



Research article

# IMPACT OF TEACHER QUALIFICATION ON PUPILS' ACADEMIC ACHIEVEMENT IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC PRIMARY SCHOOLS OF MIGORI COUNTY, KENYA

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## ABSTRACT

Primary education is the first stage of compulsory education. It comes between the early childhood education and secondary school. Studies have revealed that teacher qualification has an influence on pupil's academic performance. Migori County public primary schools on average have been performing poorly in KCPE. Looking at the examination results of Migori County 2010 to 2014 the average mean score is 240.6 lower than those of neighbouring counties of Homa-Bay 247.3 and Kisumu 260.3. This could be an indicator that there are challenges in the provision of quality basic education in public primary schools. The purpose of this study was to determine the impact of teacher qualification on the performance by Migori County public primary pupils in Kenya Certificate of Primary Education. The objective of the study was to determine the extent to which Teacher qualification affects pupils' academic achievement in public primary schools in Migori County. A conceptual framework was used to guide the study and attempt to establish a correlation between teacher qualification and pupils' academic achievement in public primary schools in Migori County. The study adopted descriptive survey and inferential statistics design. The study population consisted of 723 head-teachers, 4406 teachers and 16 QASO officials in Migori County. Simple random sampling procedure was used to pick 251 head teachers, purposive sampling to pick 251 teachers and saturated sampling to pick 16 QASO officers. The instruments of data collection were questionnaires and interview schedules. They were piloted by use of test retest method to determine workability



research instruments and research questions. The data was analyzed using frequency counts, percentages, standard deviations, means and regression analysis where appropriate. The data was calculated to 95% confidence level. The study's finding was that students taught by teacher with higher qualifications performed better than those taught by teacher with low qualifications. The study recommended that the government should provide more incentives to encourage more teachers to pursue further education as this has potential to be beneficial to pupils. The findings of this study may be significant in providing information that can be used by education practitioners and stakeholders on ways of improving academic achievement of pupils in rural public primary schools.

**Keywords:** Teacher Qualification, Academic Achievement, Public Primary, Primary Education, Quality Education

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## 1.1 INTRODUCTION

Education is a key component of human quality essential for generating high incomes and sustainable socio-economic development. It is characterized as an essential ingredient in poverty eradication as described by Ogawa (2010). According to UNESCO (2007), education was formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. The Dakar Framework for Action (2000) declared that access to quality education was the right of every child. It affirmed that quality was at the heart of education. According to Samoff (2007) (as cited in Ogawa (2010)) the mastery of curriculum is measured by national examination and the best indicator of high quality education is a high score on the national examination.

According to France and Utting (2003), good quality early education is essential for educational efficiency. Children acquire the basic skills, concepts and attitudes required for successful learning and development prior to entering formal education system thus reducing the chances of failure and lay a foundation of life-long learning. The Australia education policy framework (2013) states that children must enjoy best possible conditions in their early educational and developmental years and that includes qualified educators will help support early childhood education system. To reap the most form these early years of development the early childhood development education centres should ensure quality standards of education.

Quality of education as defined by Myers (2006) in an article 'Quality in Program of Early Childhood Care and Education', states that; although there is no single definition of quality there are two principles that characterize most attempts to define quality in education; first is the learner's cognitive development as the major explicit objective of all educational systems, the success with which systems achieve this is their quality; the second emphasis is on educational role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. The achievement of these objectives is difficult to assess and compare across countries. In this study quality will be the pupil's cognitive development as reflected in the Kenya Certificate of Primary Education of pupils in public primary schools in Migori County.

Teacher Qualification may affect pupils' academic achievement. According to a study by Abe (2014) in SkyJournal of Education. There are three ways in which teacher qualification can be quantified that is; Level of education, Years of experience in preparation of subject matter and pedagogy; and Certification in their expertise area and their on-going professional development. In South Africa, a study carried out by Buddin and May (2009) on the teacher licensure test scores and other teacher attributes effect on elementary student achievement showed large differences in teacher quality across school district. Teacher license test scores were unrelated to teacher success in the classroom; student achievement was not related to the teachers' advanced degrees, student achievement increases with teacher experience but the correlation is weak. A study in Kenya by Musau and Abere (2014) examined performance of teachers on subject such as Mathematics, Technology and science in secondary schools of Kitui. The study found that there was no significant difference in performance of students taught by graduate teachers who had undergone refresher courses and those taught by graduate teachers who had not undergone refresher courses as they were both graduates. Studies have shown that there is some relationship between teacher qualification and students' academic achievement. This study sought to determine the extent to which Teacher qualification affects pupil academic achievement in public primary schools in Migori County by finding out if there is any statistical significant relationship between teachers' qualification in terms of level of certifications on pupils achievement in KCPE examinations in Migori County.



Primary education is an integral part of the education system without which a student cannot proceed to the next level of education. The improvement in pupil performance at primary level will allow greater transition of pupils into secondary schools which helps in meeting one of the objectives of Vision 2030, which is Education for All (EFA). Table 1.1 shows the performance of pupils in Migori County; Kisumu County; and Homa-Bay county. The figures show that Migori County has not been doing well in KCPE for the last 5 years. A comparison of results across two neighbouring counties of Kisumu and Homa-Bay highlights that performance in this region has not reached the required performance standard. From the KCPE results review it is evident over the last three years only Kisumu County has been performing well with average mean score of 256.6 over the last five years. This study used Migori County on the basis that it has the lowest mean score compared to the other two;

**Table 1.1 KCPE Performances over Years**

COUNTY	MEAN					
	2010	2011	2012	2013	2014	AVERAGE MEAN
HOMA-BAY	232	243	251	258	253	247.3
KISUMU	245	254	259	263	262	256.6
MIGORI	231	242	241	246	243	240.6

This study therefore investigated the impact of teacher qualification on academic achievement of pupils in public primary schools of Migori County with a view to making recommendations for a holistic education and improving academic standards in Migori County.

It was against this background that this study investigated the impact of teacher qualification on academic achievement of public primary school pupils as reflected in Kenya Certificate of Primary Education in Migori County.

## 1.2 Statement of the problem

Migori county public primary schools on average have been performing poorly in KCPE. Looking at the examination results of Migori County 2010 to 2014 the average mean score is 240.6 over possible score of 500 lower than those of neighbouring counties of Homa-Bay 247.3 and Kisumu 256.6 A survey of pupils in class seven in the rural areas of Western and North Eastern Kenya by Non-Governmental education monitor, Twaweza East Africa aired by royal media services in Kenya on 26th May 2016, indicate that a big percentage of pupils in standard seven in rural schools could not read fluently, had challenges in writing and speaking in English, which is the language of instruction. They also had challenges in carrying out basic mathematical problems. This has been reflected in the Kenya Certificate of Primary Education examinations results in Migori County. In the last five years, Migori County KCPE result has not indicated any student performing in the top ten nationwide in any subject in KCPE. This could mean that there are challenges or irregularities in the provision of quality basic education in rural public primary schools and this eventually affects their performance in KCPE. Empirical literature review has revealed that teacher qualification has an influence on pupils' academic achievement. National examination plays a significant role in Kenyan education systems, learners who perform well are perceived to have received high quality education essential for sustainable socio-economic development and poverty eradication as opposed to those who perform poorly according to Abagi et al, (2000).

This study attempted to link the KCPE performance of pupils in public primary schools in Migori County to teacher qualification. There is need for a holistic approach to the learning process addressing all needs of children, that is; cognitive, emotional, social and physical. Consequently teacher competences in public Primary education centres must be taken into consideration. This study therefore investigated the impact of teacher qualification on academic achievement of pupils in public primary schools of Migori County with a view to making recommendations for a holistic education.



### 1.3 Objectives of the Study

The objective of this study relating to public primary schools in Migori County was to;

- i. Determine the extent to which Teacher qualification affects pupil academic achievement.

### 1.4 Research Hypothesis

The study was guided by the following research hypothesis:

- i. There is no statistically significant relationship between teacher qualification and pupil academic achievement in Migori County.

### 1.5 Significance of the study

The findings of this study may provide information that can be used by Teachers, Head teachers, Parents Teachers' associations, Board of Governors on ways of improving academic achievement of pupils in rural primary schools. The other beneficiary of study findings is the Ministry of Education and in particular the Directorate of Quality Assurance and Standards which is a professional arm of the Ministry responsible for controlling the quality of education in Kenya.

The study also attempts to provide information to educational practitioners and stake holders on factors that contribute to educational achievement of pupils in rural public primary schools.

### 1.6 Scope and Limitations of the Study

This study was limited to public primary schools in Migori County. The results may therefore not be generalized to reflect all the public primary schools in Kenya. Due to limitation of physical resources and time, the researcher was limited to study only one variable that may affect provision of quality education and therefore impact academic achievement of pupils in public primary schools during period of 2010-2014. Respondents included the teachers, class eight pupils, Quality Assurance and Standard Officers and the head teachers in the primary schools.

### 1.7 Assumptions of the study

The study was carried out on the basis of the following research assumptions

- a. The Kenya National Examination Council is a reliable body that gives reliable examination results.
- b. All pupils when exposed to the right conditions while learning will produce results with minimum deviation between top and bottom student

### 1.8 Operational Definition of Terms

The following terms are defined in the context of this study

**Primary Education:** This is primary level of education that is from Standard/Grade one to Standard/Grade eight.

**Teacher qualification-**Level of certifications and experience of the public primary school teachers

**Academic Achievement:** Good performance in Kenya Certificate of Primary Education

**Public Primary:** This is a school funded and managed by the national government

**Quality Education:** Education that leads to learner cognitive development and learners overall creative and emotional development



## 1.9 Theoretical Framework

This study relied on the supervision theory developed by Robinson (1968). According to the theory, supervision in the education sector is necessary in order to ensure that there are adequate number of qualified teachers, good orientation programmes and provision of adequate supplies and equipment.

The theory postulates that supervision help the teachers get a reassurance that they work well. This would earn them recognition and build in them confidence. The theory also states that supervision of classroom instruction is necessary to ensure that functions of all teachers are coordinated. According to the theory, teachers differ in their degree of professional competence and in their need for advice regarding their classroom work.

From this theory there are five important functions of supervision on provision of quality education, Supervision ensures; Proper Teaching Methods, Relevant Teaching Material, Sound Learning Environment, Effective School Management and Effective Administration of Funds. This study therefore sought to find out how with effective supervision teacher qualification can influence academic achievement of pupils in public primary schools.

## 1.10 Conceptual Framework

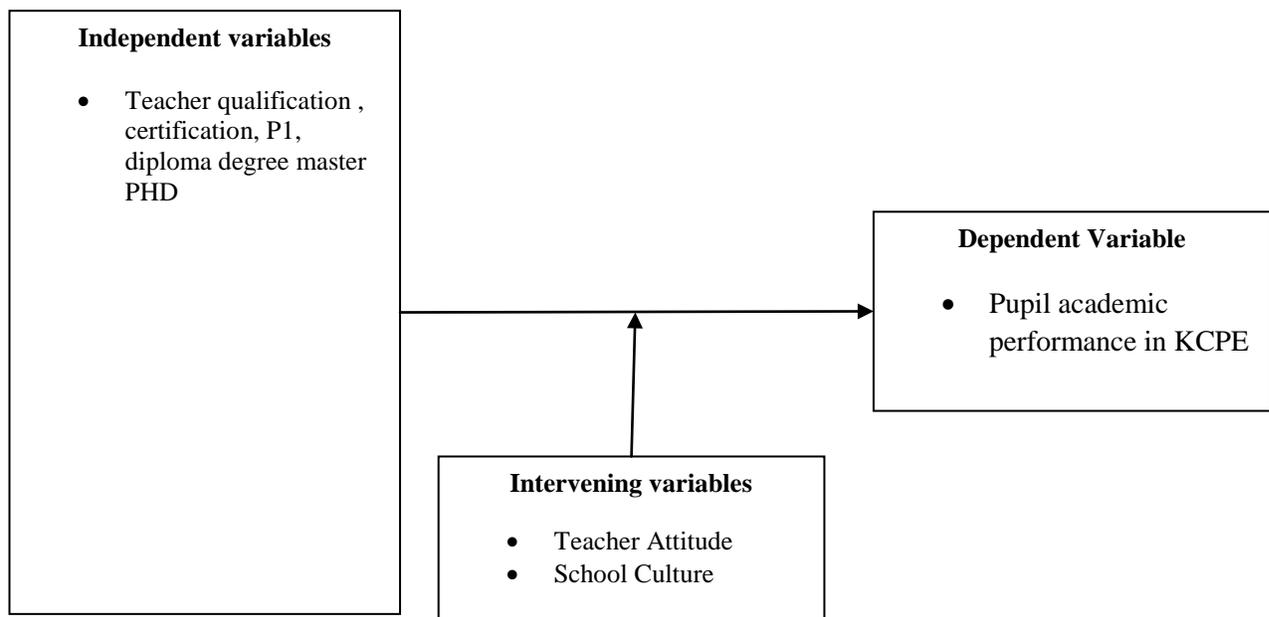


Fig 1.1 Conceptual Framework – self conceptualized 2016

The study has designed a conceptual framework that shows the independent variable, intervening variables and the dependent variables. The model is based on the assumption that for effective curriculum implementation the following school based factors should be to the expected levels i.e. Teacher qualification. Effective curriculum implementation will lead to a learner being able to develop social, psychomotor and cognitive skills such as Reading, Writing and Arithmetic skills and therefore ensure academic achievement through good performance in K.C.P.E.

Zelley, Marianne and Elaine (2005) postulate that attitudes are generally positive or negative views about a person, place, thing or event which are often referred to as the attitude object. Research suggests that there are three different components of attitude. These are the cognitive component, the affective component, and the behavioural component (Maio& Haddock, 2010). The cognitive component of attitude is what the individual thinks or believes about the attitude object. An example is that a person might think that a snake is a dangerous reptile. The affective aspect of attitude is the feelings or emotions of the individual associated with the attitude object. For example, the



sight of a snake may evoke the feeling of fear in the individual. The behavioural component is the tendency to respond in a certain way to the attitude object. An example is a person choosing to run away or scream upon seeing a snake. Hence the cognitive, affective and behavioural components of attitude are interrelated and interconnected.

These emotional factors have been found to have an impact on student performance. In their study of teachers' self-esteem connected to Mathematics, Henderson and Rodrigues (2008) found that approximately half of the participating pre-service teachers, some of whom were highly qualified, lacked self-esteem in relation to Mathematics. Burks, Heidenburg, Leoni and Ratliff (2009) stipulate that teachers' exhibition of self-confidence when teaching Mathematics motivates student achievement in Mathematics. The learner draws from the teacher's disposition to form his own attitude which may affect his or her learning outcomes.

Fink and Resnick (2001) reminded us that school principals are responsible for establishing a pervasive culture of teaching and learning in each school. School principals who care and focus on the specific aspects of the dimensions of school climate that affect the culture of the school promote student achievement. Strong school cultures have better motivated teachers. Highly motivated teachers have greater success in terms of student performance and student outcomes. School principals seeking to improve student performance should focus on improving the school's culture by getting the relationships right between themselves, their teachers, students and parents. Measuring school climate and using these assessments to focus the school's goals on learning is important for the process of improving the school's academic performance (Pellicer 2003).

## **2.1 TEACHER QUALIFICATION AFFECTS PUPIL ACADEMIC ACHIEVEMENT**

According to study by Abe (2014) in Sky Journal of Education, there are three ways in which teacher qualification can be quantified that is; Level of education; Years of experience in preparation of subject matter and pedagogy; and Certification in their expertise area and their on-going professional development. Children learn under the guidance of teachers in well managed classrooms. Trained teachers use child centred teaching approaches and skilful assessment to facilitate learning and reduce disparities among children (SadigRasheed 2000, UNICEF Headquarters', New York).

In America, Dan and Dominic (2010) reporting on evaluating the effect of teacher Degree Level on educational performance in America released by the National Commission on Teaching and America's Future offers a general indictment of the teaching profession. The report states that many newly hired teachers are unqualified for the job. In particular, the commission reports that one fourth of high school teachers lack college training in their primary classroom subject and that teacher recruiting and hiring practices nationwide are 'distressingly haddock'.

Teacher qualification may influence student achievement in urban secondary schools. In South Africa, Buddin and May (2009) studied teacher qualifications and student achievement in urban elementary schools. The study examined the teacher licensure test scores and other teacher attributes effect on elementary student achievement. They used longitudinal approach. The results showed large differences in teacher quality across school district. Teacher license test scores are unrelated to teacher success in the classroom; student achievement is not related to the teachers' advanced degrees, student achievement increases with teacher experience but the correlation is weak. In Florida Journal of Educational Policy Dan and Dominic (2010) examined the number of qualified teachers and the relationship to students' academic performance in public secondary schools in a sample of Local Government Areas in Nigeria. This descriptive study used a post-hoc dataset. An instrument titled "Quantity and Quality of Teachers and Students' Academic Performance" was used for the study. Findings of the study showed teachers' qualifications, experience and class size were significantly related to students' academic performance. These finding were used to guide planners about the need for qualified teachers to facilitate effective teaching and learning in secondary schools in Nigeria.

In Nigeria, Owalabi (2012) examined the effect of teacher's qualification on performance of senior secondary school physics students in physics. The purpose was to determine whether the status of the teacher has any impact on the performance of students in physics. The study used descriptive survey design. Data was collected using questionnaires and document analysis and was analyzed using inferential statistics. The study found that students taught by teacher with higher qualifications performed better than those taught by teacher with low qualifications. The results also revealed that students taught by professional teachers performed better, however teachers'



experience in teaching the subject was of significant advantage in physics. Based on the results it was recommended that students in the year of examination should be taught by experienced teachers.

In Nigeria Abe (2014) in a study on effect of teacher qualifications on students' performance in Mathematics in secondary schools; the study examined the effect of teacher's qualifications on student performance in mathematics. Three hundred students were randomly selected from ten schools which were purposefully selected. The results showed that a significant difference existed between students taught by professional teachers and non-trained teacher. It was recommended that only trained qualified teachers should teach mathematics in secondary schools. Training of un-trained teachers helps them to improve their teaching methods and in turn help to improve performance of students in mathematics.

A study in Kenya by Musau and Abere (2014) examined performance of teachers on subject such as Mathematics, Technology and science in secondary schools of Kitui. The study looked into the extent to which teacher qualification influenced students' academic performance in Science Mathematics and Technology subjects. The study applied ex-post-facto survey research design. Data was collected using questionnaire and document analysis. It was analysed using descriptive and inferential statistical tools. The study found that there was no significant difference in performance of students taught by teachers who had undergone refresher courses and those taught by teacher who had not undergone refresher courses as they were both graduates. The study recommended that teachers should undergo more regular in-service and refresher training of Science Mathematics and Technology to enable them embrace and conform to the emerging technologies and teaching methods.

These studies have shown that there is some relationship between teacher qualification and students' academic achievement; these studies were carried out in secondary schools with specific subjects. The studies have reported that teachers without being expert of the said subjects would not perform to the same level as qualified teachers. The studies reviewed dealt with teacher qualification and experience influence on student performance with a lot of focus on the secondary education level. This study determined the extent to which teacher qualification affects pupil academic achievement in public primary schools in Migori County. The study sought to find out if there is any statistical significant relationship between teachers' qualification in terms of level of certification on pupils' achievement in KCPE examinations in Migori County.

### **3.1 RESEARCH METHODOLOGY**

#### **3.2 Research Design**

The study adopted both descriptive survey and inferential statistics research design. The purpose of inferential statistics will be to reduce bias and increase reliability; it also permits drawing inferences about causality (Kothari 2004). The purpose of this descriptive survey research design will be to obtain pertinent and precise information concerning the current status of phenomenon and whenever possible to draw valid general conclusions from facts discovered. Descriptive survey is the means through which opinion, attitude and suggestions for improvement of educational practices and instructions and other data can be obtained (Gall et al, 2007). In addition, they are of immense value in solving problems in school organization, supervision and administration (Koul, 2004). The descriptive survey research design will be suitable for this study Descriptive design will be adopted for four reasons. First it will allow the researcher to adopt a holistic approach in the study; secondly it will be easy to use research tools like questionnaires and interview schedules. Thirdly this design will allow for collection of data from a large number of respondents in a relatively short period. Fourthly the design obtains information from a sample rather than the entire population. A survey is an attempt to collect data from members of a population in order to determine the current status of a population with respect to one or more variables. A survey is therefore a self-report study which requires the collection of quantifiable information from the sample. Descriptive studies of survey are for description and to determine the relationship between variables at the time of study (Babbie, 1990). Survey research seeks to obtain information that describes existing phenomena by asking individuals about their perceptions, and attitudes. Variables in a given point in time Surveys can be used for explaining or exploring the existing status of two or more. Surveys are also used to collect original data measure characteristics of a population which is too large to observe directly.



### 3.3 Area of Study

The study was carried out in Migori County, Kenya. This is a region in former Nyanza Province in south-western Kenya. The county borders Homa-Bay to the North, Kisii to the North-East, Narok to the East and South-East, Tanzania to the South and South-West and Lake Victoria to the West. The major economic activities include agriculture, fishing, manufacturing and mining.

### 3.4 Study Population

Migori County has 723 Head teachers representing the number of public primary schools, 4460 Teachers and 16 Quality Assurance and Standard Officers (QASO) (Migori County school data base).The study targeted head teachers since they are the custodians of school records and implementer's of policy. Teachers were be involved in the study due to their interaction with school factors, the study will consider a population of 723 teachers i.e. one teacherper school to get desired information, this is because information required from one school is uniform and therefore one teacher per school can accurately provide information; QASO officials were important in providing information as the supervisors of public education.

### 3.5. Sampling Size and Sampling Techniques

It was necessary to sample the population involved in this study i.e. head teachers, teachers and students(Kothari 2014).). The sample size for each strata was determined by use of fishers' et al method (1998. The standard statistical formula was used to obtain the size as follows;

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where;

**nf** = desired sample size when population is less than 10000

**n** = 384

**N**= the population

	Population	Sampling Technique	Sample
Public Primary Schools Teachers	4460	Purposive Sampling	251
Head teachers	723	Simple Random	251
QASO officers	16	Saturated Sampling	16
<b>TOTAL</b>	<b>5199</b>		<b>518</b>

Table 3.1 Sampling Frame

### 3.6 Instruments of Data Collection

The study used questionnaires and interview schedules as the main instruments of data collection. Berdie et al (1974) observed that questionnaires give detailed answers to complex problems and therefore, are most effective. The use of questionnaires is also a popular method for data collection in deduction because of the relative ease and cost-effectiveness with which they are constructed and administered. Questionnaires give a relatively objective data and endear themselves well design. There were three questionnaires in this study: head teachers questionnaire and primary teachers' questionnaire students' questionnaires and QASO questionnaires. All the three questionnaires had the same format. Part (A) of the questionnaire contained the demographic information of the respondents including



gender, educational and professional qualifications. Part (B) of the questionnaire sought to provide information on the school factors on quality education. The items in the questionnaire will be closed-ended.

Documentary analysis was also appropriate to gather information on the impact of teacher qualification on academic achievement of pupils in public primary schools as per the common examination done by the public primary schools in Migori County and developmental progress records they kept.

### **3.7 Validity of Research Instruments**

Face Validity refers to the extent to which the instrument appears to measure what it is supposed to measure. (Gall et al, 2007). Face validity will be done by experts in research methodology from the Department of Educational Management and Foundations of Maseno University whose suggestions will be incorporated in the research instruments. Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda, 1999). If such data is accurate reflection of the variables then inferences made on such data will be accurate.

### **3.8 Reliability of Research Instruments**

Reliability is a measure of the degree to which research instrument yields consistent results or data after repeated trials (Gall et al, 2007). A pilot study using test re-test method was done using 5% of population not in the study sample. The test- retest was done by exposing the persons who were not respondents to the questionnaire, then after two weeks exposing them again to the same questionnaire and the responses compared to see if the questions were understood and answered in a consistent and reliable manner (Mugenda, 2008).

### **3.9 Data collection procedures**

Permission was sought from the National Council of Science and Technology through the School of Graduate Studies (S.G.S) and Department of Educational Management and Foundation, Faculty of Education. Those involved were informed and notified two weeks before the date of data collection. The researcher visited the sampled education centres to make appointments and develop rapport after getting a letter of introduction from Maseno University. On the appointed date the researcher administered the questionnaires and interview schedules.

### **3.10 Methods of Data Analysis**

The data collected was entered into the Statistical Package for Social Sciences and analysed using descriptive and inferential statistics. The data was cleaned and only complete questionnaires were analysed. All questionnaires which were incomplete were to be treated as no response. An important statistical test that was used in this study was the independent t-test at p- value of 0.05. The data was presented using tables, percentages, standard deviations, means and inferential statistics where appropriate.

The questionnaires and interviews schedules yielded both quantitative and qualitative raw data. Quantitative data was analysed and summarized using descriptive statistics in form of means, percentages and frequencies. Qualitative data was recorded then transcribed and organized into categories as they emerged from the study (Mugenda, 2008).

### **3.11 Ethical Standards**

The researcher upheld the dignity of the respondent and confidentiality as priority number one. Pseudo names were used to hide the identification of the respondents and information sought will be used purely for academic purpose. The findings of the study upon request are available to the respondents and other stake-holders.

## **4.1 EMPIRICAL FINDINGS**

### **4.2 Descriptive Analysis of Data**

#### **4.2.1 Questionnaire and Interview Schedule Response Rate**



The questionnaires were administered to randomly selected head teachers and teachers in Migori County from various public primary schools. The interview schedules were also randomly administered across Migori County to class eight pupils and QASO officers. The findings of the response rate are presented in Table 4.1.

**Table 4.1 Questionnaire Response Rate**

Total Dispatched	Total Returned	Percentage Returned
Head-Teacher Questionnaires	251	251 100%
Teacher Questionnaire	251	251 100%
QASO Interview Schedule	16	16 100%
<b>TOTAL</b>	<b>518</b>	<b>518 100%</b>

From the findings in Table 4.1, it is evident that of the 502 questionnaires administered, 502 of them were returned making the response rate 100%. At the same time a total of 16 interview schedules were administered, with a response rate of 100%.

#### 4.2.2 Characteristics of Respondents

The demographic profile and general characteristics of the respondents who took part in the study was established. These included gender, teacher designation, teacher qualification, age profile, duration of service and class level assigned to teach.

**Table 4.2: Head-Teacher's Gender**

Gender	Frequency	Percentage
Male	176	70.1%
Female	75	29.9%

**Table 4.3 Teacher's Gender**

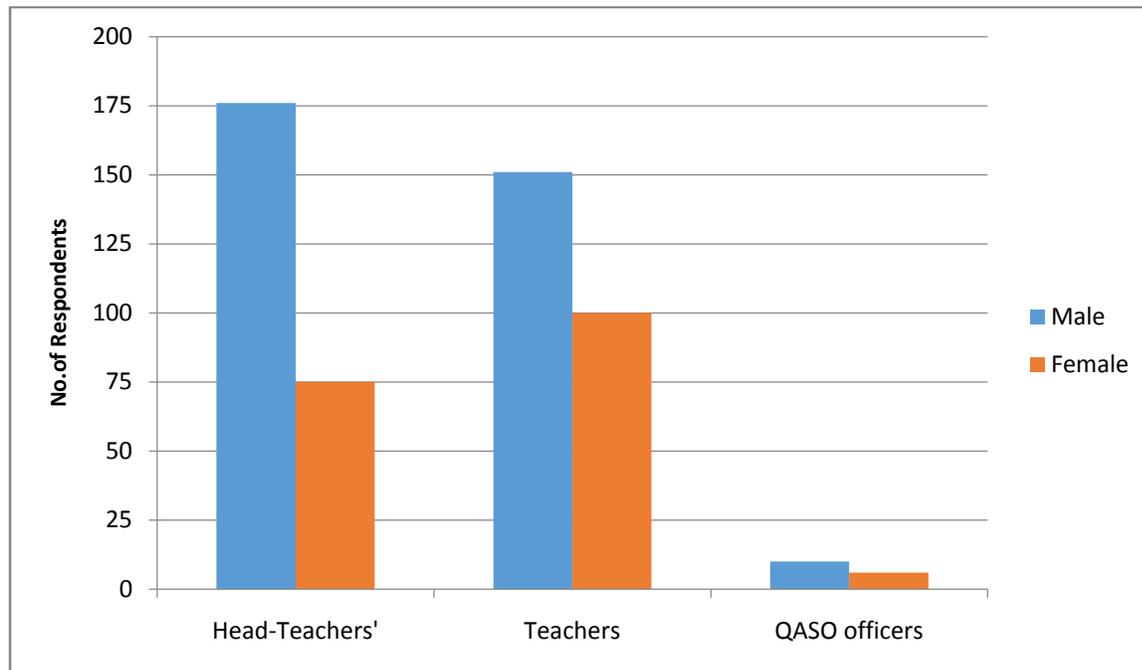
Gender	Frequency	Percentage
Male	151	60.2%
Female	100	39.8%



**Table 4.4 QASO officers**

Gender	Frequency	Percentage
Male	10	62.5%
Female	6	37.5%

From Table 4.2 and Table 4.3 above; and Figure 4.1 below it is evident that majority of the head-teachers and therefore public primary schools in Migori County are headed by men at 70.1%, while 29.9% are headed by women. On the other hand, there are 60.2% male teachers compared to 39.8% female teachers in public primary schools of Migori County based on the respondents. Table 4.4 above shows the QASO respondents were 62.5% and 37.5% male and female respectively.



**Fig 4.1 Graphical Distribution of Respondent's Gender**

Further, the study sought to establish the age profile of the respondents.



**Table 4.5: Age Bracket of Head-Teachers**

Age in Years	Frequency	Percentage
18-25	-	-
26-35	25	9.9%
36-45	25	9.9%
46-54	101	40.2%
55-60	100	40%
<b>Total</b>	<b>251</b>	<b>100%</b>

From the findings in Table 4.5, it is evident that majority of the public primary school head-teachers in the county are headed by persons aged between 46-54 years at 40.2% while public primary schools headed by head-teachers 45 years and below are the least and form a combined total of 19.8%.

**Table 4.6: Age Bracket of Teachers**

Age in Years	Frequency	Percentage
18-25	-	-
26-35	100	40%
36-45	51	20.3%
46-54	75	29.8%
55-60	25	9.9%
<b>Total</b>	<b>251</b>	<b>100%</b>

From the findings in Table 4.6, it is evident that majority of the public primary school teachers in the county are persons aged between 26-35 years at 40% while public primary school teachers aged between 55-60 are the least at 9.9%.

Further, the study sought to establish the teacher designation of the head teacher and teacher respondents. These findings are presented in Table 4.7 and Table 4.8:

From the findings in Table 4.7 below, it is evident that majority of the public primary school head teachers in the county of Migori based on respondents are teachers of designation GAT I at 40% while those of designation Senior GAT are the least at 0.4%.



**Table 4.7 Teacher Designation of Head Teacher**

Teacher Designation	Frequency	Percentage
P1	-	
ATS IV	25	9.9%
GAT III	50	19.8%
GAT II	75	29.9%
GAT I	100	40%
Senior GAT	1	0.4%
Principal GAT II	-	-
Principal GAT I	-	-
Senior Principal	-	-
Chief Principal	-	-
<b>TOTAL</b>	<b>251</b>	<b>100%</b>

**Table 4.8 Teacher Designation of Teachers**

Teacher Designation	Frequency	Percentage
P1	100	40%
ATS IV	51	20.3%
GAT III	50	19.8%
GAT II	40	15.9%
GAT I	6	2.4%
Senior GAT	4	1.6%
Principal GAT II	4	1.6%
Principal GAT I	-	-
Senior Principal	-	-
Chief Principal	-	-
<b>TOTAL</b>	<b>251</b>	<b>100%</b>



From the findings in Table 4.8 above, it is evident that majority of the public primary school teachers in the county of Migori based on respondents are teachers of designation P1 at 40% while those of designation Senior GAT are the least at 1.6%.

Further, the study also sought to establish the qualification based level of education for the head teacher, teacher and QASO respondents. These findings are presented in Table 4.9 and Table 4.10:

**Table 4.9 Level of Education of Teachers**

Teacher Qualification (Level of Education)	Frequency	Percentage
Certificate	65	25.9%
Diploma	90	35.8%
Bachelor's Degree	72	28.7%
Master's Degree	24	9.6%
Doctor of Philosophy (PhD)	-	-
<b>TOTAL</b>	<b>251</b>	<b>100%</b>

From the findings in Table 4.9 above, it is evident that level of education of majority of the public primary school teachers in the county of Migori based on respondents is Diploma at 35.8% while those who their level of education is Master's Degree are the least at 9.6%.

**Table 4.10 Level of Education of Head Teachers**

Teacher Qualification (Level of Education)	Frequency	Percentage
Certificate	13	5.2%
Diploma	104	41.4%
Bachelor's Degree	108	43%
Master's Degree	26	10.4%
Doctor of Philosophy (PhD)	-	-
<b>TOTAL</b>	<b>251</b>	<b>100%</b>

From the findings in Table 4.10 above, the study found out that the level of education of majority of the public primary school head teachers in the county of Migori based on respondents is Bachelor's Degree at 43% followed closely by Diploma at 41.4% while those who their level of education is Master's Degree are the least at 10.4%.



**Table 4.11 Level of Education of QASO officers**

Teacher Qualification (Level of Education)	Frequency	Percentage
Certificate	-	-
Diploma	-	-
Bachelor's Degree	5	31.3%
Master's Degree	10	62.4%
Doctor of Philosophy (PhD)	1	6.3%
<b>TOTAL</b>	<b>16</b>	<b>100%</b>

From the findings in Table 4.11 above, the study found out that the level of education of majority of the QASO officers in the county of Migori based on respondents is Master's Degree at 62.4% followed closely by Bachelor's Degree at 31.3% while those who their level of education is Doctor of Philosophy are the least at 6.3%.

The study also looked into the duration of service that the teachers and head teachers had served in their career to gauge their experience. The findings were as follows;

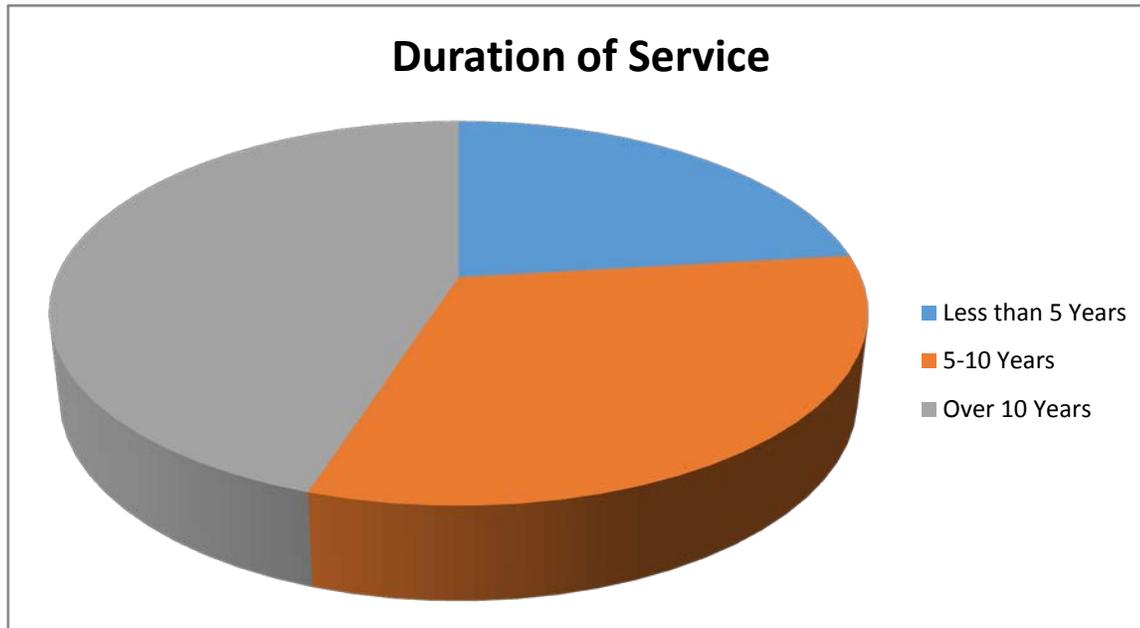
**Table 4.12: Duration of Service of Head Teachers**

Duration of Service	Frequency	Percentage
Less than 5 years	-	-
5-10 years	-	-
Over 10 years	251	100%
<b>TOTAL</b>	<b>251</b>	<b>100%</b>

From the findings in Table 4.12 above, the study found out that all the head teachers of public primary schools in the county of Migori based on respondents had been in the service for over 10 years at a response rate of 100%.

**Table 4.13: Duration of Service of Teachers**

Duration of Service	Frequency	Percentage
Less than 5 years	58	23.1%
5-10 years	80	31.9%
Over 10 years	113	45%
<b>TOTAL</b>	<b>251</b>	<b>100%</b>



**Fig 4.2 Duration of Service of Teachers**

Based on the findings in Table 4.13 above, the study found out that majority of teachers in public primary schools of Migori County had been in the service for a period of over 10years accounting for 45% of responses, while 31.9% of teachers had been in the service for a period of 5-10 years; at the same time only 23.1% of the respondents had been in the service for a period less than 5 years.

The study also sought to find out the Class Levels that the respondents had been assigned to teach. The study found out the following;

**Table 4.14 Class Levels Head Teachers have been assigned to teach**

Class Level Assigned to Teach	Frequency	Percentage
Class 1-3	-	-
Class 4-6	112	44.6%
Class 7-8	139	55.4%
<b>TOTAL</b>	<b>251</b>	<b>100%</b>

From the findings in Table 4.14 above, the study found out that the Class level that most head teachers in public primary schools of Migori County had been assigned to teach was Class 7-8 at 55.4%, 44.6% of head teachers were assigned to teach Class 4-6 while none of the head teacher respondents were assigned to teach Class 1-3.



**Table 4.15 Class Levels Teachers have been assigned to teach**

Class Level Assigned to Teach	Frequency	Percentage
Class 1-3	65	25.8%
Class 4-6	100	40%
Class 7-8	86	34.2%
<b>TOTAL</b>	<b>251</b>	<b>100%</b>

From the findings in Table 4.15 above, the study found out that the Class level that most teachers in public primary schools of Migori County had been assigned to teach was Class 4-6 at 40%, 34.2% of teachers were assigned to teach Class 7-8 while 25.8% teacher respondents were assigned to teach Class 1-3.

### 4.3 IMPACT OF TEACHER QUALIFICATION ON ACADEMIC ACHIEVEMENT

The findings are based on the hypothesis that there is no statistically significant relationship between teacher qualification and pupil academic achievement in Migori County. The data was analysed as follows;

**Table 4.16 Impact of Teacher Qualification on academic achievement of pupils**

N	Mean	Hypothesis Mean	Standard Deviation	Standard Error	Degree of Freedom	P-Value	T-STAT
518	3.11		1.619	0.071	516	3.223E-113	29.52

From Table 4.40, it is clear that the impact attributed to teacher qualification is high with a standing mean of 3.1 with a degree of freedom of 516; it is evident that majority of the respondents were of the view that teacher qualification has an impact on academic achievement of pupils. There is little variation in the responses by the respondents with no standard deviation reaching 2 which is a testimony to the homogeneity of the responses. The findings in the above table show that there is statistically significant relationship between teacher qualification and pupil academic achievement in Migori County since all the P-Values are less than significance level of 0.05. Using a 1 tailed test, it is therefore possible to reject a hypothesis that there is no statistically significant relationship between teacher qualification and pupil academic achievement in Migori County.

## 5.1 SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.2 Summary of the Findings

This section presents the summary of the findings based on the analysis done. The analysis was both qualitative and quantitative, and presents the characteristics of the respondents as well as the analysis of the independent variables against the dependent variable. Understanding the profiles of the respondents is critical considering that the interpretation of the findings regarding other variables is made in light of these profiles.

#### 5.2.1 Characteristics of Respondents

The study found out the following characteristics about respondents used in the study. It was evident majority of the head-teachers and therefore public primary schools in Migori County are headed by men at 70.1%, while 29.9% are headed by women. On the other hand, there are 60.2% male teachers compared to 39.8% female teachers in public



primary schools of Migori County based on the respondents; the QASO respondents were 62.5% and 37.5% male and female respectively. From the findings it is evident that majority of the public primary school head-teachers in the county are headed by persons aged between 46-54 years at 40.2% while public primary schools headed by head-teachers 45 years and below are the least and form a combined total of 19.8%. Majority of the public primary school teachers in the county are persons aged between 26-35 years at 40% while public primary school teachers aged 55-60 are the least at 9.9%.

### **5.2.2 Teacher Designation**

Majority of the public primary school head teachers in the county of Migori based on respondents are teachers of designation GAT I at 40% while those of designation Senior GAT are the least at 0.4%. It was also evident that majority of the public primary school teachers in the county of Migori based on respondents are teachers of designation PI at 40% while those of designation Senior GAT are the least at 1.6%.

### **5.2.3 Teacher Qualification**

Level of education of majority of the public primary school teachers in the county of Migori based on respondents is Diploma at 35.8% while those who their level of education is Master's Degree are the least at 9.6%. The study found out that the level of education of majority of the public primary school head teachers in the county of Migori based on respondents is Bachelor's Degree at 43% followed closely by Diploma at 41.4% while those who their level of education is Master's Degree are the least at 10.4%.

### **5.2.4 Teaching Experience of Teachers**

The study found out that all the head teachers of public primary schools in the county of Migori based on respondents had been in the service for over 10 years at a response rate of 100%. The study also found out that majority of teachers in public primary schools of Migori County had been in the service for a period of over 10years accounting for 45% of responders.

### **5.2.5 Class Levels Teachers were assigned to teach**

The study found out that the Class level that most head teachers who in public primary schools of Migori County had been assigned to teach was Class 7-8 at 55.4%, it is important to note that majority of head teachers hold a Bachelor Degree; while Class level that most teachers in public primary schools of Migori County had been assigned to teach was Class 4-6 at 40%.

### **5.2.6 Impact of Teacher Qualification on academic achievement of pupils**

The finding showed that there is statistically significant relationship between teacher qualification and pupil academic achievement in Migori County. It was therefore possible to reject the hypothesis that there is no statistically significant relationship between teacher qualification and pupil academic achievement in Migori County.

## **5.3. Discussion of the Findings of the Study**

The following discussion is presented based on the objective of the study.

### **5.3.1 Impact of Teacher Qualification on academic achievement of pupils**

The finding showed that there is statistically significant relationship between teacher qualification and pupil academic achievement in Migori County. It was therefore possible to reject the hypothesis that there is no statistically significant relationship between teacher qualification and pupil academic achievement in Migori County.



According to study by Abe (2014) in Sky Journal of Education, there are three ways in which teacher qualification can be quantified that is; Level of education; Years of experience in preparation of subject matter and pedagogy; and Certification in their expertise area and their on-going professional development. Findings of the study have showed teachers' qualifications and experience are significantly related to students' academic performance. The study found that students taught by teacher with higher qualifications performed better than those taught by teacher with low qualifications.

#### **5.4. Conclusions of the Study**

The following conclusions were made from the study; there is a big gender disparity in terms of number of male head teachers to female head teachers in public primary schools of Migori County. While most head teachers had acquired a bachelor degree, there was need to encourage regular teaching staff to go for further education as most of them were diploma holders. This has potential to enhance academic performance of pupils in public primary schools of Migori County. The study noted that most public primary school teachers in Migori County were well experienced in the teaching profession and that teacher who had higher qualifications tended to teach the upper classes. Finally, the study found that students taught by teacher with higher qualifications performed better than those taught by teacher with low qualifications.

#### **5.5. Recommendations**

The following recommendations were made from the study:

1. The government should provide more incentives to encourage more teachers to pursue further education as this has potential to be beneficial to pupils. This can be done by providing very competitive salary packages.
2. The Government should be proactive in ensuring that there is some gender balance in terms of appointment of head teachers of the public primary schools.
3. The study recommends that students in the year of examination should be taught by the most experienced teachers.
4. Teachers should also be also be facilitated to attend refresher courses and workshops.

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