

Educational Qualification and Teaching: A Case Study of Kisoro Vision Secondary School in Kisoro Municipality

Turyamutunga Revictor¹, Zikusooka Enock²

1,2 Metropolitan International University

ABSTRACT.

Purposely, the research study was mainly aimed to investigate the relationship between educational qualification and teaching in Kisoro Municipality Kisoro District in reference to Kisoro Vision secondary school. The researcher attempted three objectives namely; the level of educational qualification, the level of teaching and the relationship between educational qualification and teaching at Kisoro vision secondary school. The study employed a descriptive research design because of the nature of the variables that was at hand to produce data, required for qualitative and quantitative analysis to allow simultaneous description of views, perceptions and beliefs at any single point in time. Qualitative data was collected and this enabled the researcher to draw valid and dependable conclusion and recommendations of the study. The units of analysis included the respondents (school students, teachers and head teacher as the parent population. The total of 19 sample sizes of the respondents will be used and will be used as follows: 14 respondents will be school students, 04 teachers and 01 head teacher as the parent population of the researcher. research and she used this method to purposively select the teachers and the head teacher to validate the findings from the primary respondents. The findings showed that the level of educational qualification is high were most of the teachers poses Diplomas and degrees. The quality of teachers determines the quality of education, meaning that good teacher training is a condition for the development of quality education and teachers are at the frontline of the implementation of education reforms. The findings further revealed that the findings showed that the level of teaching at the school is high since most of the teacher's posse's diplomas and degree from different learning institutions. The level of teaching at Kisoro Vision is high because teachers can be a useful way to provide information for students who are poor readers or who are not very skilled at locating, organizing, and interpreting information. Finally, the findings indicated that that there is a strong positive relationship between educational qualification and teaching at Pearson correlation coefficient $r=0.358$, $p=0.003$. the researcher therefore concluded that education qualification influences teaching. The researcher recommended that the teachers in Kisoro District and the nation as a whole should always Understand this relationship which may be useful for professionals in the education sector to develop new policies that eradicate the flaws and improve teaching skills and methods

Key words: Education, Qualification and Teaching

Background of the study

The term educational qualification has been defined in the English business dictionary as an ability, knowledge or skill that matches or suits an opportunity or enables someone to obtain a duty, office, position, privilege or status (Anthony et al., 2023). Qualification refers to fitness for a given purpose through meeting necessary conditions such as reaching a certain age, taking an oath, completing compulsory schooling or training, or obtaining a degree or

diploma (Mark et al., 2023). Teaching, on the other hand, has been defined as the process of imparting knowledge or instructing someone how to do something (Andrew et al., 2023); or to make someone learn or understand something by example or experience. In this work, Mark K Smith explores the nature of teaching as those moments or sessions where we make specific interventions to help people learn specific things (Anthony et al., 2023). He states this within

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the discussion of pedagogy and didactics and shows that we need to detach the consideration of the teaching process from the role of the "teacher" in schools (Victor et al., 2023). According to (Emmanuel et al., 2023), an educational qualification is an official confirmation, usually in the form of a certificate, diploma or degree, attesting to the successful completion of an educational program or stage of a programme. International virtual studies of educational outcomes have become an important source of information for those involved in educational policy making (Christopher, Moses, et al., 2022). To support student performance in a subject, it is important to determine which factors influence student achievement (Emmanuel et al., 2023). Such an understanding will aid in the development of new interventions to influence factors that improve student achievement in science. Student success in science depends on a complex interplay of factors inside and outside the classroom (Christopher, Komunda, et al., 2022). These factors range from teachers' backgrounds - educational

Statement of the problem

The problem was finding out whether there was a relationship between educational qualification and teaching in Kisoro municipality Kisoro district.

Major Objective

The major objective of the study was to find out the relationship between educational qualification and teaching in Kisoro Municipality Kisoro District in reference to Kisoro Vision secondary school.

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?

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levels, disciplines and years of experience, to the professional development teachers receive to support their teaching, to the teaching practices teachers use to complete their teaching, among others (Anthony et al., 2023). However, the results of existing meta-analytic reviews examining the relationship between student achievement and teacher education levels and experience are conflicting, with some suggesting a positive relationship and others suggesting no relationship (Kazaara, 2023). Researchers and policy makers consider improving teacher quality to be a successful way to improve student achievement (District, 2023). Furthermore, the degree to which the relationship between student science achievement and science teacher level and experience is influenced by teacher behavior in the classroom is not sufficient (Cand et al., 2022). Many studies have revealed a link between the effects of teachers' classroom behavior on student achievement (Tumusabe et al., 2022).

Methodology.

The research design that was adopted is the descriptive survey design. This was because the descriptive survey design helps to determine the frequency of occurrences of the phenomenon and discover whether or not relationships exist between the variables. The descriptive survey design was adopted. The research study was conducted in Kisoro Municipality in Kisoro District Kigezi region- Uganda, and was used as a study area.

According to the pre-study survey conducted by Barbabas Kanyomozi (2022) at one of the selected secondary schools in Kisoro Municipality (Kisoro vision secondary school), Teachers considered were of bachelors only because they had more experience in teaching and had taught for more than 5-Years basing on the school calendar and payroll list of July (2022). Therefore, this study also considered teachers of bachelor's degree and who had taught for more than 5-years according to the school payroll list (July, 2022) and were the ones obtained from the school and the target population for this study constituted students from S.3, S.4, and A` level as they were studied as primary respondents, the teachers of bachelors and the head teacher as they were also studied as key informants making up a total of 19 from the target population of 20. The study sample comprised of 19 respondents out of 20 of the total population and was derived from using the Slovincs formula. Simple random sampling was used to select respondents in the group of school students. A total of 14 students participated in the study and their selection involved simple random sampling and specific attention was paid to inclusion of both male and female respondents in the study area.

The researcher used the questionnaire as the major primary data collection in this study. 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. Brief interview guides for the students, teachers and the head teacher were used to collect data from the field. Interview schedule began with the factual information on specific issues regarding the study. Interview guide was used to collect data on the impact of educational qualification on teaching at Kisoro vision secondary school in Kisoro Municipality.

Descriptive statistics such as frequency distribution and percentages were used to analyze the data. Qualitative data was analyzed using content analysis in which all the responses were categorized according to their thematic areas and analyzed according to their contents. Further analysis was performed using correlation analysis and regression analysis. Presentation was done on tables, and figures. Statistical Package for Social Sciences (SPSS) software was used to aid in the analysis of data (Nelson et al., 2022).

Results.

Level of educational qualification at Kisoro Vision secondary school in Kisoro Municipality

One of the students revealed (participant 3 revealed) that

“The level of educational qualification is high were most of the teachers poses Diplomas and degrees The quality of teachers determines the quality of education, meaning that good teacher training is a condition for the development of quality education and teachers are at the frontline of the implementation of education reforms; therefore, the system must ensure that they are aware of the reforms and can effectively implement them as planned. “

In Uganda, it is evident that a qualified teacher leads to high quality results. It was indicated that some of the best performing schools employ competent teachers who have achieved many years of experience and have acquired advanced levels of qualifications may be master's degree or post graduate diploma in the subject matter. Qualification denotes fitness for purposes through fulfillment of necessary conditions such as attainment of a certain age, taking of oath, completion of required schooling or training, or

acquisition of a degree or diploma and reaching on the other hand has been defined as a process of Imparting knowledge or instructing someone as to how to do something; or Cause someone to learn or understand something and the findings were in line with that of (Mark K 2015).

One of the students revealed (participant 2 revealed) that

“teachers' qualification is one of the most fundamental determinants of education in any learning institution Research shows that the performance of the students and teachers really depends on the skills of the teacher.”

This is because the teacher has full control of the learning in the school. The quality of performance of students in a school is conditioned with the qualification of the teacher with increasing demands for accountability in line with performance standards and with growing demand for evidence-base policy making, students' achievements are considered an accurate measure of effectiveness and has become a basis of a value-added teacher assessment systems". In a normal setting, a graduate teacher should be able to completely teach and produce excellent results and a graduated teacher from licensed teacher training institute is expected to deliver high quality students, however it should be noted that there is increasing poor performance of student in secondary schools in Kisoro district.

Findings further showed that this is largely due to teacher qualifications.

"Teacher is one way of defining quality teaching and this is because the teacher has full control of the learning in the school. "

The quality of performance of students in a school is conditioned with the qualification of the teacher. The student poor performance in Kisoro district is attributed to teacher performance and there's need to check on the teacher qualifications in order to solve the challenge of increasing poor student performance in secondary schools (she revealed). The government of Uganda has in partnership with other non- governmental organizations like UNICEF and UNA TU organized seminars and workshops at least once in term for teacher to help them improve their methods of teaching and cope up with the changing world of education and Kisoro Vision always attend to produce quality teachers for the emphasis of quality students and revealed that there is a positive relationship between teacher education in the subject matter of teaching and student academic performance but it is not a rare practice in Kisoro district. Most schools and teachers perceive it as a waste of time and resources and do not dare to attend. This most likely is the reason why there is no improvement in student performance in Kisoro secondary schools.

Participant 1 revealed that

“The level of educational qualification is so high because Certified teachers are usually those who graduated accredited teacher education programs; some are also required to complete an induction program or to pass a national teacher examination test in order to obtain a license”

It has been noted that the ministry of education and sports of Uganda requires every qualified teacher to be certified in the ministry before they can be appointed schools to teach (MoES chapter of 2010). For a teacher to be certified, the ministry requires minimum qualifications like a degree from an accredited teacher training institution. However, this regulation does not ring the bell in Kisoro district despite of the efforts put by the ministry of education, as noted before in this chapter, most schools retain their former students who may have performed better at their senior six examinations to be full time teachers, this in turn are unprofessional and unfit to bring the goal of good grades. On these occasions, practicing teachers update their content knowledge and teaching skills to adjust to the introduction of new curricula, new research findings on teaching and learning, changes.

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Relationship between educational qualification and teaching at Kisoro vision secondary school

Table 1: Correlations between educational qualification and teaching

		Education qualification	Teaching
Mulching	Pearson Correlation	1	.358**
	Sig. (2-tailed)		.003
	N	19	19
Coffee production	Pearson Correlation	.358**	1
	Sig. (2-tailed)	.003	
	N	19	19

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

The correlation analysis showed strong positive significant relationship between education qualification ($r = 0.358^{**}$, $p = 0.003$). The significance value ($p = 0.003$) was less than the critical p value of 0.05 hence the researcher fails to reject null hypothesis then, thus research results show significant positive relationship between education qualification and teaching. This implies that education qualification and teaching (variables) are dependent (Nelson et al., 2023)

Summary

The first objective of the study was to find out the level of educational qualification at Kisoro Vision secondary school in Kisoro Municipality. The findings showed that the level of educational qualification is high were most of the teachers poses Diplomas and degrees (participant 3 revealed). The quality of teachers determines the quality of education, meaning that good teacher training is a condition for the development of quality education and teachers are at the frontline of the implementation of education reforms; therefore, the system must ensure that they are aware of the reforms and can effectively implement them as planned. In Uganda, it is evident that a qualified teacher leads to high quality results. It was indicated that some of the best performing schools employ competent teachers who have achieved many years of experience and have acquired advanced levels of qualifications may be master's degree or post graduate diploma in the subject matter. Qualification denotes fitness for purposes through fulfillment of necessary conditions such as attainment of a certain age, taking of m oath, completion of required schooling or training. The second objective of the study was to find out the level teaching at Kisoro vision secondary school in Kisoro Municipality. The findings showed that the level of teaching at the school is high since most of the teacher's posse's diplomas and degree from different learning institutions. The level of teaching at Kisoro Vision is high because teachers can be a useful way to provide information for students who are poor readers or who are not very skilled at locating, organizing, and interpreting information. Direct instruction relies heavily on students being able to take in information through listening, observing and note-taking. Since not all students are good at these skills, it makes it difficult for some and it is very difficult to cater for individual differences between students' abilities, prior knowledge, rate of learning, level of understanding, learning styles, or interest in the subject during direct instruction. If the teachers` qualification

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Corresponding: Author: research@miu.ac.ug/publications

is high, it will enable and emphasize building on prior knowledge and having students assimilate information by listening. The teacher transmits information and the students are passive receivers. It is suited to all year levels and abilities, but is most commonly used with older students in information-oriented lessons.

The third objective of the study was to find out the relationship between educational qualification and teaching at Kisoro Vision secondary school in Kisoro Municipality. The findings indicated that there is a strong positive relationship between educational qualification and teaching at Pearson correlation coefficient $r=0.76$, $p=0.000$. This implies that educational qualification at a certain level improves teaching system by

76% and 24% by other factors.

Conclusion

Conclusively, the results of the research study indicated that there was a positive relationship between educational qualification and teaching at Pearson correlation coefficient $r=0.76$, $p=0.000$. This implies that educational qualification at a certain level improves teaching system by 76% and 24% by other factor at Kisoro vision in Kisoro Municipality in Kisoro District. In conclusion therefore, teacher's qualifications and quality is the most important school-related factor influencing student achievement and performance. Quality teachers are often seen simply as "good" teachers and are considered to be those who exhibit desirable traits and uphold the standards and norms of the profession. Quality teachers are also considered to be those who bring about "student learning". These teachers are called "effective" or "successful". Teacher quality usually refers to these two broad areas: teacher preparation and qualifications, and teaching practices. Teacher qualification and preparation concerns the inputs that teachers bring to the school, including postsecondary education, certification, prior professional work experiences, subject Major, professional development, demographics and aptitude. Teaching practices involve in the actual quality of teaching that teachers exhibit in their classroom. According to the study, teacher qualification is one of the major factors to determine the student achievement and performance. Highly qualified teacher is based on the premise that teacher excellence is vital to realizing improved student achievement. Years of teaching experience, teacher certification, engagement in certain types of coursework, and performance on standardized assessments are indicators of high-quality teachers

Recommendations.

The ministry of education and sports should promote teachers through knowledge-sharing conferences, online journals, research seminars, workshops, research webinars, trainings, online lectures, online assignments, digital libraries, online exam systems, and online discussion platforms to improve on their skills and performance. These modern technologies and teaching methods can be used to facilitate education through teachers to students and increase the chances of their success.

The teachers in Kisoro District and the nation as a whole should always Understand this relationship which may be useful for professionals in the education sector to develop new policies that eradicate the flaws and improve teaching skills and methods. In addition, this study may benefit the top management and strategic thinkers by encouraging the development of strategies to retain students and gain their loyalty.

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