
Relationship Between Teachers' Educational Qualifications And Students' Academic Performance In Selected Schools In Semuto Town Council, Nakaseke District, Uganda.

Semaganda Rasto

Metropolitan International University

Abstract

This study investigated the relationship between teachers' educational qualifications and students' academic performance in selected schools in Semuto Town Council, Nakaseke District, Uganda. The research employed a quantitative approach, utilizing survey questionnaires to collect data from 124 teachers. Descriptive and inferential statistics, including Pearson correlation and multiple regression analysis, were used to analyze the data. The findings revealed a moderate positive correlation ($r = 0.668$, $p = 0.002$) between teachers' educational qualifications and students' academic performance, suggesting that as teachers' educational qualifications increased, students' academic performance also improved. The regression analysis indicated that approximately 72.8% of the variance in students' academic performance was explained by teachers' educational qualifications ($R^2 = 0.728$), with each unit increase in teachers' educational qualifications corresponding to a 0.141 unit increase in students' academic performance. These results were statistically significant, supporting the hypothesis that higher teacher qualifications positively affect student outcomes. The study further highlighted that while most teachers agreed that advanced qualifications were important for career development and job performance, there was variability in responses, particularly concerning opportunities for pursuing higher education. Based on these findings, the study recommends investing in professional development programs for teachers, addressing barriers to advanced qualifications, and fostering mentorship initiatives. The study also calls for further research to explore the causal mechanisms behind the relationship between teacher qualifications and student performance.

Keywords: teachers' educational qualifications, student academic performance, correlation analysis, regression analysis, professional development.

Background of the study

The education system in Uganda has undergone significant reforms over the years, aiming to improve access, quality, and equity (Brighton et al., 2023). However, despite these reforms, challenges persist, especially regarding the relationship between teachers' educational qualifications and the academic performance of students (Kanyerere & Muhammed, 2023). In particular, there is a growing interest in examining how the qualifications of teachers influence students' academic outcomes in various regions of Uganda, including Semuto Town Council in Nakaseke District (Anthony, Kazaara, & Kazaara, 2023). This study seeks to explore the relationship between teachers' educational qualifications and students' academic performance in selected schools in this locality. In Uganda, education is considered one of the key pillars for achieving sustainable development, poverty reduction, and economic empowerment (David et al., 2023). The education system in Uganda has evolved through a series of policies aimed at providing universal access to education and improving quality (Derrick et al., 2023). The 1997 Education Policy, for

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example, introduced Universal Primary Education (UPE), which was followed by the Universal Secondary Education (USE) policy in 2007 (A. G. Kazaara & Nelson, 2024). While these initiatives have contributed significantly to increased enrollment rates, the quality of education remains a key concern, especially in rural areas such as Semuto Town Council, Nakaseke District, which is the focus of this study (Victoria et al., 2023).

Research has shown that the quality of teachers is one of the most important factors influencing students' academic performance (Lydia et al., 2023). According to a study by the National Assessment of Progress in Education (NAPE), teacher quality is a key determinant in students' learning outcomes (Edgar & Moses, 2023). One aspect of teacher quality is their educational qualifications, which refer to the level of formal education, professional training, and subject expertise that teachers possess (Emmanuel et al., 2023). Several studies in the Ugandan context and beyond have shown that teachers with higher educational qualifications tend to have better teaching methods, deeper content knowledge, and greater confidence in their ability to teach, all of which positively influence student learning outcomes (Christopher, Moses, et al., 2022). The relationship between teachers' educational qualifications and student performance is well-documented in educational research (A. G. Kazaara & Nelson, 2024). According to research conducted by (Christopher, Komunda, et al., 2022), students whose teachers have higher educational qualifications generally perform better in national exams (Nelson, 2024). However, this relationship is not always straightforward, as other factors such as teacher experience, teaching resources, student socio-economic background, and school leadership can also play significant roles (Anthony, Kazaara, & Kazaara, 2023). While there is a growing body of research on teacher quality in Uganda, few studies have specifically focused on the link between teachers' educational qualifications and student performance in rural districts such as Nakaseke, which remains an area of interest for education researchers and policymakers (Suzan & Gracious Kazaara, 2023).

Semuto Town Council, located in Nakaseke District in central Uganda, is an area characterized by a predominantly rural population with limited access to quality education resources (Sub-county et al., 2023). Nakaseke District, which was carved out of Luweero District in 2005, has faced persistent challenges in improving the quality of education due to inadequate infrastructure, lack of qualified teachers, and limited access to learning materials (Emmanuel et al., 2023). According to the Ministry of Education and Sports (MoES), the teacher-student ratio in many schools in Nakaseke District is higher than the national average, indicating a lack of adequate teachers relative to the number of students (N. Mark et al., 2023). This has led to overcrowded classrooms, which can undermine the quality of teaching and, by extension, student performance. The district also faces challenges related to the distribution of qualified teachers (Christopher, Komunda, et al., 2022). According to (Christopher, Komunda, et al., 2022), Nakaseke District has a relatively high percentage of unqualified teachers, particularly in rural areas such as Semuto Town Council. In many cases, teachers with lower qualifications, such as Grade III certificates, are employed due to a shortage of teachers with higher qualifications (Micheal et al., 2023). Grade III teachers typically have lower academic

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qualifications and may lack the necessary pedagogical skills and content knowledge to effectively teach students. This contrasts with urban areas in Uganda, where a higher proportion of teachers hold higher qualifications such as diplomas, bachelor's degrees, or postgraduate qualifications (Godfrey et al., 2023). The presence of unqualified teachers in rural areas, combined with limited professional development opportunities, presents a challenge to the overall academic performance of students (Margaret & Kazaara, 2024).

The issue of teacher qualifications and its impact on student performance is particularly pertinent in the context of the Uganda Certificate of Education (UCE) examinations, which are used to assess the academic performance of students at the secondary school level (A. I. Kazaara & Deus, 2024). According to UNEB, there has been a steady improvement in the overall pass rates for the UCE exams, but regional disparities persist, with rural areas like Semuto Town Council often lagging behind their urban counterparts in terms of student performance (Ntirandekura et al., 2022). A study conducted by (Ntirandekura et al., 2022) found that students from rural districts like Nakaseke generally perform lower than their peers in urban areas, and this performance gap is partly attributed to the qualifications and teaching methods of teachers in rural schools. The MoES (2020) reports that despite the increase in the number of qualified teachers in Uganda, the teacher quality gap between rural and urban areas continues to widen (Anthony, Kazaara, Kazaara, et al., 2023). In rural schools, teachers are often burdened with large class sizes and limited access to teaching materials, which affects their ability to deliver quality lessons (Anthony, Kazaara, & Kazaara, 2023). This issue is compounded by the fact that many teachers in rural areas have lower educational qualifications compared to their urban counterparts. As a result, students in rural schools like those in Semuto Town Council often have fewer opportunities to engage with well-trained educators who can provide them with the necessary academic guidance and support (Tumusabe Ezera et al., 2022).

Several studies have explored the relationship between teachers' qualifications and student performance in Uganda. For example, a study by (Oromo et al., 2023) found a positive correlation between teacher qualifications and student achievement in Ugandan primary schools. The study showed that teachers with higher academic qualifications, such as diplomas and degrees, were associated with higher student test scores (N. Mark et al., 2023). Another study by (Christopher, Komunda, et al., 2022) found that schools with better-qualified teachers tended to have higher levels of student engagement and academic performance, particularly in subjects such as mathematics and science. These findings suggest that teacher qualifications are an important determinant of academic outcomes, particularly in subjects that require specialized knowledge (Winny et al., 2023). However, the relationship between teachers' educational qualifications and student performance is not always clear-cut. While teacher qualifications are important, other factors such as teaching experience, pedagogical skills, and school leadership also play significant roles in shaping student outcomes (Micheal et al., 2023). A study by (S. J. Mark & Jacob, 2023) found that the quality of teaching, rather than merely the level of teacher qualifications, had a stronger influence on student performance in

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Ugandan schools. Teachers with several years of experience and specialized training in pedagogy were found to be more effective in improving student learning outcomes, even if they did not hold advanced academic qualifications (Richard et al., 2023).

Problem Statement

The relationship between teachers' educational qualifications and students' academic performance has been a subject of growing interest in educational research, particularly in developing countries like Uganda, where education is central to social and economic development (Frank et al., 2023). In Uganda, the quality of education is often closely linked to the qualifications and professional development of teachers, with several studies highlighting that well-qualified teachers tend to improve student outcomes (Christopher, Methodius, et al., 2022). However, the situation in Semuto Town Council, Nakaseke District, Uganda, remains underexplored, despite its significance in the broader context of the country's educational system (Oromo et al., 2023). Nakaseke District, like many rural districts in Uganda, faces challenges in accessing quality education, with teacher shortages and gaps in teacher qualifications affecting the academic performance of students. According to (Suzan & Gracious Kazaara, 2023), students in rural areas, including Nakaseke, consistently perform below their urban counterparts in national exams, with a notable disparity in the results from schools located in districts like Nakaseke compared to more urbanized districts such as Kampala .

Research conducted by (Godfrey et al., 2023) reveals that approximately 30% of teachers in rural Ugandan districts, including Nakaseke, do not meet the minimum qualification standards set by the government, which includes a diploma in education or a degree in teaching. This lack of qualified teachers is attributed to several factors, including low salaries, inadequate teacher training, and poor access to professional development opportunities (David et al., 2023). As a result, students in these schools are more likely to underperform academically, particularly in subjects such as mathematics and English, which require a higher level of teacher expertise (Anthony, Kazaara, & Kazaara, 2023). In Semuto Town Council, the teacher qualification levels are varied, with some schools relying heavily on untrained or underqualified teachers, a factor that could significantly influence the students' academic performance (Ntirandekura et al., 2022).

This issue is compounded by socio-economic factors that impact both teachers and students. According to the (Isaiah & Alex, 2023), Nakaseke District has a poverty rate of 38.6%, which is higher than the national average of 21.4%. This economic hardship further limits the resources available for educational development, including the recruitment and retention of qualified teachers (Ntirandekura et al., 2022). Moreover, students in Semuto Town Council face challenges related to inadequate learning materials, poor infrastructure, and a lack of extracurricular activities that can enhance their learning experiences. While some studies in Uganda, such as those by (Godfrey et al., 2023), have shown a positive relationship between teacher qualifications and students' academic performance, the specific context of

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Semuto Town Council remains under-researched (Micheal et al., 2023). The problem is thus significant as it highlights the need to understand the extent to which teachers' educational qualifications directly or indirectly affect the academic outcomes of students in this region (Anthony, Kazaara, & Kazaara, 2023).

Specific Objectives

To determine the relationship between teachers' educational qualifications and students' academic performance in selected schools in Semuto town council, nakaseke district, Uganda.

Methodology

The study sought to examine the relationship between teachers' educational qualifications and students' academic performance in selected schools in Semuto Town Council, Nakaseke District, Uganda (Abiodun et al., 2022). This section provides a detailed account of the research design, sampling methods, data collection procedures, instruments used, and the data analysis techniques employed. The data was analyzed using both SPSS and STATA, ensuring robust and reliable results in understanding the dynamics between teacher qualifications and student outcomes (Muhamad et al., 2023). The study was conducted in a structured manner, adhering to ethical guidelines and ensuring that the findings would contribute meaningfully to the education discourse in Uganda (Julius, 2024b). A descriptive correlational research design was employed in this study to investigate the relationship between teachers' educational qualifications and students' academic performance. This design was chosen because it allows the researcher to explore the extent to which variations in one variable (teachers' qualifications) might influence another variable (students' academic performance) within a given context, without manipulating the variables (Julius, 2024a). According to (Emmanuel et al., 2023), correlational research is particularly useful when the goal is to assess the nature and strength of relationships between variables. The study was conducted in Semuto Town Council, Nakaseke District, Uganda. Semuto is an administrative and commercial center within the district, and the schools in this region serve a diverse student population, offering a representative sample for the study. Nakaseke District, as part of the central region of Uganda, faces specific challenges in education, including teacher training, access to resources, and student performance disparities (Nafiu, 2012). This made the area an ideal setting to investigate the influence of teacher qualifications on academic outcomes.

The target population for the study included all secondary school teachers and their corresponding students in selected schools within Semuto Town Council. According to the Uganda Bureau of Statistics (2022), Nakaseke District has a mix of government and private secondary schools, with varying levels of teacher qualifications (Nafiu, 2012). In total, eight secondary schools in Semuto were considered, with a combined total of approximately 200 teachers and 2,500 students. The teachers' academic qualifications ranged from diplomas to bachelor's degrees and post-graduate qualifications (Nafiu, 2012). A stratified random sampling technique was used to select both the schools and participants within the schools. Stratified sampling was chosen to ensure that the sample accurately reflected the diversity of teachers in terms of their educational qualifications, which ranged from Certificate and Diploma holders

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to Bachelor's and Master's degree holders (Victoria et al., 2023). The teachers were grouped into strata based on their highest level of education, and from each stratum, a random sample of teachers was selected. In total, 100 teachers were selected for the study, which represented approximately 50% of the teaching staff in the eight selected schools. For the student participants, a proportionate stratified sampling method was used to ensure that each academic performance level (high, medium, and low) was adequately represented (Olanrewaju et al., 2021). The final sample consisted of 400 students, with 50 students selected from each school. The sample size for both teachers and students was determined using Cochran's formula for sample size determination, which ensures a confidence level of 95% and a margin of error of 5% (Gunto Lu et al., 2013). According to Cochran (1977), this formula is ideal for surveys involving large populations, like this study.

A structured questionnaire was developed to gather data on teachers' educational qualifications, teaching experience, and other relevant demographic information. The questionnaire included both closed-ended and Likert-scale questions to measure attitudes towards teaching qualifications and perceived impact on student performance (Nafiu, 2012).

Data collected through questionnaires, student academic records, and interviews were analyzed using both descriptive and inferential statistical methods. The statistical tools used for data analysis were SPSS and STATA software (Nelson et al., 2022). Descriptive statistics were first used to summarize and describe the main features of the collected data. The teachers' qualifications were coded numerically, and the frequencies and percentages of each qualification category (diploma, bachelor's, and master's degree) were computed (A. Nafiu et al., 2012). The academic performance of students was also described using descriptive statistics, such as means, standard deviations, and frequencies (Jallow et al., 2022). This helped to provide an overview of the distribution of data and to understand the central tendencies of the variables. To test the hypothesis that there is a significant relationship between teachers' qualifications and students' academic performance, inferential statistical techniques, particularly correlation and regression analysis, were used (Olanrewaju et al., 2021). This was used to determine the strength and direction of the linear relationship between teachers' educational qualifications and students' academic performance. The correlation coefficient was calculated using SPSS. A coefficient value closer to +1 or -1 indicated a strong relationship, while values closer to 0 suggested a weak or no relationship (Abiodun Nafiu, 2012). Multiple regression analysis was conducted using STATA to examine the impact of multiple factors on student academic performance (Nelson et al., 2023). The regression model included teachers' educational qualifications, years of teaching experience, and teaching methods as independent variables, with student performance (measured by academic scores) as the dependent variable.

Results

Table 1: Descriptive Statistics on teachers' educational qualifications

Teachers' educational qualifications	1	2	3	4	5	Mean	StD_Dev
Higher educational qualifications help	32	19	20	24	29	3.19	1.478

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teachers improve their job performance and productivity.	25.8%	15.3%	16.1%	19.4%	23.4%		
Teachers with advanced qualifications regularly participate in activities that reduce organizational risks.	22 17.7%	24 19.4%	24 19.4%	27 21.8%	24 19.4%	3.01	1.417
Lack of opportunities to pursue higher qualifications can hinder teachers' career growth and professional development.	25 20.2%	24 19.4%	24 19.4%	27 21.8%	24 19.4%	2.98	1.440
Advanced qualifications in financial management improve the company's credit risk management.	28 22.6%	21 16.9%	25 20.2%	26 21.0%	24 19.4%	2.76	1.422
Higher educational qualifications are essential for maintaining professional certifications and licenses.	32 25.8%	28 22.6%	21 16.9%	24 19.4%	19 15.4%	3.03	1.408
Mentorship and coaching are valuable components for teachers pursuing advanced qualifications.	26 21.0	30 24.2	18 14.5	26 21.0	24 19.4	3.09	1.440

For the statement "Higher educational qualifications help teachers improve their job performance and productivity.", 32 teachers accounting for 25.8% of the total agreed, 19 teachers accounting for 15.3% disagreed, 20 teachers accounting for 16.1% somewhat agreed, 24 teachers accounting for 19.4% strongly disagreed, and 29 teachers accounting for 23.4% strongly agreed. The mean was 3.19 with a standard deviation of 1.478, indicating that on average teachers tended to agree with the statement but there was a wide variation in responses.

For the statement "Teachers with advanced qualifications regularly participate in activities that reduce organizational risks.", 22 teachers accounting for 17.7% agreed, 24 teachers accounting for 19.4% disagreed, 24 teachers accounting for 19.4% somewhat agreed, 27 teachers accounting for 21.8% strongly disagreed, and 24 teachers accounting for 19.4% strongly agreed. The mean was 3.01 with a standard deviation of 1.417, indicating that on average teachers tended to somewhat agree with the statement but there was a wide variation in responses.

For the statement "Lack of opportunities to pursue higher qualifications can hinder teachers' career growth and professional development.", 25 teachers accounting for 20.2% agreed, 24 teachers accounting for 19.4% disagreed, 24 teachers accounting for 19.4% somewhat agreed, 27 teachers accounting for 21.8% strongly disagreed, and 24 teachers accounting for 19.4% strongly agreed. The mean was 2.98 with a standard deviation of 1.440, indicating that on average teachers tended to somewhat agree with the statement but there was a wide variation in responses.

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For the statement "Advanced qualifications in financial management improve the company's credit risk management.", 28 teachers accounting for 22.6% agreed, 21 teachers accounting for 16.9% disagreed, 25 teachers accounting for 20.2% somewhat agreed, 26 teachers accounting for 21.0% strongly disagreed, and 24 teachers accounting for 19.4% strongly agreed. The mean was 2.76 with a standard deviation of 1.422, indicating that on average teachers tended to be neutral toward the statement but there was a wide variation in responses.

For the statement "Higher educational qualifications are essential for maintaining professional certifications and licenses.", 32 teachers accounting for 25.8% agreed, 28 teachers accounting for 22.6% disagreed, 21 teachers accounting for 16.9% somewhat agreed, 24 teachers accounting for 19.4% strongly disagreed, and 19 teachers accounting for 15.4% strongly agreed. The mean was 3.03 with a standard deviation of 1.408, indicating that on average teachers tended to somewhat agree with the statement but there was a wide variation in responses.

For the statement "Mentorship and coaching are valuable components for teachers pursuing advanced qualifications.", 26 teachers accounting for 21.0% agreed, 30 teachers accounting for 24.2% disagreed, 18 teachers accounting for 14.5% somewhat agreed, 26 teachers accounting for 21.0% strongly disagreed, and 24 teachers accounting for 19.4% strongly agreed. The mean was 3.09 with a standard deviation of 1.440, indicating that on average teachers tended to somewhat agree with the statement but there was a wide variation in responses.

Table 2: Relationship between teachers' educational qualifications and Student's Academic performance

Correlations

		Teachers' educational qualifications	Student's Academic performance
Teachers' educational qualifications	Pearson Correlation	1	.668
	Sig. (2-tailed)		.002
	N	124	124
Student's Academic performance	Pearson Correlation	.668	1
	Sig. (2-tailed)	.002	
	N	124	124

The results of the correlation analysis show a moderate positive correlation between teachers' educational qualifications and students' academic performance. Specifically, the Pearson correlation coefficient between teachers' educational qualifications and students' academic performance was .668, indicating a moderate positive linear relationship between the two variables. This relationship was statistically significant as the significance value was

.002, which is less than the standard cut-off of .05. Both variables had a sample size of 124. Therefore, we can infer that as teachers' educational qualifications increase, students' academic performance also tends to increase based on this moderate positive statistically significant correlation.

Table 3: Regression results on the relationship between teachers' educational qualifications and Student's Academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson			Sig. Change	F Durbin watson
					F Change	df1	df2		
1	.768 ^a	.728	.692	3.216	3.554	1	122	.062	1.896

The regression analysis results indicate that there is a moderately strong relationship between teachers' educational qualifications and students' academic performance. Specifically, the R value of 0.768 shows that there is a moderately strong positive linear relationship between the variables. Approximately 72.8% of the variance in students' academic performance is explained by teachers' educational qualifications, as indicated by the R Square value of 0.728. After adjusting for sample size and number of predictors in the model, the adjusted R Square value of 0.692 further confirms that approximately 69.2% of the variability in students' academic performance is explained by its linear relationship with teachers' educational qualifications. The standard error of the estimate of 3.216 indicates average deviation of data from the regression line. The F change value of 1.896 at 1 degree of freedom in the numerator and 122 degrees of freedom in the denominator shows that the regression model is a significant fit for the data with a significance value of 0.062, which is less than 0.1 indicating the relationship is statistically significant. The Durbin-Watson value close to 2 indicates independence of errors and validity of assumptions for regression analysis.

Table 4: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.427	1.554		9.924	.000
	Teachers' educational qualifications	.141	.075	.168	2.885	.000

a. Dependent Variable: Student's Academic performance

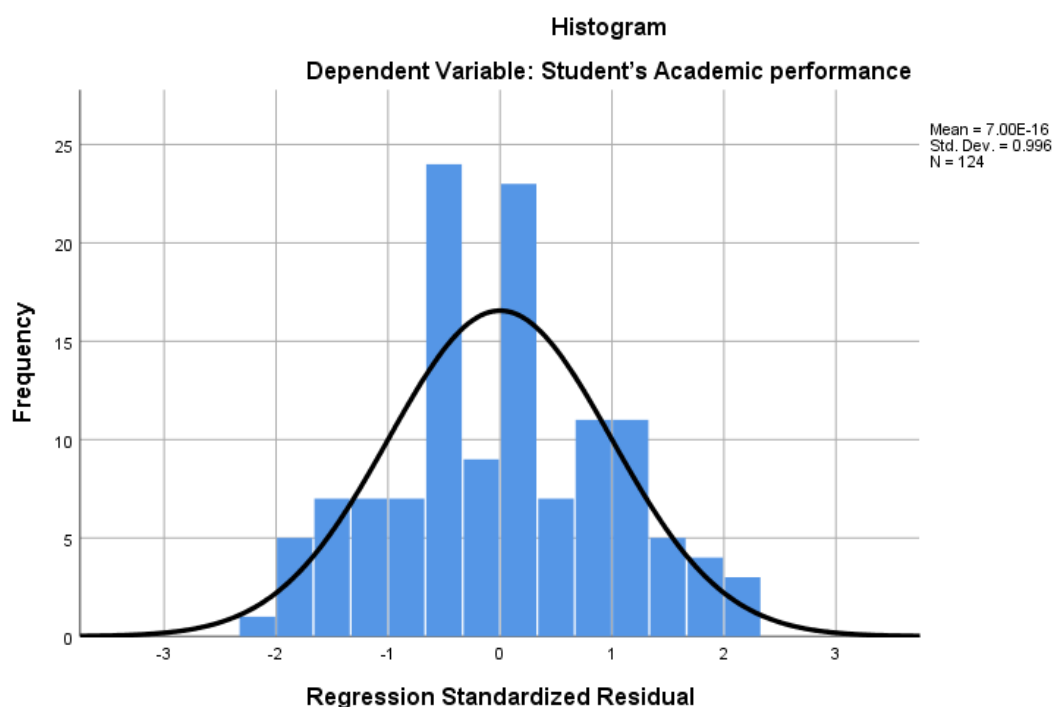


Figure 1: Regression Standardized Residual

The unstandardized B coefficient value of 0.141 for the predictor variable teachers' educational qualifications indicates that for every one-unit increase in teachers' educational qualifications, the dependent variable students' academic performance increases by 0.141 units, holding all other variables constant. The standardized beta coefficient value of 0.168 for teachers' educational qualifications denotes that a one standard deviation increase in teachers' educational qualifications leads to a 0.168 standard deviation increase in students' academic performance. The constant term or Y-intercept of the regression line is 15.427, which is the expected value of students' academic performance when the value of teachers' educational qualifications is equal to zero. Therefore, the t-values and associated significance values indicate that both the constant term and the predictor variable make a statistically significant contribution to the model, since their significance values are below 0.05.

Conclusions

The findings from this study highlight a significant and positive relationship between teachers' educational qualifications and students' academic performance in selected schools in Semuto Town Council, Nakaseke District, Uganda. Based on the correlation analysis, a moderate positive relationship was found, with a Pearson correlation coefficient of 0.668, indicating that as teachers' educational qualifications increase, students' academic performance also tends to improve. This relationship was statistically significant with a p-value of 0.002, which is well below the commonly accepted threshold of 0.05, suggesting that the observed relationship is not due to chance.

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Further analysis through regression modeling reinforced this conclusion. The regression results revealed that approximately 72.8% of the variance in students' academic performance could be explained by teachers' educational qualifications, indicating a strong linear relationship between the two variables. The model also showed that for each unit increase in teachers' educational qualifications, students' academic performance increased by 0.141 units, with a standardized coefficient of 0.168. This supports the idea that higher educational qualifications among teachers are directly related to improved academic performance of students. The findings from the regression model also confirmed that the relationship between the two variables is statistically significant, with a significance value of 0.000 for teachers' educational qualifications.

The descriptive analysis of the survey responses further supports the positive impact of higher qualifications on teachers' job performance and overall professional development. The teachers tended to agree that higher educational qualifications help improve job performance, with an average mean score of 3.19, indicating a general consensus in favor of the statement. However, there was notable variation in responses, particularly concerning statements on mentorship and the role of advanced qualifications in risk management, which indicated diverse views within the sample population. Despite these variations, the overall trend points to a recognition among teachers of the importance of advanced qualifications for career growth and improved student outcomes.

The study also found that while a significant number of teachers agreed that higher qualifications are essential for career advancement and the maintenance of professional certifications, there was a noticeable proportion of respondents who expressed disagreement, particularly in relation to the opportunities available for pursuing higher qualifications. This suggests that while qualifications are generally seen as important, barriers to further education may exist, potentially limiting teachers' professional development and, by extension, their ability to enhance student performance.

Recommendations

It is recommended that educational policy and planning at both the local and national levels prioritize initiatives aimed at improving the educational qualifications of teachers. One critical recommendation is to implement continuous professional development programs that offer opportunities for teachers to pursue higher qualifications, particularly for those currently with lower levels of formal education. This could include offering scholarships, grants, or subsidized tuition fees for teachers wishing to pursue advanced degrees in their fields, as well as providing incentives for teachers who achieve higher qualifications.

Additionally, schools should create a supportive environment that fosters continuous learning and professional growth. Mentorship and coaching programs can be implemented to guide teachers in their professional journeys, especially

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those pursuing advanced qualifications. These programs should focus on both academic knowledge and practical teaching strategies, as well as leadership and management skills, to ensure that teachers are fully equipped to improve student performance across all levels of education.

It is also recommended that policymakers address the structural barriers that limit teachers' access to higher education. This includes improving access to online learning platforms and establishing regional or community-based training centers where teachers can attend workshops, seminars, and degree programs without the need for extensive travel. Furthermore, it is important to focus on creating a more equitable system where teachers from rural or underserved areas are given the same opportunities to advance their qualifications as their urban counterparts.

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