
**EDUCATIONAL QUALIFICATION AND TEACHING IN KISORO DISTRICT: A CASE STUDY OF KISORO
VISION SECONDARY SCHOOL IN KISORO MUNICIPALITY**

1 Turyamutunga Revictor, 2 Dr Sekiswa Peter, 3 Mubiru Abubakar

1, 2, 3 Metropolitan International University

Abstract

The following goals served as the foundation for the study, which focused on academic achievement and instructing in the Kisoro district: to determine the level of schooling and achievement qualification at Kisoro Vision Secondary School, to determine the level of teaching there, and to determine the connection between schooling and achievement certification and imparting knowledge there. 19 of the entire population's 20 responders made up the study sample.

The educational qualification variable is a significant predictor of the quality of instruction in the school, as evidenced by the standardized coefficient (beta) of 0.506 for the study. The educational background variable's t-value was 5.018, and the matching p-value, which was less than 0.05, was 0.000. This demonstrated that the coefficient was considered statistically significant, indicating that the level of education and the caliber of instruction at Kisoro Vision Secondary School were significantly correlated. When the educational qualification is zero, the unchanging term's value of 5.687 indicates the typical teaching quality score. With a p-value of 0.035, the value of the constant term was likewise statistically significant. For instructors to perform better, the ministry of education and sports should encourage them to participate in sharing information events, online journals, research seminars, workshops, webinars, workshops, online lectures, online assignments, digital libraries, online exam systems, and online discussion forums.

Key words: educational qualification and teaching

Background of the study

Suherdi (2012) defines educational qualification as the formal affirmation of the successful conclusion of an educational program or a stage of a program, typically in the form of a certificate, diploma, or degree. For individuals responsible for formulating policies regarding education, international virtual studies of educational success have emerged as a valuable source of knowledge. It's critical to identify the factors that affect the success of learners in order to improve their performance in the topic (Suherdi, 2012).

By employing certain basic techniques, such as using appropriate body language, maintaining eye contact and a positive facial expression, allowing students time to speak, and addressing them by name, a teacher can engage their pupils in the learning process (Douglas, 2007). All of these activities foster a welcoming learning environment in the classroom and close the communication gap between the teacher and pupils. In 2007, Douglas. In contemporary educational institutions, students are expected to exercise a greater degree of autonomy, take initiative, and exhibit understanding of the information being studied. Students must possess the abilities to start, direct, and regulate their own data search as well as the ability to take care of the information found in order for knowledge to grow effectively both within and outside of the classroom.

Statement of the problem

A knowledgeable and skillful society depends on a high-quality education, which is a crucial part of human growth. Concerns have been raised concerning the quality of education in the Kisoro district, especially at the Kisoro Vision Secondary School in Kisoro Municipality. Despite efforts to raise the standard of education, the school still has issues with teachers' educational backgrounds, which could compromise the effectiveness of both teaching and learning. As a result, the goal of this study is to determine how the educational backgrounds of instructors and the effectiveness of their instruction at Kisoro Vision Secondary School relate to one another. The study's objectives are to determine the level of educational preparation of the school's instructors, assess the effectiveness of their instruction, and investigate the connection between teacher qualifications and teaching quality.

Specific objectives

1. *To find out the level of educational qualification at Kisoro vision secondary school*
2. *To find out the level of teaching at Kisoro vision secondary school*
3. *To find out the relationship between educational qualification and teaching at Kisoro vision secondary school*

Research questions

1. *What was the level of educational qualification at Kisoro vision secondary school?*
2. *What was the level of teaching at Kisoro vision secondary school?*
3. *What was the relationship between educational qualification and teaching at Kisoro vision secondary school?*

Methodology

Research Design

The descriptive survey design was chosen as the study method. This was due to the descriptive survey design's ability to both ascertain the condition's frequency of incidence and whether or not there are correlations between the variables. The descriptive survey design was used because the cross-sectional method was helpful in getting a sense of the overall situation at the time the study was conducted. Cross-sectional studies can be conducted for relatively little money and are simple to interpret (Kumar, 2005).

Target Population

Barbabas Kanyomozi's pre-study survey from 2022 found that teachers at Kisoro Vision Secondary School, one of the chosen secondary schools in Kisoro Municipality, were only given consideration if they had bachelor's degrees because they had additional teaching expertise and had been in the profession for more than five years, according to the school calendar and payroll list from July of that year. The population of interest for this study consisted of students from S.3, S.4, and A' level as they were investigated as primary participants, the teachers of undergraduate and the head teacher as they were investigated as well as key those surveyed, and the instructors who had

taught for more than five years corresponding to the school payroll list (July, 2022) and were the ones obtained from the school.

Sampling procedures

Sample size

According to George and Mallery (2003), a sample is a small subset of the total population. A sample was used to Kisoro Municipality which was chosen among other sub counties in Kisoro District.

The study sample comprised of 19 respondents out of 20 of the total population.

Therefore, 14 respondents were school students, 04 teachers and 01 head teacher as the parent population. This was because the population more or less shared similar socio-demographic characteristics and also due to resource and time constraints. The respondents interviewed included students, the head teacher, and teachers.

Table 1; shows different Categories of the respondents in the Study sample with their Sizes.

<i>Population (N)</i>	<i>Target</i>	<i>Sample</i>
<i>Students</i>	<i>14</i>	<i>14</i>
<i>Teachers</i>	<i>05</i>	<i>04</i>
<i>Head teacher</i>	<i>01</i>	<i>01</i>
<i>Total</i>	<i>20</i>	<i>19</i>

Data collection methods

According to Mugenda and Mugenda (2003), any study requires appropriate data collection

methods with which to collect the necessary information that can ably answer the study questions (Mugenda & Mugenda, 2003). Lewis (2003) gives a distinction between primary and secondary data and each set of data requires an appropriate and relevant collection technique.

Questionnaire method

The researcher used the questionnaire as the major primary data collection in this study. Questionnaire is referred to as a set of questions used for collecting data from respondents in order to carry out the researcher. The researcher prepared 14 questionnaires for the students, 04 for the teachers and 01 for the head teacher to supplement the interview as the key informants.

Interview guides

To gather information on the ground, brief interview guides for the students, instructors, and head teacher were used. The factual material on particular issues pertaining to the study was presented before the interview schedule began. Data on the effect of educational background on teaching at Kisoro Vision Secondary School in Kisoro Municipality were gathered using an interviewing guide. With this approach, knowledgeable participants were chosen to provide the researcher with precise study-related information. The tool made use of a primary informational guide that asked questions about the study's unique goals. This aided in gathering the qualitative data required for this investigation.

Data Analysis

Data analysis, as defined by Kothari (2010), is the process of reviewing survey data and drawing conclusions and judgments. It entails carefully examining the information gathered and looking for relationships between the data categories (Kombo & Tromp, 2006; Kothari, 2010). To find and correct mistakes made by participants, data was modified. The answers given to the questions were then coded into several categories. The data were analyzed using descriptive statistics like frequency distribution and proportions. The answers were all grouped according to their theme

categories and their contents were evaluated for qualitative data using content analysis techniques. Figures and tables were used for the presentation. Software from the Statistical Package for Social Sciences (SPSS) was utilized to aid in the analysis of data.

RESULTS

Respondent's Background Characteristics according to their Categories

Beliefs are the background characteristics of respondents in different categories. These were identified in order to relate them to issues concerned with educational qualification and teaching at Kisoro vision secondary school in Kisoro Municipality

Table 2: Categories of students according to their gender, age and marital status

<i>Item</i>	<i>Responses</i>	<i>Frequency (N=14)</i>	<i>Valid percentage (%)</i>
<i>Gender</i>	<i>Male</i>	<i>10</i>	<i>71.4</i>
	<i>Female</i>	<i>04</i>	<i>28.5</i>
<i>Total</i>		<i>14</i>	<i>100</i>
<i>Age</i>	<i>13-15 yrs.</i>	<i>09</i>	<i>64</i>
	<i>16-18 yrs.</i>	<i>04</i>	<i>28.5</i>
<i>Total</i>		<i>14</i>	<i>100</i>

<i>Marital Status</i>	<i>Married</i>	<i>01</i>	<i>7</i>
	<i>Single</i>	<i>13</i>	<i>93</i>
<i>Total</i>		<i>14</i>	<i>100</i>

Table 2; shows the majority of the students interviewed (representing 71.4%) were males while females were 28.5% of the total students. The table also shows that the students fell in different age categories for instance, 13-15 years were 64%, 16-18 years were 28.5% while those above 18 years were also represented with 7.1% because they were considered as the old students which had more knowledge about educational qualification and teaching. This was because the students were randomly selected from different sample at Kisoro Vision secondary school.

Table 2: also indicates that most of the students 13(93%) were single and the least 01(7%) were married which means that the study was representative enough and the findings could be relied upon.

Background factors of other Key Informants

Table 3: Background factors of Key informants in the sample

<i>Item</i>	<i>Responses</i>	<i>Frequency(N=0</i>	<i>Valid percentage</i>
<i>Gender</i>	<i>Male</i>	<i>03</i>	<i>60</i>
	<i>Female</i>	<i>02</i>	<i>40</i>
<i>Total</i>		<i>05</i>	<i>100</i>

<i>Age</i>	<i>25-35</i>	<i>02</i>	<i>40</i>
	<i>35 and above</i>	<i>03</i>	<i>60</i>
			<i>100</i>
<i>Position of</i>	<i>Teachers</i>	<i>04</i>	<i>80</i>
	<i>Head teacher</i>	<i>01</i>	<i>20</i>
<i>Total</i>		<i>05</i>	<i>100</i>

*Source, Primary data,
2022*

Regarding the results presented in table 3 above, it should be noted that the main informant participants were not sufficiently comparable to one another, with a ratio of 60% men to 40% women, indicating that the findings were sufficiently representative. To obtain first-hand information, this was done methodically.

using the study's questions as a basis. 40% of those who participated in this category were between the ages of 25 and 35, followed by 60% of those who were 35 years of age or older in terms of age. On the other hand, when the investigator asked those who responded if their pupils had teachers with excellent qualifications, 80% of the participants responded affirmatively (YES), while just 20% did not (NO). The implication is that responses could be relied on in order to understand the relationship that existed between educational qualifications and teaching at the school

Table 1: Correlation between educational qualification and teaching

		Educational qualification	teaching
Educational qualification	Pearson Correlation	1	.776**
	Sig. (2-tailed)		.000
	N	19	19
teaching	Pearson Correlation	.776**	1
	Sig. (2-tailed)	.000	
	N	19	19

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

Source; Primary Data (2022)

The correlation coefficient between educational qualification and teaching quality is 0.776, which indicates a strong positive correlation between the two variables. The p-value for the correlation coefficient is 0.000, which is less than 0.05, indicating that the correlation is significant. This means that there is a statistically significant relationship between the educational qualifications of teachers and the quality of teaching in Kisoro Vision Secondary School. The findings suggest that teachers with higher educational qualifications are more likely to deliver high-quality teaching, which may lead to better academic performance for students.

Table 5: Coefficients between educational qualification and teaching

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	5.687	.266		3.116	.035
educational qualification	.472	.0681	.506	5.018	.000

a. Dependent Variable: teaching

Source; Primary Data (2022)

The coefficient of variation for the educational background variable is 0.472, meaning that the instructional quality score rises by 0.472 units for each additional unit in the level of education. The educational qualification variable is an important indicator of the quality of instruction in the school, as seen by the normalized coefficients (beta) of 0.506 for this relationship. The educational background variable's t-value is 5.018, and its associated p-value, which is less than 0.05, is 0.000. As a result, it can be concluded that there is a statistically significant correlation between educational attainment and teaching effectiveness at Kisoro Vision Secondary School. When a teacher's background is zero, the unchanging term's value of 5.687 indicates the typical teaching quality score. Additionally, statistically noteworthy is the constant term, with a p-value of 0.035.

Conclusion

In conclusion, the research study's findings showed that teaching and background knowledge were positively correlated, with a Pearson correlation coefficient of 0.76 and a p-value of 0.000. According to this, a student's education at a particular level enhances the educational environment at Kisoro Vision in Kisoro Municipality in Kisoro District by 76% and by 24% due to other factors. Thus, the most significant school-related factor influencing the success of students is teacher credentials and competence. Quality instructors are frequently referred to as simply "good" teachers and are thought to be those who uphold the standards and conventions of the profession while displaying favorable characteristics.

Recommendations

For instructors to succeed better, the ministry of education and sports should encourage them to participate in sharing information events, online journals, investigation seminars, workshops, webcasts, workshops, online lectures, online projects, electronic libraries, virtual examination systems, and online discussion forums. These contemporary tools for learning and delivery of instruction can help teachers better educate students and raise their chances of success.

However, the approach to learning has changed from teacher toward pupil pleasure as a result of student transfers between institutions.

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