3	Agree (A)	you agree with some doubt
2	Disagree (D)	you disagree with some doubt
1	Strongly disagree (SD)	you disagree with no doubt

1. Teacher professionalism	4	3	2	1
1. I majored in the subject that I teach	4	3	2	1
2. I often have trainings to improve my English language competence	4	3	2	1
3. I continually follow changes in the body of knowledge of the subject I teach	4	3	2	1
4. In my teaching I expect that all students can and will do well	4	3	2	1
2. Knowledge of subject matter	4	3	2	1
5. I have good knowledge of the subject that I teach	4	3	2	1
6. I often have workshops and seminars on changes in the body of knowledge of the subject I teach	4	3	2	1
7. I always adapt my teaching to changes in the body of knowledge	4	3	2	1
8. I enhance language skills across the curriculum	4	3	2	1
3. Pedagogical expertise	4	3	2	1
9. I have had workshops in pedagogical methods	4	3	2	1
10. I have had workshops and seminars on teaching methods	4	3	2	1
11. I have had workshops and seminars on how to develop and use teaching/learning materials	4	3	2	1

2. I make great effort to prepare my lessons	4	3	2	1
3. There is a high level of teacher regularity in my school	4	3	2	1
4. There is a high level of teacher punctuality in my school	4	3	2	1
5. I always maintain discipline in class and at school	4	3	2	1
6. I often give home works to students	4	3	2	1
7. I evaluate in time assignments and exams	4	3	2	1
8. I give constructive feedback to students	4	3	2	1
9. When teaching, I use various teaching materials and worksheets	4	3	2	1
10. When teaching, I always involve students in class discussion	4	3	2	1
11. When teaching, I use a lot of group tasks	4	3	2	1
12. I use ICT in doing research and teaching	4	3	2	1
13. When teaching, I often ask questions about the topic being taught	4	3	2	1
14. I often encourage pupils to contribute their ideas about what is being taught	4	3	2	1
15. I always help students during class time and even after class	4	3	2	1
1. Interaction within the school, with families and the community	4	3	2	1
16. I actively participate in extra-curricular activities	4	3	2	1
17. I often advise students on how to make choice for future courses	4	3	2	1
18. I often advise students on how to live responsibly	4	3	2	1
19. I often advise students on how to approach life after school	4	3	2	1
20. Teachers in my school have good, positive relationships between themselves	4	3	2	1
21. Teachers in my school have good, positive relationships with administrative staff	4	3	2	1
22. I often communicate student progress and learning to parents	4	3	2	1
23. I cooperate with the wider community in promoting educational opportunities	4	3	2	1

Appendix IVC

National Exam Performance in 2011-2012 School Year (Ngororero District)

a. O-Level National Examination performance 2011 school year

1. Institut St Marie Goreth

Sex	Registered				Sat for exams			
	Number	%	Number	%	Number	%	Number	%
Boys	22	42%	22	42%	20	38%	2	9%
Girls	30	58%	30	58%	27	52%	3	10%
Total	52	100%	52	100%	47	90%	5	10%

2. ES Muhororo

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	16	62%	16	62%	15	58%	1	6%
Girls	10	38%	10	38%	10	38%	0	0%
Total	26	100%	26	100%	25	96%	1	4%

3. ESECOR Ramba

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	18	55%	18	55%	16	48%	2	11%
Girls	15	45%	15	45%	10	30%	5	33%
Total	33	100%	33	100%	26	79%	7	21%

4. ES Nyange

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	22	56%	22	56%	18	46%	4	18%
Girls	17	44%	17	44%	12	31%	5	29%
Total	39	100%	39	100%	30	77%	9	23%

5. APEJERWA

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	29	60%	29	60%	19	40%	10	34%
Girls	19	40%	19	40%	17	35%	2	11%
Total	48	100%	48	100%	36	75%	12	25%

6. CIC Muramba

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	9	60%	9	60%	6	40%	3	33%
Girls	6	40%	6	40%	5	33%	1	17%
Total	15	100%	15	100%	11	73%	4	27%

7. EAV Nyange

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	17	59%	17	59%	11	38%	6	35%
Girls	12	41%	12	41%	10	34%	2	17%
Total	29	100%	29	100%	21	72%	8	28%

8. ADEC Ruhanga

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	19	59%	19	59%	15	47%	4	21%
Girls	13	41%	13	41%	8	25%	5	38%
Total	32	100%	32	100%	23	72%	9	28%

Source: Data Collection, 2011-2012 <If 100%=4>

b. O-Level National Exam performance in 2011/2 school year

a. Institut St Marie Goreth

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	19	46%	19	46%	19	46%	0	0%
Girls	22	54%	22	54%	21	51%	1	5%
Total	41	100%	41	100%	40	98%	1	2%

b. APEJERWA

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	29	60%	29	60%	28	58%	1	3%
Girls	19	40%	19	40%	17	35%	2	11%
Total	48	100%	48	100%	45	94%	3	6%

c. ES Muhororo

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	17	59%	17	59%	14	48%	3	18%
Girls	12	41%	12	41%	9	31%	3	25%
Total	29	100%	29	100%	23	79%	6	21%

d. CIC Muramba

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	13	59%	13	59%	13	59%	0	0%
Girls	9	41%	9	41%	4	18%	5	56%
Total	22	100%	22	100%	17	77%	5	23%

e. ADEC Ruhanga

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	22	58%	22	58%	20	53%	2	9%
Girls	16	42%	16	42%	9	24%	7	44%
Total	38	100%	38	100%	29	76%	9	24%

f. ESECOR Ramba

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	20	56%	20	56%	15	42%	5	25%
Girls	16	44%	16	44%	12	33%	4	25%
Total	36	100%	36	100%	27	75%	9	25%

g. ES Nyange

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	19	51%	19	51%	15	41%	4	21%
Girls	18	49%	18	49%	12	32%	6	33%
Total	37	100%	37	100%	27	73%	10	27%

h. EAV Nyange

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	16	52%	16	52%	13	42%	3	19%
Girls	15	48%	15	48%	9	29%	6	40%
Total	31	100%	31	100%	22	71%	9	29%

Source: Data Collection, 2011-2012 <If 100%=4>

Appendix IV B

National Exam performance in 2011-2012 school years (Ngororero District)

a. A-Level National Exam performance in 2012 school year

APEJERWA

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	14	39%	14	39%	12	33%	2	14%
Girls	22	61%	22	61%	21	58%	1	5%
Total	36	100%	36	100%	33	92%	3	8%

ADEC Ruhanga

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	9	53%	9	53%	8	47%	1	11%
Girls	8	47%	8	47%	7	41%	1	13%
Total	17	100%	17	100%	15	88%	2	12%

Institut St. Marie Goreth

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	19	50%	19	50%	19	0%	0	#DIV/0!
Girls	19	50%	19	50%	19	100%	0	0%
Total	38	100%	38	100%	38	100%	0	0%

ES. Nyange

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	26	62%	26	62%	24	57%	2	8%
Girls	16	38%	16	38%	12	29%	4	25%
Total	42	100%	42	100%	36	86%	6	14%

ESECOR Ramba

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	12	43%	12	43%	12	43%	0	0%
Girls	16	57%	16	57%	13	46%	3	19%
Total	28	100%	28	100%	25	89%	3	11%

EAV Nyange

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	12	55%	12	55%	6	27%	6	50%
Girls	10	45%	10	45%	9	41%	1	10%
Total	22	100%	22	100%	15	68%	7	32%

ES Muhororo

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	12	67%	12	67%	8	44%	4	33%
Girls	6	33%	6	33%	5	28%	1	17%
Total	18	100%	18	100%	13	72%	5	28%

CIC Muramba

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	14	64%	14	64%	13	59%	1	7%
Girls	8	36%	8	36%	7	32%	1	13%
Total	22	100%	22	100%	20	91%	2	9%

Source: Data Collection, 2011-2012 <If 100%=4>

b. A-Level National Exam performance in 2012 school year
Institut St. Marie Goreth

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	18	44%	18	44%	18	44%	0	0%
Girls	23	56%	23	56%	23	56%	0	0%
Total	41	100%	41	100%	41	100%	0	0%

APEJERWA

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	16	67%	16	67%	15	63%	1	6%
Girls	8	33%	8	33%	8	33%	0	0%
Total	24	100%	24	100%	23	96%	1	4%

ES Muhororo

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	15	79%	15	79%	15	79%	0	0%
Girls	4	21%	4	21%	3	16%	1	25%
Total	19	100%	19	100%	18	95%	1	5%

ADEC Ruhanga

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	12	63%	12	63%	11	58%	1	8%
Girls	7	37%	7	37%	5	26%	2	29%
Total	19	100%	19	100%	16	84%	3	16%

CIC Muramba

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	14	52%	14	54%	11	42%	3	21%
Girls	13	48%	12	46%	10	38%	2	17%
Total	27	100%	26	100%	21	81%	5	19%

ESECOR Ramba

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	11	46%	11	48%	8	35%	3	27%
Girls	13	54%	12	52%	10	43%	2	17%
Total	24	100%	23	100%	18	78%	5	22%

ES Nyange

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	31	66%	31	66%	23	49%	8	26%
Girls	16	34%	16	34%	9	19%	7	44%
Total	47	100%	47	100%	32	68%	15	32%

EAV Nyange

Sex	Registered		Sat for exams		Passed		Failed	
	Number	%	Number	%	Number	%	Number	%
Boys	13	59%	13	59%	9	41%	4	31%
Girls	9	41%	9	41%	5	23%	4	44%
Total	22	100%	22	100%	14	64%	8	36%

Source: Data Collection, 2011-2012 <If 100%=4>

APPENDIX VI

Researcher's Curriculum Vitae

RESEARCHER'S CURRICULUM

Personal profile

Surname: Mundanikure Mpangaza

First name: Joseph

Father's name: Mpangaza

Mother's name: Nyirabanyiginya

Marital Status: Married

Date of birth: 14/10/1975

Nationality: Rwandan

Home address: Ngororero Sector, Ngororero District, Western Province.

Tel.no: +250783216031.

E-mail: mundajoseph@yahoo.com

Education background

Ongoing: Master's of Educational Management and Administration, Kampala International University

2007: Bachelor's degree in Arts with Education, Kigali Institute of Education

1995: Advanced Certificate of Upper Secondary Education in Teacher Training

1989: Primary School Certificate

Work experience

2009 up to now: Executive Secretary of Sector

2008-2009: Head teacher of Kamashi Secondary School

2005-2007: Secondary teacher in ASPADE Ngororero

Spoken languages

- Kinyarwanda (Mother tongue)
- English (Good)
- French (Very Good)
- Kiswahili (Very Good)

I certify that the information given here above is true and verifiable