

## Effect of Teacher's Quality on Academic Performance of Pupils in Private Secondary Schools in Hargeisa District, Somaliland

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### **Abstract.**

*This study was investigating the effect of teacher's quality on academic performance of pupils in private secondary schools in Hargeisa districts; Teacher qualifications were operationalized as pedagogical processes, knowledge of subject of matter and teacher's attitudes. The study a risen issue from declined performance of pupils were well demonstrated in study. An increasing the failure of students in recently years from 2018-2022; there was an increase of 6.1% in "D" grades which that reflect an increase of failure students in private secondary schools. Therefore; in this study investigated how take part or effect teacher's quality on academic performance of pupils in private secondary schools in Hargeisa districts. In additionally the research design was used in this study was a cross-sectional study because it was quick and relatively simple to conducted, also the sample sized collected from information were sample of 169 teacher includes principles and sample of 80 student's record mid-term examination from private secondary schools in Hargeisa districts. In this study found that; teacher qualification;  $F(2, 166) = 3.06; P = 0.00$ , Pedagogical process;  $F(2, 166) = 3.06; P = 0.002$ , Knowledge of subject matter;  $F(2, 166) = 3.06, P = 0.002$  and teacher's attitude;  $F(2, 166) = 3.06; P = 0.001$ . Such that in those factors are statistical significance which that mean they affect the academic performance of pupils in private secondary schools in Hargeisa districts. By identifying and understanding the key factors influencing on academic performance of pupils in private secondary schools in Hargeisa. In particularly those factors teacher qualifications pedagogical processes, knowledge of subject of matter and teacher's attitudes.*

**Keywords:** Teacher Qualification; Academic Performance; pupils in private secondary.

### **I. INTRODUCTION**

Teacher's quality refers to the characteristics that teachers possess and teaching quality refers to what teachers do in the classroom to foster student learning. A proper and adequate teacher's quality is a necessary for fruitful learning. According to Zaria (2008), formal schools is palace where teacher's quality induce knowledge of the various subjects to students to bring them up morally and guide them as regards to career choice. Additionally, teacher qualification, subject specialization and time management have been reportedly linked to significant and positive impacts on student's academic performance (Akpo & Jita, 2013; Olatoun, 2010). But a teacher's quality' is a motif with considerable influence in the education sphere (Singh, 2021). In fact, several studies argue that teacher quality is so important that it can explain away the achievement gap that disfavors minority and low-income students.

For example, in their study of the ability of high quality teachers to close achievement gaps, Rowan et al. (2002) examined the effects of teacher quality on students of different races, gender, and socioeconomic statuses. They found that the size of achievement gaps between students of different backgrounds within the same school varied by classroom, suggesting that some teachers are more effective at closing achievement gaps between students of different backgrounds. Similarly, in a large-scale study on teacher quality and educational equality in Nevada, Borman and Kimball (2005) used multilevel models (students nested in classrooms) was showed that classes taught by higher quality teachers produced higher mean academic performance than those taught by lower quality teachers. Therefore, this paper attempts to explore if teacher qualifications have any involvement of the deteriorating academic performance of students in private secondary schools in Hargeisa District as reflected in National Exams Office (2018-2022).

### **Statement of the Problem:**

There was theoretical evidence of positive relationship between teacher's quality and academic performance. An effective teacher quality should have a good teacher qualification, good pedagogical processes, positive attitude and adequate knowledge of subject matter, also teacher quality has lead to the students high academic performance with other factors remain constants. The performance of the student in private secondary schools in Hargeisa district had been poor the proportion of students attaining low grade and increased or decreased in between years 2018-2022. According above table 1 the "D" grade increased from the 9.4% in 2018 to 15.9% in 2022. In 2019 and 2020 the "D" grades were 19.1% and 19.5% respectively. Over the 2018-2022, such that there was an increase of 6.5% in "D" grades which that reflect an increase failure students in private secondary schools in Hargeisa districts. In Despite the increase or decrease failure rates. It effects academic performance of students', moreover the performance still remain unclear and un-investigated. While there have been several arguments the teacher's quality effect academic performance but there is no empirical evidence on the effect teacher quality on academic performance of students. Available studies have not conclusive addressed this issues. Thus in this study was discovered how the effect a teacher's quality on academic performance of pupils by taken private secondary schools in Hargeisa District.

### **Significance of study:**

The findings from this study was pertinent information to the stakeholder's education and the ministry education and science (Somaliland) could be come up with new strategies and plans to enhance teacher's quality, and existing further the problem in academic performance. The study was suggested to help the ministry of education to realize the educator's quality was a pertinent factor that affect academic performance of student. More over the study contributed to the existing body of knowledge in suggestion to improve the academic performance students. By grating a literature to educational researchers. The study was ensured the ministry of education and science, with followed schools' principles and parents to move together to improve the student's grades in examination. Finally, this study was add new knowledge to the field of education as it was identified significant effect teacher's quality on academic performance of students in whole and can also be used as reference material for other researchers.

### **Objectives**

The general objective of this study was investigated the effect teacher's quality on academic performance of pupils in private secondary schools in Hargeisa district, Somaliland

### **Specific Research Objectives:**

The study was guide by the following specific research objectives:

1. To determine the effect of teacher's qualification on academic performance pupils in private secondary schools in Hargeisa District.
2. To determine the effect of knowledge subject of matter on academic performance of pupils in private secondary schools in Hargeisa District.
3. To determine the effect pedagogical process on academic performance of pupils in private secondary schools in Hargeisa District.
4. To establish the effect of teacher attitude on academic performance of pupils in private secondary schools in Hargeisa District

## **II. LITERATURE REVIEW**

There many factors that affect academic performance of pupils which has been done by other researchers who have tried to address the issue world over. The reviewed literature has been discussed under the following headings: Teacher's qualifications, Knowledge Subject of Matter, Pedagogical Process and Teacher's attitudes. that help improve pupil academic performance. A good number of factors have been pointed out for pupils academic performance. Kanyika (2000) postulates that learning is a product of formal schooling, communities, families and peers. Learning can be influenced by social-economic and social cultural forces hence influencing learning and consequently pupil academic performance. (Kapur, 2018)

## **2.1 Teacher's qualifications and academic performance**

Qualification is defined as a special skill or types of experience or knowledge that makes some one suitable to do a particular a job or activity ( Webster, dictionary).Teachers qualification is a particular skill or type of experience or knowledge someone possess to make him or her suitable to teach (zuzovsky,2009).But Hammond and Anderson (1991) defined teacher qualification as the credentials and general intellectual skills a teacher holds. Further teacher qualifications have been defined as holding at least bachelor degree from an accredited university, solid teaching experience and licensure (learn how to become,2019).According to study conducted by Zuzovsky(2003) with a sample size 371 in mathematics teachers and 317 science teachers who taught about 4,000 students in 149 sampled classes , each one of the sampled schools investigated the effect of teacher qualifications on academic performance of students.The study was adopted aquasi-experimental designing with relevant in this study also the study found out that there was a positive relationship between teacher qualifications and academic performance.

Other studies that showed positive correlation between teacher qualifications and student performance includes (Betts, Zau,&Rice, 2003;Ferguson & Ladd, 1991;Wayne& Youngs,2003).Moreover another study on the impact of teacher qualifications on the academic performance of students were carried out Rice (2003) over teachers holding different certificates were assigned to teach mathematics and science to students. Furthermore, a study conducted by collier (2013) explored the relationship between teacher qualifications and academic performance of students indicated a significance. Further the studies adopted longitudinal panel survey data was collected from a sample of 19000 students tested on their scores of mathematics and reading also questionnaire was administered to parents, students, and teachers. However; the study found out that teachers with higher level of qualifications had strong positive influence on the performance of the students over mathematics and reading scores than their counter parts. Additionally,a recent global study by Emery (2012) investigated the effect primary English teacher's qualifications on academic performance of the English proficiency of students. Data collected via the use of an electronic survey ,which gathered almost 2,500 responses and in-depth face -to- face interviews with classroom teachers and head teachers in nine countries around the world.

## **2.2 Knowledge Subject of Matter and Academic Performance**

Interesting a teacher's subject of matter knowledge has arisen in recent years as stated Ruhama(1990) defines subject of matter as holding solid knowledge on the subject and capability for teaching his/her students to achieve a meaningful understanding of the subject.But Ball and Shulman (1987) defined subject of matter as the quantitative term that does not reflect as the number of course a teacher has taken during his university studies.Nevertheless,Annu(2004) pointed out that subject matter is the scientific study of learning and instruction within school subjects. All these definitions concur with the solid knowledge of the teacher on particular subject and his /her accurate instructions in classrooms.Similarly the subject of the matter is attributed to the content- area knowledge and the knowledge to curriculum (Bonney,2015) Content knowledge is defined as the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or the content area (Education Reform,2016).

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program (Education Reform,2015).Curriculum is also broadly defined as the totality of student experiences that occur in the educational process (Kelly,2009).Knowledge Subject of matter has been associated with academic performance of the students. For example a study conducted by peerzada (1990) investigated the impact of teacher's subject matter knowledge on the students' academic performance was identified significance relationship. Also for that data was collected through specifically designed five point liker scale questionnaires. Responses were obtained from the students of classes VII, VIII, IX, and X of the tree different schools.The analysis of the data revealed a significant relation between the student's performance and teacher's subject matter knowledge.

## **2.3 Pedagogical Process and Academic Performance:**

Pedagogy is the discipline that deals with the theory and practice of teaching (Fullan, 2000).It informs teaching strategies, teacher actions and teacher judgments and decision by taking into consideration

theories of learning, understandings of students and their needs and the background and interest of individual students (Dictionary). Pedagogy refers more broadly to the theory and practice of education and how this influences the growth of learners (Li, 2012). It is also related to the knowledge of teaching methods and classroom assessment (Kunter & Baumert, 2011). Teaching methods are having a command of various ways to impart knowledge to students by knowing when and how to apply each method (Guerriero, 2012). Classroom assessment refers to the knowledge of different forms and purpose of formative and summative assessments, knowledge of how different frames of references (i.e., social, individual, criterion-based) impact students' motivation (Organization for Economic Co-operation and Development). Pedagogical processes have been said to influence student's academic performance for example, a study by Ganyuapfu (2013) investigated effectiveness of pedagogical process on students' academic performance in PC training and business college in South Africa.

Furthermore a study by Louis and Mark (1997) examined the effect of pedagogical processes on the performance of students in schools that have at least four years' experience with some form of decentralized or school based management. Another study carried out by Cardoso (2015) investigated the relationship between teacher pedagogical processes and student academic performance. A quantitative research was carried out, involving a representative sample of 1986 students attending secondary education schools located in the central region of Portugal. The results obtained through the structural model showed that teacher pedagogy significantly and positively influenced the academic performance of students. The data was collected to examine effect of pedagogy on the performance. Sample of 24 schools was drawn from the accessible population - 24 restructuring elementary, middle and high schools and 8 schools at each grade level. Most of the schools urban representing 16 states and 22 school district. Data sources included rating of pedagogical quality and assessments of student academic performance and case studies based on interviews and observation, the primary method of analysis was.

#### **2.4 Teacher's attitudes and academic performance**

Determine of pupils' performance has been the subject of ongoing debate among the educators, academicians and policy makers and teachers attitudes is one of the most indispensable factor (Ngina, 2013). Thomas and Znanieck (1918) define teacher attitude as a process of individual consciousness which determines real or possible activity of the individual in the social world. According to Bogardus (1928) teacher attitude is a tendency to act toward or against something in the school environment which becomes there by a positive or negative value. More so Wolfe (1923) defined teacher attitude as the type of sentiment which the individual manifests upon the recurrence of a given situation. All these definitions show that teacher attitudes are the developing of what people make a judgment about or have a positive or negative feeling. Teacher attitudes can be measured by the domain of affective component, behavioral component and cognitive component (L. Gregory, Noto, 2017). All these definitions show that teacher attitudes are the developing of what people make a judgment about or have a positive or negative feeling. Teacher attitudes can be measured by the domain of affective component, behavioral component and cognitive component (L. Gregory, Noto, 2017).

In this study, teacher attitudes can be indicated from the ABC model of attitude measurement. Teacher's attitude have been linked to academic performance, for example, a study was used to uncover how attitudes of teachers affect student performance of students. Sample group of research consisted of totally 353 students from different departments of Istanbul Kultur University and Maltepe University. By giving a questionnaire the students were asked to give samples of their primary school, secondary schools, high school and university teachers positive and negative attitudes and as well to tell how it affects performances by giving samples. The most findings of the research evidenced that teachers' positive attitudes had positively influenced student's academic performances. Another study conducted by Sutton (2013) investigated their relationship between teacher attitude and academic performance of students also found out the significance relationship. Result of that study suggested that there were a significant relationship between teacher's attitude and student performance. Furthermore, Tarik (2000) conducted a study in which he investigated the effect of teacher attitudes on the performance of students.

### III. METHODS

This study was conducted in Hargeisa district the main town in Somaliland region Also Hargeisa is a city republic of Somaliland located in Northern Somalia. And a self-declared independent state without international recognition Hargeysa is located in an enclosed valley of the Galgogdon(Ogo) highlands, at an elevation of 4,377 feet (1,334 metres in sea level). Additionally this study was a cross-sectional study because it was quick and relatively simple to conducted and it was help the researcher collected the data at the same time in one point. Also it was enabled the researcher to collect data from a large sample in short time. The target population was the total group of individuals from which the sample might be drawn (McLeod, 2014).

The data was collected from the 169 teachers includes principles and 80 student's record mid-term examination of pupils selected from 21 private secondary schools in Hargeisa district District (Ministry of education and science addressed in year book, 2022, Somaliland). Data was collected using a Likert scale questionnaire, with results analyzed through One -Way ANOVA in SPSS software was weighted averages for various influencing factors. The reliability of the instrument was assessed using Cronbach's Alpha, yielding a value of 0.90, indicating high reliability and reinforcing the credibility of the findings. The researcher prioritized ethical considerations by conducting the study with professionalism and respect for participants. Key principles of privacy, anonymity, and confidentiality were upheld, ensuring that identities and sensitive information would be protected and used solely for research purposes.

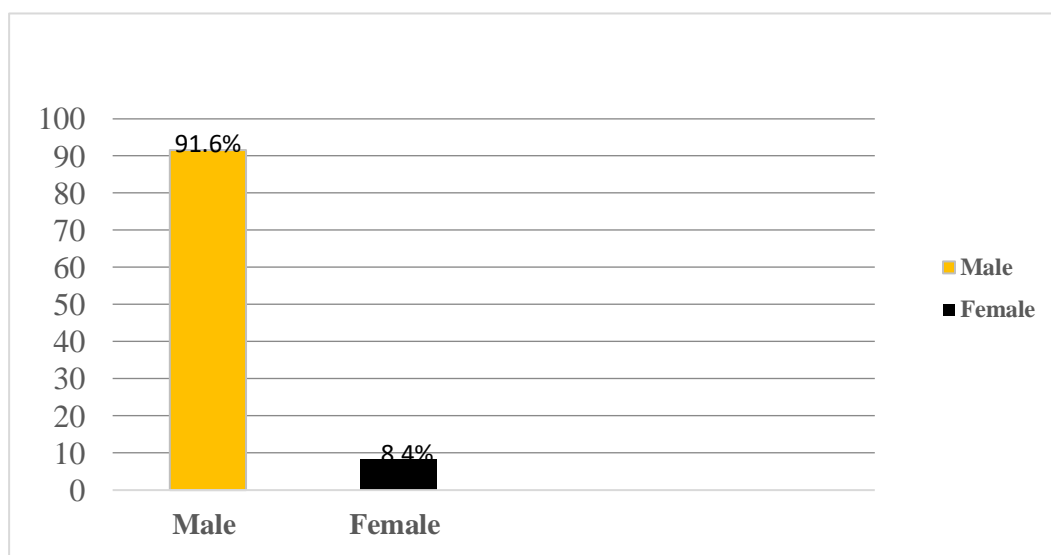
### IV. RESULTS AND DISCUSSION

#### Demographic Information of the Respondents

This study was collected data on background factors of respondents on gender, age, employment status and professional training of the teachers, and marital status of teachers. The results are summarized in the following subsections.

#### Gender of Respondents

Respondents were asked to state their gender. Gender was used to clearly show their representativeness of the sample. The response obtained were summarized in this figure 1



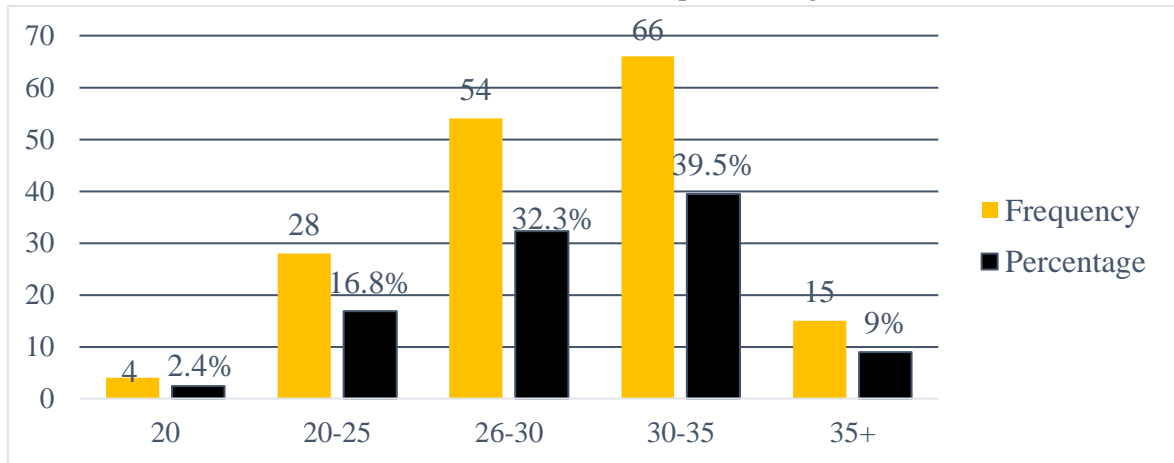
**Fig 1.** Gender of respondents

The figure1 shown the distribution of the respondents by the gender. And it shows that majority (91%) of the respondents were males teachers and (8%)were females teacher in private secondary schools. The results shown that there were many males teachers in sample than sample females.

#### Age of the Respondents.

Respondents were requested to indicate their age and the results are shown in figure 3.

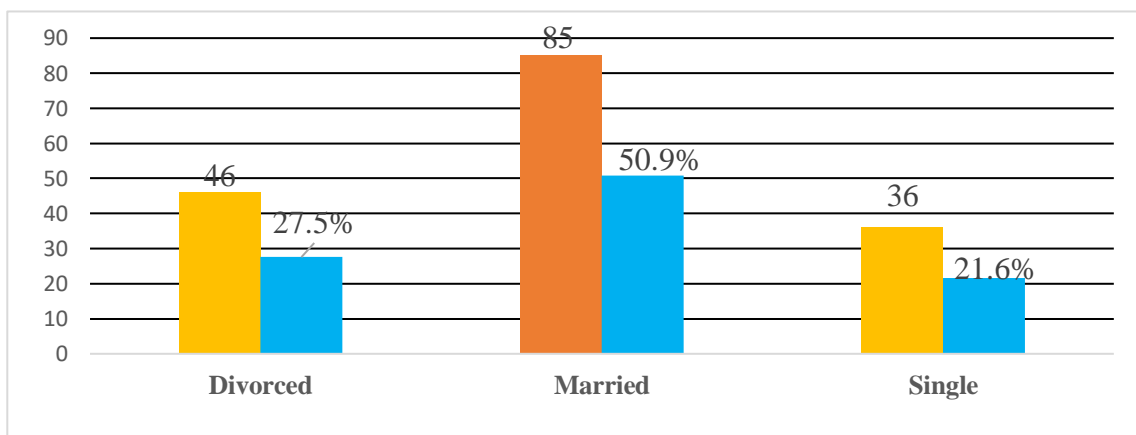
This was used to determine the age of teachers of private secondary schools in Hargeisa District, Somaliland and the results are depicted in figure 3.



**Fig 2.** Distribution of respondents by age

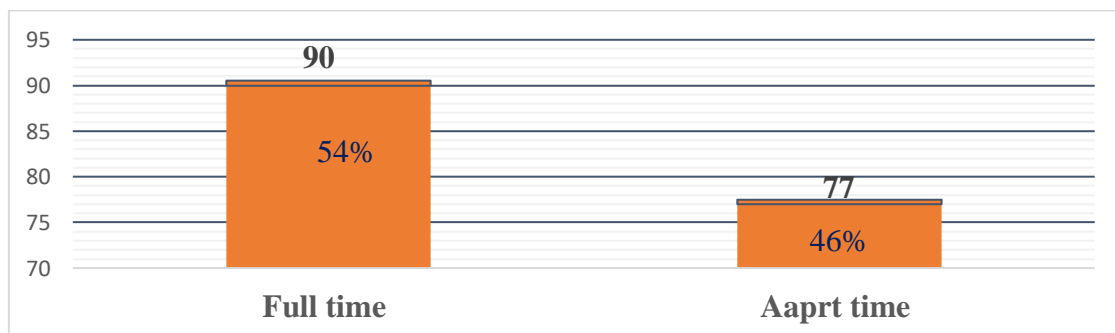
The Figure3 shows the age of respondents and it shows that majority 39.5% of private secondary schools teachers between 30-35 years, while 32.3% are between 26-30 years ; and 16.8% of the teacher are between 20-25 years. In this case, the majority of the teachers in private secondary schools are 30-35, while there are a few teachers a 35+. This suggests that majority of respondents' age between 30-35 years, about 39.5% and normally most of teachers in the secondary schools in Somaliland less than 35+, according this findings.

**Marital Status of Teachers**



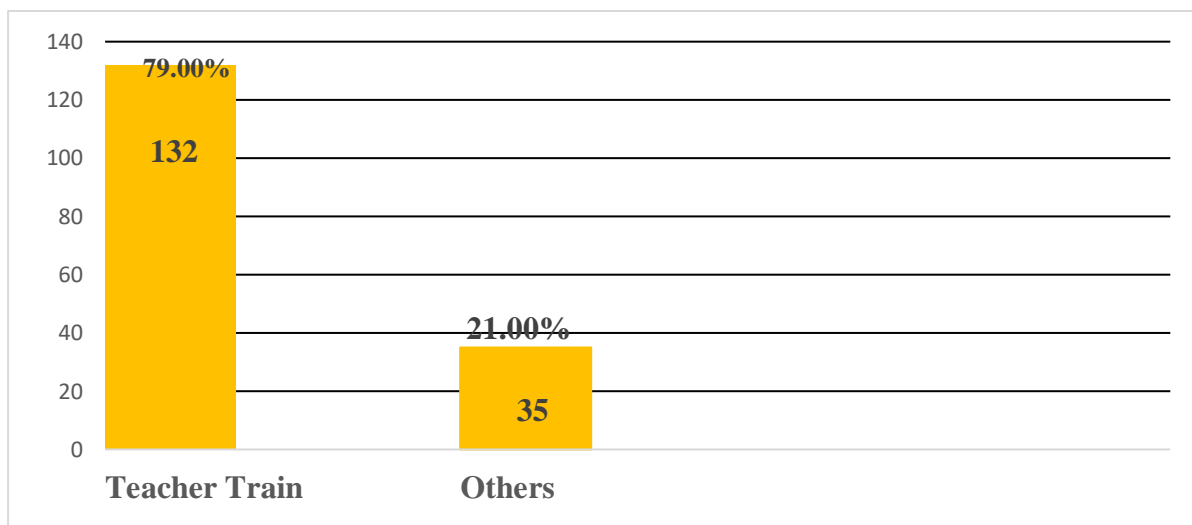
**Fig 3.** Marital status of respondents.

The Figure 3 shows that 50.9% % of the respondents were married, while 21.6% of respondents were single, 27.5% of the respondents were divorced. In this the figure 4 indicates the most teachers are married in their marital status while are a few teachers are single in their marital status as we viewing in the diagram next some of them are divorced.



**Fig 4.** Work Status of Respondents

In above in figure 4 shows the work Status of the teachers in private secondary schools in Hargeisa District, Somaliland. Therefore; in this study was identified that most teachers in private secondary school’s work in full time 54% while the some of the teachers have worked in apart time 46%. As results indicated, there were more full time teachers in private secondary schools than apart time teachers in private secondary schools in Hargeisa districts.



**Fig 5.** Professions Trained of the Respondents

The above figure portrays that majority (79.0%) of the teachers in private secondary schools in Hargeisa Districts are teachers by professions trained while the minority (21.0%) have not undertaken professional training. Therefore, it means that as much as majority of the teachers

**Teacher Qualification and academic performance**

The first objective of this study was to determine effect of teacher qualifications on academic performance of pupils in private secondary schools in Hargeisa district. The teacher qualification was operationalized into educational degrees teaching experience and teacher certification. Respondents reacted several items on each variable and the responses were used to determine teacher qualification of the teachers in private secondary schools as depicted in Table1

$$H_{01.1}: TQF_P = TQF_M = TQF_G$$

$$H_{A1.1} : TQF_P \neq TQF_M \neq TQF_G$$

Where  $TQF_P$  is a low teacher qualification,  $TQF_m$  is the moderate qualification and  $TQF_G$  is high teacher qualification.

**Table 1.** Summary of One -Way ANOVA test for Academic Performance with Teacher Qualification

Source of difference	Sum of Square	df	Mean of Square	F	P	Between
21813.613	2	4023.0	18.64	0.000		
Within		94798.621	164	144.532		
Total		116,611.234	166			

Note  $F(2, 166) = 3.06$

In above table 1, the ANOVA statistics of the performance of pupils taught by the teachers with poor, moderate and good teacher qualifications. In this case the results indicate that there is a significance difference in the performance of pupils taught by the teachers with poor, moderate, and good qualification;  $F_0$  (F-statistics)  $F(2, 166) = 3.06$ ;  $P = .000$ . This led to reject the null hypothesis and it shows that there is significance difference in the performance of pupils taught by the teachers with poor, moderate, and good qualifications. In this study established that teacher’s qualification affect academic performance of pupils in private secondary schools in Hargeisa district. The more qualified teachers, the higher the performance of pupils. Therefore, in the LSD in post-hoc produced a significant difference between the performance of students with poor and moderate teacher qualification, ( $1-J = 18.58$ ,  $P = .000$ ) and with poor and good teacher qualification, ( $1-J = 20.743$ ,  $P = 0.001$ ). Therefore teachers with poor and moderate qualification (49%,  $S = 16.7$ ; 36%,  $S = 13.54$ ) have lower performance than good qualification teachers (57%,  $S = 24.25$ ). There is no

difference between the moderate and good teacher qualifications according in significance. The eta-square returned an average value of  $\eta^2 = 19\%$ , therefore, teacher qualification accounts for 19% of the variance in academic performance of pupils in private secondary schools in Hargeisa district. The rest factors are not investigated here and errors in measurements. Academic performance can be affected by up to 19% through manipulation of teacher qualification.

### **Pedagogical processes and academic performance**

The second objective of this study was to determine effect of pedagogical process on academic performance of pupils in private secondary schools in Hargeisa district. The pedagogical process were operationalized into knowledge teaching methods, classroom assessment and teaching techniques. The respondents reacted in several items on each variable and the responses were used to determine pedagogical processes of the teachers.

$$H_{0.2.1}: PP_p = PP_M = PP_G$$

$$H_{A2.1}: PP_p \neq PP_M \neq PP_G$$

Where  $PP_p$  is a poor Pedagogical Processes is the moderate Pedagogical Processes,  $PP_G$  is high Pedagogical Processes.

**Table 2.** Summary of One -Way ANOVA test for Academic Performance with Pedagogical *processes*

Source of difference	Sum of Squares	df	Mean of Square	F	P
Between	31432.27	2	7140.633	54.031	.000
Within	85179.96	164	174.354		
Total	116612.23	166			

Table 7: Note,  $F(2, 166) = 3.06$

The table 2, presented the ANOVA statistics of the performance of pupils taught by teacher with poor, moderate and good pedagogical processes. The results indicate that there is a significant difference in the performance of pupils taught by the teachers with poor, moderate and good pedagogical processes.  $F(2,166) = 3.06$ ;  $P = .002$ . In this case; this results indicates the rejection of the null hypothesis and it shows that there is a significant difference in the performance of pupils taught by the teachers with poor, moderate and good pedagogical processes. Therefore in this study established that teacher pedagogical processes affect academic performance of pupils in private secondary schools in Hargeisa district. The higher pedagogical process of teacher also the higher the performance of pupils.

The LSD Post -Hoc produced a significant difference between the performance of students with teachers of poor and good pedagogical process ( $1-J = 36.2532$ ,  $P = .000$ ) and these with moderate and good teacher pedagogical process ( $1-J = 46.168$ ,  $P = .003$ ). Therefore, the teachers with good pedagogical process ( 64.51%,  $S = 9.8$ ) have higher performance than teachers with poor pedagogical process ( 35.5%,  $S = 14.8$ ) and moderate pedagogical process teachers ( 40.6%,  $S = 11.7$ ). Such that there is no difference between the teachers with poor and moderate Pedagogical processes. The eta-square returned an average value of  $\eta^2 = 27\%$ , therefore pedagogical process of teacher accounts for 27% of the variance in academic performance of pupils in private secondary schools in Hargeisa district, the rest of that are due to factors not investigated here, and errors in measurements. Academic performance can be affected by the up to 27% through manipulation of pedagogical process.

### **Knowledge Subject of matter and Academic performance**

The third objective of this study was to determine effect of knowledge subject of matter on academic performance of pupils in private secondary schools in Hargeisa district. The knowledge subject of matter was operationalized into content- area of knowledge, knowledge to curriculum. The respondents responded in several items on each variable and the responses were used to determine knowledge subject of matter in private secondary schools in Hargeisa districts.

The descriptive statistics knowledge subject of matter and academic performance is shown in

$$H_{0.3.1}: KSM_p = KSM_M = KSM_G$$

$$H_{A3.1}: KSM_p \neq KSM_M \neq KSM_G$$



Where  $KSM_P$  is a low Knowledge of subject of matter,  $KSM_m$  is moderate Knowledge of subject of matter the and  $KSM_G$  is high Knowledge of subject of matter.

**Table 3.** Summary of One-Way ANOVA Test Knowledge Subject of Matter with Academic Performance

Source of difference	Sums of Square	df	Mean of Square	F	P	
Between	13144.20	2		7074.324	60.40	.002
Within	103468.03	164	180.320			
Total	116612.23	166				

In Table 3, indicated the One –Way ANOVA test knowledge subject of matter with academic Performance of pupils taught by the teachers, with poor , moderate and good subject of matter knowledge. The results indicate that there is a significant difference in the performance of pupils taught by the teachers with poor, moderate and good pedagogical processes,  $F(2,166) = 3.06$ ,  $P = .002$ . This was led to reject the null hypothesis. It shows that there is a significant difference in the performance of pupils taught by the teachers with poor, moderate, and good knowledge of subject matter. In this study was established that a teacher knowledge of subject matter affects academic performance of pupils in private secondary schools in Hargeisa district. The higher knowledge to subject matter of the teacher is the better the performance of pupils. However; LSD post –hoc yielded a significant difference between the performance of pupils with teachers of poor and moderate knowledge of subject matter ( $1-J = 10.493$ ,  $P = 0.018$ ) and with poor and good knowledge subject of matter teachers ( $1-J = 49.678$ ,  $P = 0.00$ ).

Also there is a significant difference between moderate and good knowledge of subject matter teachers ( $1-J = 38.008$ ,  $P = 0.000$ ). Therefore, teachers with good knowledge of subject of matter ( $64.5\%$ ,  $S = 9.6$ ) have higher performance than those teachers with poor knowledge of subject matter ( $30\%$ ,  $S = 13.04$ ). More over the teachers with moderate knowledge of subject of matter have higher student performance ( $40.5\%$ ,  $S = 9.50$ ) than those teachers with poor knowledge of subject matter. Such that eta-square returned an average value of  $\eta^2 = 11.3\%$ , therefore knowledge of subject matter of the teacher accounts for 11.3% of variance in academic performance of pupils in private secondary schools in Hargeisa district. Those rest are due to other factor which are not investigated in this study and errors measurements. Academic performance can be affected by the up to 11.3% through manipulation of knowledge of subject matter.

#### Teacher's Attitudes and Academic performance

The four objective of the study was to determine the effect attitudes on academic performance of pupils in private secondary schools in Hargeisa district. Teacher attitudes were operationalized into the model of affective, behavioral and cognitive component. More over the respondents reacted items on each variable and the responses were used to determine the attitudes of the teachers in private secondary schools in Hargeisa.

$$H_{04.1}: TA_p = TA_m = TA_G$$

$$H_{A4.1}: TA_p \neq TA_m \neq TA_G$$

Where  $TA_P$  is a low teacher attitude,  $TA_m$  Moderate teacher attitude and  $TA_G$  is high teacher attitude in Table 4

*Summary of One-Way ANOVA Test Teacher's Attitude and Academic Performance*

Source of difference	Sums of Square	df	Mean of Square	F	P	
Between	42406.115	2		5054.406	35.039	.001
Within	74206.115	164	154.043			
Total	116612.23	166				

In above table 4 expressed the ANOVA One-way test teacher's attitude and academic performance of pupils taught by the teachers with poor, moderate and good attitudes. The results indicated that there is a significant difference in the performance of pupils taught by the teachers with poor , moderate and good attitudes' ( $2, 166$ )  $= 3.06$ ,  $P = 0.001$ . This statistical significance test has indicated the rejection the null hypothesis (with accepted the alternative hypothesis) that means there is a significance difference in performance of pupils taught by the teachers with poor, moderate and good attitudes. Therefore in this study

identified that teacher's attitude affects academic performance of pupils in private secondary schools in Hargeisa districts. Such that the higher the teacher's attitude is also higher student's academic performance.

However; LSD post-hoc yielded a significant difference between the performance of pupils with teachers of low and moderate attitude, ( $1-J = 12.887, P = .000$ ) and with teachers of poor and good attitude ( $1-J = 33.312, P = 0.002$ ). There is also a significant difference between moderate and good teachers ( $1-J = 29.522, P = 0.003$ ). More over; the mean or averages of performance of students taught by the teachers with good teacher attitudes (51 %,  $S = 30.36$ ) was higher than those performance of students taught by the pupils of teachers with moderate (44.2%,  $S = 14.43$ ) and the teachers with poor teacher attitudes (38.11%  $S = 19.22$ ). Therefore; eta-square returned an average value of  $\eta^2 = 36\%$ , therefore teacher's attitudes accounts for 36% of variance in academic performance of pupils in private secondary schools in Hargeisa district. The rest are due to other factor which are not investigated in this study and errors measurements. Academic performance can be affected by the up to 36% through manipulation of teacher's attitudes.

### Summary of Findings

Data was collected from the 169 teachers includes principles and 80 of pupils selected from a 21 private secondary schools in Hargeisa district. Data was analyzed (SPSS) by used One-Way ANOVA technique. Having pursued four objectives of the study have made four major findings. Firstly, this study was investigated the effect of teacher's qualifications on academic performance of pupils in private secondary schools in Hargeisa districts. The average performance of pupils taught by the good qualification teachers, (50%,  $S = 30.5$ ) was higher than the performance of the students taught by teacher with moderate qualifications (40%,  $S = 17.20$ ) and performance of pupils taught by poor qualification teachers (37%,  $S = 10.33$ ). Likewise, One-Way ANOVA returned significance difference in the performance of pupils taught by the teachers; good qualification, moderate qualification, and poor qualification teachers  $F(2, 166) = 3.06; P = 0.00$ . Therefore in this study indicated that the teacher qualification has significantly affects academic performance of pupils in private secondary schools in Hargeisa districts.

The second objective of this study was to determined the effect of pedagogical process on academic performance of pupils in private secondary schools Hargeisa district. The pedagogical process was measured by the knowledge to teaching methods, teaching techniques and classroom assessments. Academic performance was measured the first term examination of pupils preliminary analysis suggested students taught by the teachers with good pedagogical processes (64.51%,  $S = 9.8$ ) had better students' performance than those teachers with moderate pedagogical process (40.6%,  $S = 11.7$ ) And poor pedagogical process (35.5%,  $S = 14.8$ ). In this case, in study indicated to the fact that academic performance of students depends on pedagogical processes of the teachers. Moreover the students taught by the teachers with good pedagogical processes have higher academic performance than those taught teachers with moderate and poor pedagogical processes similarly, One-Way ANOVA, indicate a significance  $F(2, 166) = 3.06; P = .002$ . However this study was established that pedagogical process has a significance effect on the academic of pupils in private secondary schools in Hargeisa districts.

### Discussion

This section discusses the findings of the study. The study examined the effect of teacher's quality on the academic performance of pupils in private secondary schools in Hargeisa districts. The study focused on four specific objectives also has made four main findings. Each objective had one findings, furtherly the study established that teacher's qualification have a significant effect on the academic performance of pupils in private secondary schools in Hargeisa districts,  $F(2, 166) = 3.06 P = 0.00$ . Hence, the education degrees, experience and teacher certifications of the teachers have a significant effect on academic performance. The finding that teacher qualification affect student's performance can be understood the fact that teachers with high qualifications are suitable to teach students. As Zuzovsky (2003) pointed out teacher qualification is a determinant factor that affect student's academic performance. This finding compares with study of rice (2003) that found out that qualification of the teacher significantly affects the performance of pupils. Similarly, Hammond (2000) revealed that teacher qualification has a direct effect on the performance of students on different disciplines of learning.

Moreover, teacher qualification of the teacher is indicated by the formal education, teaching experience and certification or licensure (Jacob, 2014). Consequently, teachers who meet these requirements tend to boost the academic performance of the pupils. This could mean that there is a need to spend resources training teachers in advanced degrees. If the teachers pursue advanced degree in order to improve their skills and depth of knowledge, there is enough evidence, as this study has affirmed, that advanced teacher education is associated with an improved student's performance. This finding is also supported by the point of view of UNESCO (1964) that teacher's inadequate preparation and experience during the training period is the cause of the poor academic performance of the pupils.

## V. CONCLUSION

This paragraph draws the conclusion of the study based on the purpose statement and the findings and discussion already made. The purpose of this study was to determine the effect of teacher's quality on the academic performance of pupils in private secondary schools in Hargeisa Districts. However, the study investigated teacher's qualification, teacher's pedagogical process, knowledge of subject matter, and teacher's attitude as fundamental variables. The study found that teacher's qualification  $F(2,166) = 3.06$   $P = 0.00$ ; teacher's pedagogical process  $(F 2,166) = 3.06$ ;  $P = .0002$ ; knowledge of subject matter  $F(2,166) = 3.06$ ,  $P = 0.002$  and teacher's attitude  $F(2, 166) = 3.06$ ;  $P = 0.001$ . In overall findings in statistical test decided the teachers quality have significant effect on academic performance of pupils in private secondary schools in Hargeisa Districts. Based on these findings of the study concludes that teacher's quality is the major effect on academic performance pupils in private secondary schools due to failures national exams in Somaliland. Finally taken together, teacher's qualification, teacher's pedagogical process, knowledge of subject matter, and teacher's attitude have a significant effect on academic performance pupils in private secondary school in Hargeisa districts.

## VI. RECOMMENDATIONS

This study was mainly focused on the effect of teacher's quality on academic performance of pupils in private secondary schools Hargeisa districts. Based on the findings the researcher has reported general and specific recommendations. The study recommends that the private secondary schools in Hargeisa districts. To recruit the qualified teachers in private secondary schools also create awareness programs to enhance the training programs for teachers and to improve the quality of the newly opened teachers in school. This will ensure rapid improvement on the academic performance. Further the study recommends ministry of education and science (Somaliland) to promote professional development opportunities concerning pedagogy courses in order to define the metric and standards of teachers as to achieve higher academic performance. More so the study recommends that the whole private secondary schools must struggle to get more qualified teachers with strong knowledge to subject of matter for the private secondary schools. And this could help the pupils to concentrate and perform better in schools. Last but not least, the study recommends that private secondary schools and school administrators improve the attitudes of the teachers by providing both intrinsic motivation and extrinsic motivation. This will improve the performance of pupils.

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