

Teacher Quality and Student Achievement at Secondary Stage in Mogadishu Somalia

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ABSTRACT

This study was conducted to find out the relationship between teacher quality and student achievement at secondary stage in Mogadishu. Teacher quality is the most important school resource input. This study delimited its scope to the three indicators of teacher quality i.e. academic qualification, in-service refresher courses or trainings, and teacher experience. The Population of the study comprised 10 selected secondary schools in Mogadishu. A total of 80 teachers, 8 teachers from each school were randomly selected as the sample of the study. The study identified the teacher quality through a questionnaire for teachers. The study employed the use of both descriptive and correlation research design to establish the nature of the relationship. To analyze the data, the Pearson correlation statistical tool was used with the aim of establishing the relationship between teacher quality and student achievement at secondary stage in Mogadishu. The data were summarized at school level and then analyzed collectively. Stepwise Correlation analysis was used to find out the relationship between teacher quality and student achievement at secondary stage. The study found that the quality level of Mogadishu secondary teachers is a good level. The study also found that there is a significant relationship between teacher quality and student achievements at secondary stage in Mogadishu. The study found that 90% of Mogadishu secondary teachers are male, only 10% are female, so it recommends increasing number of female teachers to encourage the Somali

Keywords: Teacher Quality, Student achievement, Training, Qualification and Experience

INTRODUCTION

Teacher quality is the most important factor that inhibits the achievement of the student and that most teachers lack adequate background knowledge in the fields they are asked to teach; Teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student achievement. If teachers are properly trained, it is expected that they may be effectively effect to the student achievement (Arshad , Dahar, Tahira , & Ahmad, 2011). The effect of the teacher quality on student achievement is the subject of this paper.

Teacher quality is the important school resource input that can influence student achievement effectively and positively (Cummings & Tonningen, 2003). There are many indicators that can be measured the teacher quality such as: teacher academic qualification, professional qualification, in-service refresher courses or training, teacher experience, teacher salary and many others.

Student achievement is closely tied to processes of recognizing, promoting, inspecting, and, ultimately, rewarding or punishing schools and teachers. There are indicators that can be

measured the achievement of the student as: class participation, student test scores, performance.

Teacher quality is not up to the international standards. There is lack of sufficient arrangements for teacher training and refresher courses, lack of the subject matter knowledge, inflexibility with little motivation in adopting the opportunities, lack of basic facilities and transport facility, and minimum salary. Similarly, the less number of years of schooling, trainings programs with the lack of master trainers, no stress on teaching practice, absence of monitoring system and accreditation body, and politicized appointments are the factors of low teacher quality (Sahlberg, 2007).

Teacher quality is widely believed to be important for education. Academic qualifications, professional qualification, refresher courses or training and teacher experience are the essence qualities of a teacher. The qualities like academic qualifications and knowledge of the subject matter, competences and skills, and the commitment teacher have an impact on the teaching process: classroom instruction mostly depends upon the teacher quality. Therefore, it is very important in the teaching profession (Arshad , Dahar, Tahira , & Ahmad, 2011).

In Somalia there has been no central government that controls the quality of teacher for over two decades. Fortunately there are more schools than ever before: these schools are however largely controlled by the local community or privately owned (Cummings & Tonningen, 2003).

There is a need for teacher qualities and their use in the classroom to improve student achievements. Raising teacher quality may be a key instrument in improving student outcomes (Rockoff, 2003). Though a study like this found its recognition worldwide yet there may be a little research about the impact of teacher quality on student achievement at secondary stage in Somalia. This study focuses on investigating into a causal-relationship between teacher quality and academic achievements of students at secondary stage in Mogadishu. Therefore, the essential objective of this paper is to investigate the relationship between teacher quality and student achievement at secondary stage in Mogadishu.

LITERATURE AND HYPOTHESIS

Given the central role of teacher quality in determining student achievement, there is growing concern over the impact of teacher job change on both the overall level of teacher quality and the distribution of teacher quality across schools. In particular, do the best teachers leave teaching and does teacher mobility within the profession exacerbate differences in educational quality across schools? The answers to these questions have important implications for designing policies to promote student achievement and reduce achievement gaps across students from different racial, ethnic and economic backgrounds. The existing literature does not present a consistent picture regarding these questions and the need for more evidence is large (Andersson & Waldenstrom , 2007).

The effects of teacher labor market decisions on teacher quality and student achievement are ambiguous, a priori. IF high quality teachers possess transferable skills which are valued in other occupations, attrition will tend to erode average teacher quality. However, attrition may have a positive effect on the average quality of teachers if relatively less-effective teachers receive little job satisfaction, voluntarily leave the profession and are replaced by more able teachers. Likewise, the effect of teacher movement between schools on the distribution of teacher quality across schools is not clear ex-ante. Inter-school mobility of teachers could exacerbate the divergence in education quality across schools if schools serving disadvantaged populations lose their best teachers to schools serving more advantaged students. However, it is also possible that switching of schools by teachers has no effect on

the distribution of teacher quality across schools and simply enhances the utility of the teachers that move (Feng & Sass , 2012).

Students with a very high quality teacher will achieve a learning gain of 1.5 grade level equivalents, while a student with a low quality teacher achieves a gain of only .5 grade level equivalents. A teacher's quality can make the difference of a full year's learning growth (Hanushek, , Kain, & Rivkin, 1999).

The teacher quality is an important determining factor in influencing student outcomes, there is little consensus about the relationship between specific teacher credentials (e.g., experience and degree level) and characteristics (e.g., age, race, and ethnicity) and teacher effectiveness. For example, the teacher attributes commonly used for certification, recruitment, screening, and selection of teachers (i.e., certification status, degree, and experience levels) are not strongly correlated with student learning gains (Goldhaber & Anthony, 2004)

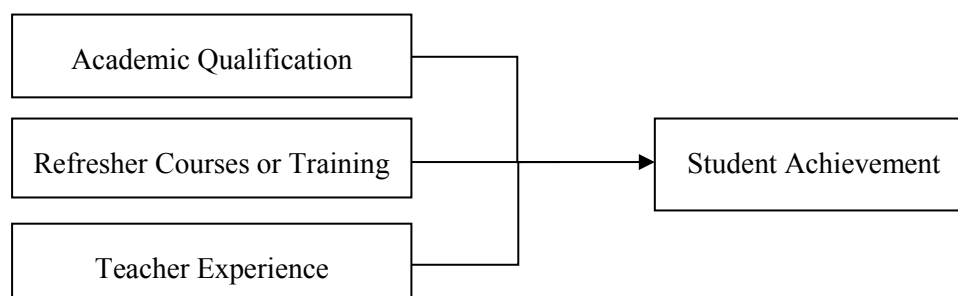
In Pakistan, teacher quality is not up to the international standards. There is lack of sufficient arrangements for teacher training and refresher courses, lack of the subject matter knowledge, inflexibility with little motivation in adopting the opportunities, lack of basic facilities and transport facility, and minimum salary .Similarly, the less number of years of schooling, trainings programs with the lack of master trainers, no stress on teaching practice, absence of monitoring system and accreditation body, and politicized appointments are the factors of low teacher quality (Arshad , Dahar, Tahira , & Ahmad, 2011).

According Ashar et al (2011) indicates that teacher salary is also included in teacher quality, because it is the most important resource input provided by the government. It consumes more than 90% of the recurrent budget of education

The effects of well-prepared teachers on student achievement can outweigh student background factors including poverty, language background, and minority status. Further, she contends that measures of teacher quality are more strongly related to student achievement than other kinds of investments, including reduced class sizes, overall spending on education, and teacher salaries. Using a very different conception of teacher quality (Croninger, 2003), (Hanushek, , Kain, & Rivkin, 1999) draw similar conclusions regarding the importance of teacher quality.

In recent times, there has been a growing public worry about the teaching and learning of science in Nigerian schools. Studies showed that large numbers of students seem to learn very little science at school, learning tends to be by rote and students find learning of science to be difficult (Croninger, 2003). From the discussion of literature the researcher draws the following conceptual framework and was positioned one hypothesis:

Conceptual Frame Work



H: Teacher quality has positive influence on student achievement at secondary stage.

METHODOLOGY

Research Design and Sample Procedure

The study was used across-sectional survey design adopting quantitative research design. By adopting quantitative procedures, scientific and statistical approaches were applied to provide greater accuracy of the analysis.

The study employed probability sampling technique particularly sample random selection. It is preferred for this study because of its efficiency it reduce biases in the study and to ensure the study collects the most accurate and relevant data that reflects the population. The sample size of this study will consist of 80 respondents from Mogadishu secondary teachers.

Reliability of the Instrument

To get the reliability of the study the researchers was analyze Cronbach's Alphawhich proposes 0.70 as minimum acceptable for internal consistency of variables; the current study scored 0.82 which is acceptable for further research.

FINDINGS

Demographic Characteristics of the Respondents

This section of the study presents the background information of the respondents those who participated in the study. Furthermore, the respondents have also given the promise that all the data they provided is used for the purpose of Academic research and the identities of the respondents will be confidential. In total, 80 respondents filled in the questionnaire from 10 selected secondary schools. The shape of the questionnaire in the demographic section is looked upon in terms of Gender, Age and marital status.

Table 1. Demographic Variables

<i>Demographic Profile</i>		<i>Frequencies</i>	<i>Percentage</i>
<i>Gender of the Respondents</i>	Male	72	90%
	Female	8	10%
	<i>Total</i>	80	100%
<i>Age of the Respondents</i>	Under 25	32	40%
	26-29	28	35%
	30-39	16	20%
	40-49	2	2.5%
	50-50	1	1.25%
	60 and above	1	1.25%
	<i>Total</i>	80	100%
<i>Marital Status</i>	Single	32	40%
	Married	48	60%
	<i>Total</i>	80	100%

Source: Primary data, 2014

Gender of the Respondents

Table 1 shows 90% of the Mogadishu secondary teachers are male while 10% of the secondary teachers are female. Based on data gathered, the majority of the respondents are male, while a small number of the respondents are female. Thus, male have significantly dominated in teaching especially Mogadishu secondary schools due to Social culture.

Age of the Respondents

Table 1 illustrates that Most of respondents aged under 25 years old (40%) which had relatively greater than the percentage of respondents aged in 25-29 years (35%), 30-39 years (20%), 40-49 years (2.5%), 50-59 years (1.25%) and above 60 years (1.25%), this implies, that majority of Mogadishu secondary teachers are junior, fresh and energetic, promoting current secondary students towards becoming future leaders in any sector and can make significant changes if motivated positively.

Marital Status of the Respondents

Table 1 shows that most of the secondary teachers 60% are married, while the remaining 40% of the secondary teachers are Single. This result showed that the majority of Mogadishu secondary teachers are married due to their getting employed & family support.

Qualities of Teachers

After background information, the study went ahead to present the descriptive and correlation analysis from the opinions of the respondents. The first objective of this study is to identify the qualities of teachers in terms of academic qualification, training and experience in some selected secondary schools in Mogadishu.

Academic Qualification

In this subsection, the study interested to know the academic qualifications of Mogadishu secondary teachers, each respondent asked to choose one of the four options, which are: Secondary certificate, Diploma, Bachelor and Master. Table 2 presents the results.

Table 2. What is your Academic qualification (Sample=80)

<i>Code</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
Secondary Certificate	20	25%			
Diploma	20	25%	2.30	0.770	Good
Bachelor	40	50%			
Master	0	0%			
<i>Total</i>	<i>80</i>	<i>100%</i>	<i>2.30</i>	<i>0.770</i>	<i>Good</i>

Source: Primary data, 2014

According to the Table 2, in our first question of qualities of teachers, the respondents were asked about their Academic qualifications. 40 respondents or 50% have Bachelor Degree, 20 respondents or 25% have Diploma Certificate, while the remaining 20 respondents or 25% have Secondary certificate. The study found, that there is no secondary teacher who has Master Degree in Mogadishu. Therefore, the majority of the secondary teachers have Bachelor Degree.

Refresh Courses or Training

The second quality of the teachers is refresh courses or training, so it was asked the respondents whether they have participated any training. Table 3 presents the results.

Table 3. Have you ever participated any courses or training (Sample=80)

<i>Code</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
Yes	56	70%	1.30	0.638	Poor
No	24	30%			
<i>Total</i>	<i>80</i>	<i>100%</i>	<i>2.30</i>	<i>0.638</i>	<i>Poor</i>

Source: Primary data, 2014

According to the Table 3, in our second question of qualities of teachers, the respondents were asked whether they have participated any refresh courses or training. 56 respondents or 70% have participated refresh courses or training, while the remaining 24 respondents or 30% have not been participated any courses or training. Therefore, the study found that majority of the secondary teachers has been participated refreshment courses or training.

Experience

The third quality of the teachers is experience, so the researchers asked the respondents about their experiences. Table 4 presents the results.

Table 4. How long have you been working as a teacher (sample=80)

<i>Code</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
First year	12	15%	3.01	1.355	Very Good
1-2 years	20	25%			
3-5 years	24	30%			
6-10 years	16	20%			
10 years and above	8	10%			
<i>Total</i>	<i>80</i>	<i>100%</i>	<i>3.01</i>	<i>1.355</i>	<i>Very Good</i>

Source: Primary data, 2012

According to the Table 4, in our third question of qualities of teachers, the respondents are asked about their teaching experiences. 24 respondents or 30% have 3-5 years of experience, 20 respondents or 25% have 1-2 years of experience, 16 respondents or 20% have 6-10 years of experience, 12 respondents or 15% are in their first year of teaching while 8 respondents or 10% have more than 20 years of experience. Therefore, the study found that majority of the secondary teachers has 3-5 years of experience.

Relationship between Teacher Quality and Student Achievement

The second objective of this study is to investigate whether there is relationship between teacher quality and student achievement in some selected secondary schools in Mogadishu.

Table 5. Correlations

		<i>TQ</i>	<i>SA</i>
Pearson Correlation		1	.389**
<i>TQ</i>	Sig. (2-tailed)		.000
	N	80	80
Pearson Correlation		.389	1
<i>SA</i>	Sig. (2-tailed)	.000	
	N	80	80

** . Correlation is significant at the 0.01 level (2-tailed)

The second objective of this study is to find out the relationship between teacher quality and student achievement. The study found that there is a significant relationship between teacher quality and student achievement and association between the variables showed a high statistically significant result. The result was =0.389.

DISCUSSIONS AND CONCLUSION

The following conclusion drawn as results of the research work carried out in the area of the quality of the teacher at secondary stage in Mogadishu and the recommendations arising from those findings. The study confirmed that there is a significant positive relationship between teacher quality and student achievement at secondary stage.

This study has two objectives: the first objective is to identify the qualities of teachers in terms of Academic qualification, training and experience. The study found that quality of Mogadishu secondary teachers that the average mean of these three qualities is (2.20) which indicate very good condition. However, the researcher found that the qualities of Mogadishu secondary teachers is very good level. The second objective of this study is to find out the relationship between teacher quality and student achievement at secondary stage in Mogadishu. The study found that there is significant relationship between teacher quality and student achievement at secondary stage in Mogadishu.

The limitations of this study must also be noted. The data has been collected on cross - sectional basis, longitudinal data may produce different results as level of Mogadishu secondary teachers may vary at certain period of time and with growing experience. Finally the technique of research used is survey design, if mix method could have been used with interviews and qualitative data gathering techniques the result could be more generalizability.

The study found that there is no Mogadishu secondary teacher that has Master Degree, so it recommends school principals and owners to employ Master Degree teachers in order to enhance the student achievements. The study also found that 90% of Mogadishu secondary teachers are male, only 10% are female, so it recommends increasing number of female teachers to encourage the Somali educated women to be part of education industry. The study found the majority of Mogadishu secondary teachers are junior, fresh teachers, the researchers recommend increasing senior teachers.

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