


**WOLKITE UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**DEPATMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

# THE IMPACT OF TEACHER QUALITY ON STUDENTS ACADAMIC ACHEIVMENT IN ABAFRANSUA PRIMARY SCHOOL IN CHEHA WOREDA

A SENIOR ESSAY RESEARCH SUBMITTED TO WOLKITE UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE DEPATMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF BACHELOR DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT

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**MAY,2025**

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## LETTER OF APPROVAL

This is to certify that this senior essay ‘on the impact of teacher quality on students academic achievement in Abafransua primary school in Cheha woreda, Central Ethiopia is submitted in partial fulfillment of the Bachelor of Arts Degree in Education planning and management and complies with regulation of the university and meet the accepted standards with respect to originality and quality.

**Approval by board of examiners**

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## Acknowledgement

Most importantly I thank Almighty God for his blessing，the completion of this research is a result of so many peoples effort that deserve appreciation。First and foremost I would like to express my great thanks to my advisor Mr. Meskerem Alemayehu my completion of this work could not have been accomplished without the help of him. I really cannot express enough thanks for everything he has done for me; for his professional advice, constructive criticism. I sincerely thank him. Secondly I would like to give gratitude to my family who assisted me financially; finally my gratitude goes to all my friends for their support

## ACRONYMS/ABBREVIATION

UNESCO:United nations economic, science & cultural organisation.

UN: United nations

NLA: National Learning Assessment

MOE: Ministry of Education

UNICEF:United nations International children's emergency fund

GEQIP: General education quality improvement program

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*Abstract*

*The purpose of this study was to assess the impact of teacher quality on students' academic achievement in Abafransua primary school. Four basic questions were formulated, which emphasized that how teacher quality affect student academic achievement? Having the study purpose in to account this study used a simple random sampling technique to generate the required data, the qualitative and quantitative method was employed in examining the issue as well as appropriate instrument has been devised and used. These instrument was questionnaire the data gathered through it is expressed in percentage, the result of this study indicates that teachers knowledge on subject matter, the relationship of teachers quality and academic achievement of students finally to increase academic achievement of students it is recommended to give professional development opportunity for teachers to improve their knowledge and experience*

# CHAPTER ONE

## 1. Introduction

## 1.1 Background of the study

Education is universally acknowledged in a vast body of literature as an essential element in the process of national development. And it is not the sole responsibility of the government or the role played by education administrator, every stakeholder should foster a strong sense of ownership. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve, change, as well as develop and conserve his environment for the purpose of all rounded development by diffusing science and technology in to the society. Education also plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding (MOE, 1994, p1P).

A World Bank study (World Bank 2013) has observed some outstanding problems in Ethiopian education sector in general. Some of these are poor quality of general education, poor learning

achievement of students, and growing need for qualified teachers in government, non-government and community schools and growing need for quality assurance in teacher education.

Education quality is the process through which trained teachers use child centered teaching approaches in well managed classrooms and skillful assessment to facilitate learning and reduce disparities outcomes that encompasses knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society(UNICEF, 2000 there are many challenges that affect the quality of education. the recent work done by Arega Yirdaw (2016,17) show that the lack of qualified teachers affects the quality of education. teachers to be highly qualified must be well ready for his subject knowledge and pedagogical skill, especially in improving the quality of education facing the challenges. teacher profession is not attractive both for the prospective students and for the qualified experienced teachers, because of the low of teachers welfare. quality can be judged in terms of their basic knowledge in the subject, language proficiency skill of teacher and the method he used to deliver for his students. moreover the behavior of the teachers also another factor which affects the quality of education. the attitude is another challenge for Ethiopian education attitudes of teachers towards their proficiency. they are taking as a transition to another profession. in order to improve the quality of education, an education administrator should give more emphasis on teachers. Ethiopian education and training policy clearly show that teachers starting from kindergarten to higher education will be required to have the necessary teaching qualification and competency in the media of instruction through pre service and in service training program.

## 1.2 Statement of the problem

During the past decade much has been done globally to provide quality basic education for all children, as an obligation for the convention on the rights of child.

The issue of quality in the educational system has been receiving a great deal of attention in the society in recent times.

The quality of education of a nation could be determined by the quality of her teachers, the most important factor in improving students' academic achievement in school is by employing seasoned qualified teachers in all schools (Abe and Adu, 2013).

Many studies show that teacher quality is the key central in student performance. the most questions arising on teacher characteristics is what kind of teacher attribute improving student quality and most of the study show that teacher characteristics significantly affect the student performance .while there is consistence evidence that teacher performance contributes to student achievement there is less information about specific teacher attributes that lead to increasing student achievement(Kirkpatrik,2002, Laczko Kerr,2002, Stephens,2003).teacher characteristics such as education background, experience, certificate status, leadership experience, pervasiveness, teacher evaluation score, preparedness course work are the variables that much pay attention.

In fact there is a wide consensence among researchers and policy makers that teacher quality is an essential component of school quality, perhaps the key component (USDOE, 2003). Thus teacher quality becomes a most important issue in current movements of education reform and school improvement (Darling Hammond, 2000, Rockoff, 2003, Heitmann, 2006). Although it is difficult to arrive generally accepted conclusion, most of the studies conducted in quality teaching and student achievement agreed that the single most important factor in student achievement is the teacher (Cheng, 1996, Gallagher, 2002, USDOE, 2003).

because quality teachers are critical for improving student achievement and success, local, state and federal government are expending considerable effort and resources to promote and expand the knowledge regarding teaching effectiveness*USADO,2005).

The teachers and actions they take in the classroom fundamentally impact students and what they learn, UNESCO (2015). According to the Ethiopia National Learning Assessment (NLA), in 2007 stated that, lack of teachers training on new techniques is one among the factors that deteriorated the quality of education

as the rate of teacher quality is firmly connected to the students achievement the school should have qualified teachers because the achievement of students on expected rate has been disrupted due to the lack of quality of teachers therefore the potential of teachers need to be developed in order to improve performance of students.

Kirkpatrick(2002) affirms that despite the interest in teacher quality and the relationship between specific teacher characteristics and student achievement, it is not clear how these variable are related to one another or how they collectively impact student achievement in effect , variables such as formal education background, content knowledge, teaching practices, teaching experience has been widely studied, But more evidence is needed to establish the relationship among these variables and student achievement (Kirikpatrick,2002,Gibson 2003, Rugraff,2004).

Lasley T, Siedentop D, Yinger R.(2006) affirm that research of the past decades clearly demonstrates the significance of the teacher in fostering student growth and academic achievement, However researchers policy makers and school leaders have difficulty agreeing on what are the essential characteristics of the teachers who create value added learning

Bowers (2006), analyzed teacher practices, personality and behavior as teacher quality indicators to enhance the student achievement in elementary, middle, and high schools. Theison (2005) examined some teacher characteristics such as instructional strategies, motivation, communication and professional development related to fifth grade student achievements. Lowe (2005) was interested in analyzing how much the student achievement is related to the highly qualified teacher rather than to some other variable.

Although many variables account for students achievement such as innate abilities may predispose students to perform better in particular subject areas, support at home and family environment could either cultivate or discourage learning, even neighborhood and peer influence may enhance or dissuade student achievement this study will concerned mainly to investigate the extent to which teachers quality determines students' academic performance.

## 1.3 Research Questions

1, what is the level of teacher quality in terms of different variables in Abafransua primary school?

2, what is the level of students' academic achievement in Abafransua School?

3, what is the relationship between teacher quality and students academic achievement in AbafransuaPrimary School

4. What are the practices of teachers in Abafransua primary school?

## 1.4 Objective of the study

### 1.4.1 General objective

The general objective of the study was to investigate the effect of teacher quality on student's achievement at Abafransua primary school

### 1.4.2Specific objective

The study had the following specific objectives

- To assess the relationship between teachers quality and students achievement
- To assess practices of teachers in Abafransua school

- to measure the levels of teacher quality in Abafransua school

## 1.5 Significance of the study

The significance of the study is to show how teacher's quality in Abafransua school affects students achievement so it helped school communities to have awareness about whether teachers practice in Abafransua is effective or not, and it has the advantage of enabling the stake holders to take necessary remedial measures to minimize the problems

## 1.6 Delimitation of the study

Teacher quality is very essential in improving student achievement, however it is too difficult to investigate the factors that affect students achievement at all levels of Cheha woreda. so to manage successfully and come up with an optimal result. This study delimited to teacher quality in Gubrye sub city in Abafransua primary school.

## 1.7 Operational definition of key terms

Quality: is the heart of any educational system. it influences what students learn, how well they learn, and what benefits they draw from their quality education.

Student achievement: refers to the existent to which a learner has attend their short or long term educational goals

Primary school: means a learning institution which provides learning and educational activates atypically designed to provide students with fundamental skills

## 1.8 Organization of the study

This study was organized in to five chapters. The first chapter deals about the problem, the second is concerned with the review of related literature, while the third provide the research design and methodology, the fourth chapter is about data analysis and interpretation and the fifth chapter is about summary, conclusion & recommendation.

## CHAPTER TWO

# 2. Review of related literature

In this chapter the researcher included both theoretical and empirical literature reviews related to the effects of teacher quality on student's achievement which is expected to provide comprehensive information. The theoretical review includes an overview of teacher quality its definition, aspects of teacher quality, and the empirical review of the study was examine the relationship between teacher quality and students achievement as stated by various researchers.

## 2.1 General concept of quality

Quality is an elusive, multifaceted concept and difficult to measure. in the academic discourse on quality, the behaviorist, humanist,, critical, and conservatives traditions explain the concept of quality differently.

The behaviorist tradition has an absolute interpretation of quality, emphasizing the economist view of educational quality. It means defining quality as related to quantitative learning outcomes and cognitive achievement. In contrast, the humanist tradition of quality has a relativist interpretation of quality focusing on educational processes (Barrett, Duggan, Lowe, Nikel and Ukpo, 2006). From the critical theory point of view, quality is defined as the effectiveness in the outcomes of education and value transmission (UNESCO, 2004). The conservative's tradition emphasis quality as learners actively constructing their own knowledge of the world based on their own experience (Young and Marks, 1998).

## 2.2 Approaches of Educational Quality

### 2.2.1 The human capital approach to educational quality

Human capital is an economic theory which is a modern wing of Adam Smith's thinking (Smith 2005). Its rational is the investment in human capital to foster economic growth, social services and production of new knowledge (Olanian and Okemakinde, 2008). Tikly and Barrett (2011) state that the human capital approach has provided policy makers with an important economic rationale for a focus on educational quality.

### 2.2.2 The Rights Based Approach to Educational quality

In contrast to the human capital approach the rights based approach focuses on rights to education, rights in education and rights through education (Tomasevski, 2004).

According to Tomasevski (2003) the right based approach to education can be understood in a 4A scheme with the dimension of availability, accessibility, acceptability, and adaptability. The rights to education indicate the right to equitable access to education for all people. The right in education refers to the provision of quality of education and recognizes the protection of human rights values and principles in the education system. The right through education involves the concept of relevance in order to fulfill personal and social needs.

### 2.2.3 The social justice approach

The social justice approach redefines educational quality and appreciates both economic growth and the realization of human rights as important elements to ensure sustainable development.

Based on social justice perspective, Tikly and Barrett (2011) define quality as education that provides all learners with the capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing.

In addition different writers have tried to explain quality. For instance, according to Hoy (2008), he said that, quality can be defined by means of identifying long term aspire, which helps to define medium term goals and leads to the immediate short term objectives. By closely specifying objective and determined to achieve them, we find ourselves led towards the achievement of related goods and pursuit of the ultimate aims.

Quality of education associated with high learning achievement improves the quality of human resources and is directly related to increased individual earnings and productivity, economic growth and governments' ability to alleviate poverty (UNESCO, 2005).

Although educators and researchers have yet to agree upon a consensus on the nature of educational quality and its determinants, it is typically measured by higher achievement in examination (Chapman et al., 2005).

MOE defines quality based on the four key components of GEQIP: teacher development: curriculum improvement: leadership and management: and school improvement. the first element of quality that is teacher development, stress that quality relies on an increased supply of academically qualified, motivated, and ethically trained teachers, and on in service and pre service teacher development efforts in primary and secondary education.

Historically the concept of teacher quality has its roots in Coleman's Report. Developed in 1966, which analyzed issues related to equality and educational opportunities. This large national study used aggregated measures of school inputs in terms of average teacher characteristics of schools and average student population characteristics, to investigate the effects of schools on student's educational achievement. This report showed that schools average student characteristics, such as poverty and attitude towards schooling had a greater impact on student's achievement than teachers and schools. In other words, it concludes that measurable characteristics of teachers and schools are not significantly related to student achievement. However, by using only aggregate data, Coleman eliminated variation within schools and therefore, Coleman's study design did not allow him to analyze at individual teachers effects (Gallagher, 2002). By the scholar in relation to student achievement.

Many researchers have argued that teacher quality is a powerful predictor of student performance (Cheng, 1996, Stephens, 2003, Gibson, 2003, Rugraff, 2004). Some researchers focus on teacher personalities, traits, behaviors, attitudes, values, abilities and competencies among other characteristics. Other authors are more concerned with the teaching process (teaching styles, teacher student's interactions, classroom management, etc.) or teaching outcomes such as students' academic achievement, personal development, learning experiences, etc.

Variables presumed to be indicative of teachers quality which have been examined for their relationship to student learning include measures of academic ability, years of teaching experience, subject matter and teaching knowledge, certification status, and teaching behaviors in the classroom

Darling Hammond and Youngest ( 2002) they sought to argue on the following specific assumptions: 1, teachers matter for students achievement, but teacher education and certificate are not related to teacher effectiveness, 2, verbal ability and subject matter knowledge are the most important components of teacher effectiveness, 3, teachers who have completed teacher education programs are academically weak and underprepared for their jobs, and 4,alternative certification programs have academically stronger recruits who are effective and have high rates of retention and they found little support for these four assumptions. They note that the second

assumption is the most strongly supported because many research studies have found that verbal ability and subject matter knowledge are related to teacher effectiveness.

## 2.3 Teacher variables

Experience

Rice (2003) teacher experience matters, particularly in the first few years of teaching. More experience may be of greater importance for high school teachers than for teachers in in earlier grades.

Certification status

Teacher quality in term of certification license found the most powerful tools to predicting student achievement than the other variable such teacher degree, salaries, expenditure level (Darling Hammond 2000).

Other studies have found that students achieve at higher levels of and are less likely to drop out when they are taught by teachers with certification in their teaching field by those, enrolled in graduate studies (Council for school performance, 1997)

Ronald Ferguson(1991) found that combined measures of teachers expertise scores on a licensing examination, Masters degrees and experience accounted for more of the inter district variation in students reading and mathematics achievement.

Knowledge of teaching and learning

Cheng (1993) and Rugraff (2004) suggest that teachers teaching process influence students learning experience and outcomes, and student learning outcomes are usually recognized as a result of learning process in terms of cognitive, affective, and behavioral change and development.

Teachers do matter, and their cognitive ability and knowledge of subject matter and of teaching and learning, licensure, and teaching behaviors in the classroom are related to teacher quality. (Donna Fonh Yee and Anthony H. Normore

The effect of well-prepared teachers on student achievement can be stronger than the influence of student background factors, such as poverty, language background, and minority status. (Linda Darling Hammond 1999).

Philips (2002) teacher competence and teaching practices in classroom are related to teaching force policies. This research concludes that the quality of teaching forces is critical to maximizing student achievement. For example Philips found that teacher force policies such as training and professional development, support and evaluation of teacher, and innovative compensation planes linking pay performance, can enhance student's success.

Qualification

(Pleccki, M. et.el. 2006) indicates that highly qualified teachers are hugely important factor affecting the student academic achievement in the classroom.

Kellman (1997) found a significant positive linear relationship between teacher qualification and student achievement. According to kellmans conclusion, teacher who possessed a teacher certificate with the Bachelor degree were found to significantly influence their students' academic achievement.

A study of high and low achieving schools with demographically similar student populations in New York City found that differences in teacher qualifications (educational degrees, certification status, and experience) accounted for approximately 90% of the total variation in average school level student achievement in reading and mathematics (Armour Thomas et al 1989).

in a major study conducted by Wenglinsky on the relationship between indicators of teacher quality and the performance of grade 8 students teacher educational backgrounds appear crucial to the student performance on the mathematics and science portion of the 1996 National Assessment of educational progress (Blair 2000).school level student achievement in reading and mathematics at all grade levels tested.

Ruth Zuzovsky (2003) from her research conducted on the impacts of teacher qualification on students achievement found that from those variables regarded as qualifications or as indicator of quality, such as advanced academic degrees, majority in the field of experience which were adopted as reform have only marginal and non-significant positive effects on the achievement of students achievement, and the only teacher variable found to have a significant consistent effect on student achievement in both science and mathematics is the opportunity and support given to participation in professional development activities.

Professional development

Roberto Alvarez (2008) demonstrated that teachers such as highest degree earned, major field of study and the pre teaching test are strongly related to the class performance average in math's and teachers certification and training status is significantly related with student achievement in math's, in relation to teachers professional development activities, support received, rewards gained and involvement in collaboration activities are significantly related to students achievement.

Teacher Behavior and practice

Successful teachers tend to be those who are able to use a range of teaching strategies and who use a range of interaction styles, rather than a single, rigid approach (Hamachek, 1969).

Teachers who have had formal preparation have been found to be better able to use teaching strategies that respond to students needs and learning styles and that encourage higher order learning (Hansen, 1988).

Teacher's perception

Teacher's attitudes towards their chosen carrier have an important influence on their achievement and competence (Guneylie and Aslan, 2009). According to Medley and Shannon (1994), teacher competence is the extent to which a teacher has the knowledge and skills. High teacher competence can lead to positive individual development; conversely, an incompetent teacher can adversely affect student's attitudes to learning and lower their self-conceptions.

Teacher motivation

The concept of motivation is described by Pinder and Latham (2014) as a psychological process, which emerges from an interaction that takes place between the individual and environment. Hence the context is crucial.

Research has shown that teachers are motivated by intrinsic rather than extrinsic factors such as self-respect and responsibility (Ellis, 1984, Spear et al., 2000). Mulkeen (2010) suggest that teachers are motivated by high students achievement and de motivated by conditions which limit the possibilities for reaching the objective.

# Chapter three

# 3. Research Design and Methodology

## 3.1 Area Description

This study was conducted at central Ethiopia region .this region is one of the twelve regions of Ethiopia which is located in the southern part of the country. Specifically this study will conduct in Gubrye sub-city.this city is located at about 164km away from Addis Ababa,and south east of Wolkite university . The city is located at 8°3'N latitude and 37°8'E longitude with an elevation of 1900 m above sea level. And the research i was conduct in this sub- city is the impact of teacher quality on students' academic achievement at Abafransua Primary School this school is located around in the south direction of Wolkite University Main Campus. This site is chosen due to its easy access to my university.

## 3.2 Research Design

Research Design is the plan of action that links the philosophical assumptions to the specific methods (Creswell and Plano 2007). This study attempted to obtain information to examine and describe the quality of Abafransua school of Gubrye sub-city. Hence it is a descriptive survey design and it is suitable to obtain sufficient information on the issue under the study.

## 3.2.1 Research method

In this study the researcher used both qualitative and quantitative research method in order to get numerical and descriptive data. The quantitative data was get from the questioner and for the qualitative the researcher was Interview and focus group discussion.

## 3.2.2 Sources of data

Both primary and secondary data to collect data for the study.

Primary source of data

It obtained from school personnel mainly teachers and students.

Secondary data

It collected from relevant documents, journals, and school guideline

## 3.3 Population, sample size and sampling techniques

## 3.4 Study population

Based on the information I got from the principal, the population of Abafransua primary school is 1884 students from them 940 is male and 944 is female. The school has 75 teachers, 34 female and 41 male, and one principal and 2 vice principal

## 3.4.1 Sampling technique

A simple random sampling technique was used to select a representative sampling of students who use to fill in the questioner

Purpose sampling was use to take the purposive principals, vice principals

Simple random sampling was be use to take information from teachers

Sampling size

| School | Target population | Total population | Sample size | Sampling technique |
|---|---|---|---|---|
| Abafransua | Principal | 1 | 1 | Purposive sampling |
| | Vice principal | 2 | 2 | Purposive sampling |
| | Teachers | 75 | 15 | Simple random sampling |
| | Students | 1884 | | |

### 3.4.2Data collection Instruments

In this study the researcher used questioner, observation as the major instrument to collect data, the researcher gave more emphasis to prepare questioner because of its appropriateness for security and it enables the respondents to express their ideas freely. This questioner had both open ended and close ended questions. And also I was use interview for face to face contact with principals and it was permit to collect further information

## 3.5 Data collection procedure

First the researcher prepare的questioner and this questions was pre tested by experts of my department to ensure their appropriateness, at last the questions was set out in their final form.

Objectives of the study were explained clearly for the respondents to get their permission.

## 3.6 Methods of data analysis

The data was analyzed both in qualitative and quantitative. The quantitative data was present in percentage and the information, views, and ideas of the respondents gathered through interview and observation was describe in words.

## 3.7 Ethical consideration

The researcher was try contact principals, teachers and, students and any communication with these bodies was accomplished at their voluntary consent and the confidentiality of any respondent was be assured.

# CHAPTER FOUR

# 4 Data Analysis and Interpretation

## 4.1 Introduction

This chapter consisted the discussions about respondent's characteristics with respect of sex，age academic qualification，experience and deals with analysis data regarding the impact of teacher quality on students' academic achievement in primary school of Abafransua.

## 4.2 Characteristics of the respondents

It is important to describe the characteristics of respondents in analyzing parts of these research，the characteristics of respondents are listed in the following table。Then the next table presents the sex of respondents。

### 4.2.1 Sex of Respondents

| Respondent sex | Frequency | Percent |
|---|---|---|
| Male | 5 | 50% |
| Female | 5 | 50% |
| Total | 10 | 100% |

**Source**；*Data collected from questionnaire respondents*

The above table 1 indicates that from out of total respondents， 5（50%）of males and 5（50%）females participants took part in the research resulting from a total of 10（100%）。

This indicates that in Abafransua Primary School teachers have proportional number in terms of sex.

### 4.2.2 Age of Respondents

| Respondent' s age | Frequency | Percent |
|---|---|---|
| Under 25 | - | 0 |
| 25-29 | 5 | 50% |
| 30-39 | 4 | 40% |
| 40-49 | - | 0 |
| Above 50 | 1 | 10% |

**Source**： *Data collected from questioner respondents*

Table 2 indicates that the age distribution of respondents out of total respondents 10（100%）teachers 5（50%）found between 25-29 years old，4（40%）found between 30-39 years old, 1（10%）found between above 50 and there is no respondents under 25 and 40-49 from this the researcher conclude that in Abafransua Primary School most of teachers are found between in the age of 25-29, it shows Abafransua primary school have young man power who can make an effort for students achievement and at the same time it has matured teachers

### 4.2.3 Position of the respondents

| Respondent's position | Frequency | Percent |
|---|---|---|
| School principal | - | 0 |
| Vice principal | - | 0 |
| Teachers | 10 | 100% |
| Students | - | 0 |

The above table 3 shows respondents position，Accordingly the participants filled the questioner were only teachers which is 10（100）

### 4.2.4 Experience of Respondents

| Respondents Experience | Frequency | Percent |
|---|---|---|
| 1-2 | - | 0 |

| | | |
|---|---|---|
| 3-5 | 2 | 20% |
| 6-10 | 4 | 40% |
| 11-15 | 2 | 20% |
| Above 15 | 2 | 20% |

The above table 4 shows those respondents' years of experience in teaching，accordingly 2（20%） of respondents had 3-5 years of experience，4 (40%) of teachers had 6-10 years' experience, 2(20%) had 11-15 years' experience，and 2（20%）had above 15 years' experience and there is no teacher who had 1-2 years' experience from this the researcher conclude that most teachers have good experience in teaching which can contribute to desired academic achievement of students

### 4.2.5 Qualification of Respondents

| Academic qualification | Frequency | Percent |
|---|---|---|
| Diploma | 4 | 40% |
| Bachelor Degree | 5 | 50% |
| Masters Degree | 1 | 10% |

The table 5 shows respondent category of academic qualification accordingly 4（40%）of teachers had Diploma，5（50%）had bachelor degree，and 1（10%）had master's degree the above data shows that the majority of respondents were graduated with bachelor （first degree）holders，this qualification is important in enhancing student's academic achievement。

## 4.3 Response in regard to different variables

| No | Item | Responses | Respondents | Percent |
|---|---|---|---|---|
| 1 | Knowledge and Understanding Of my main subject | Very High | 6 | 60% |
| | | High | 4 | 40% |
| | | Medium | - | 0 |
| | | Low | - | 0 |
| | | Very Low | - | 0 |

| | | | | |
|---|---|---|---|---|
| 2 | Class Room management | Very High | 5 | 50% |
| | | High | 5 | 50% |
| | | Medium | | |
| | | Low | | |
| | | Very Low | | |
| 3 | The Most Effective Teacher In This School receive the greatest Monetary and Non-Monetary reward | Very High | - | 0 |
| | | High | 5 | 50% |
| | | Medium | 3 | 30% |
| | | Low | 1 | 10% |
| | | Very Low | 1 | 10% |
| 4 | In This School a development and training program is established for teachers to improve their work as a teacher | Very High | 2 | 20% |
| | | High | 5 | 50% |
| | | Medium | 1 | 10% |
| | | Low | 1 | 10% |
| | | Very Low | 1 | 10% |
| 5 | Administer a test or quiz | Very High | 7 | 70% |
| | | High | 3 | 30% |
| | | Medium | - | 0 |
| | | Low | - | 0 |
| | | Very Low | - | 0 |
| 6 | I am satisfied with my job | Very High | 8 | 80% |
| | | High | 2 | 20% |

| | | | | |
|---|---|---|---|---|
| | | Medium | - | 0 |
| | | Low | - | 0 |
| | | Very Low | - | 0 |

**Source**： *Data collected from questioner*

From the above table respondents were asked based on different variables， from those the first question were whether the respondents have subject matter knowledge or not。From out of total respondents 10（100%），6（60%）very High and 4 （40%）high，there is no respondents from medium， Low，and very low， therefore from the first variable the researcher conclude that the teachers found in Abafransua primary school have good subject matter knowledge。And on the second variable which is class room management，5（50%）very High and 5（50%）High，standing from this Data the researcher conclude teachers in Abafransua primary school are good in classroom management。On the third variable reward system of the school 5（50%）High，3（30%）medium，1（10%）low，and 1（10%）very low from this Data the researcher conclude that the reward system in the school is suffient, but there is some gap to be filled. On the fourth variable which is opportunity of training and development 2(20%) very high, 5(50%) High,1(10%) medium, 1(10%) Low, 1(10%) very low based on this data the researcher conclude that majority of the teachers in Abafransua primary school have training and development opportunity

On the fifth variable administer a test or quiz 70(70%) Very High, 3 (30%) High and there is no respondent from medium, Low, and Very low this data indicates that majority of the teachers conduct effective administration of tests to assess the learning of students.

On the six variable job satisfaction 8 (80%) very high,2 (20%) High from this data the researcher conclude that most of teachers in Abafransua primary school are satisfied by their job and it is necessary for improving the academic achievement of students

# CHAPTER FIVE

# SUMMARY, CONCLUSION, AND RECOMMENDATION

**This is the final chapter of the study deals with summary of the major finding conclusion drown and recommendation forward on the**

## 5.1 Summary

The purpose of this study was to investigate the impact of teacher quality on students' academic performance in Abafransua primary school. The teachers quality in the school have seen in relation to different variables, subject matter knowledge, classroom management,

qualification, experience, professional development, and teacher practice. The study was attempted to answer the following questions;

1. What is the level of teacher quality in terms of different variables in Abafransua primary school?
2. What is the level of academic achievement in Abafransua primary school
3. What is the relationship between teacher quality and academic achievement of students in Abafransua primary school
4. What are the practice of teachers in Abafransua primary school

   To find response for the above question, descriptive research method used and 10 teachers were participated in responding to the questioner. The major finding of the study summarized here under

   - The current teachers quality in the school is relatively high
   - To increase the academic achievement of students teacher receive both monetary and non-monetary rewards
   - The relationship between teacher quality and student academic achievement in this school is very high ,it is proven that students who are thought by teachers with experience and adequate knowledge of the subject matter are more likely achieve in their academic endeavor

## 5.2 Conclusion

- Based on the above summary, the following conclusion was drawn. It is possible to conclude that teacher quality variables are more strongly related to students' academic achievement and among variables assessing teacher quality percentage of teachers with adequate experience is more powerful predicator of students' academic achievement than teachers education level

## 5.3 Recommendation

- Improved student academic achievement depends on improved classroom teacher, Based on the above conclusion, the following recommendations were made to be looked by the concerned body. These are
- the principals have to make teaching effective and working closely with teachers in classroom observation, and
- ensure that all teachers know and use instructional best practices that promote all students learning and also
- give professional development opportunities for teachers and assure that teachers professional development is connected to their work with students
- the teachers should have experience or must be knowledgeable to what subject they teach
- the teachers should support student academic achievement in their school
- the principals must do everything possible to hire the highest quality teachers and then continually enhance teaching quality

## *Reference*


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**WOLKITE UNIVERSITY**

COLLAGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

This questionnaire is prepared for collecting information about the impact of teacher quality on
Students' academic achievement in the case of Abafransua Primary School. Your participation to fill this quetionariy is very crucial for the success of this study. The data that is collected in this study was be treated confidentially and used for the research only.
Thank you very much for your cooperation!
General Direction;

- Please read the question carefully
- Most questions can be answered by putting .. symbol on the most appropriate answer

Part | Back ground information

1. Sex

Male □ Female □

2. Age A. Under 25 B.25-29 C.30-39 D. 40-49 E. Above 50

3. Please state your highest academic qualification

A. Diploma B. Bachelor degree C. masters degree

4. How long have you been working as a teacher

A.1-2 year B.3-5 years C. 6-10 years D. 11-15 years E. More than 15 years

5. How long have you been working as a teacher in this school

A.1-2 years B. 3-5 years C.6-10 years D. 11-15 years E. More than 15 years

6. What is the name of the subject you teach in this school

Please write here .....

7. Was the teaching of this subject part of your academic training

Yes □ No □

For the following questionnaires list in the table below put "X" sign in your answer 1. Very high 2. High 3. Medium 4. Low 5. Very low

| No | Item | Linker scale | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Knowledge and understanding of my main subject | | | | | |
| 2 | Class room management | | | | | |
| 3 | The most effective teacher in this school receive the greatest monetary and non-monetary reward | | | | | |
| 4 | In this school school a development and training program is established for teachers to improve their work as a teacher | | | | | |
| 5 | Administer a test or quiz to assess students learning | | | | | |
| 6 | I am satisfied with my job | | | | | |