



The effect of English Teacher Qualification on Student Performance in English Language in Secondary Schools in Rwanda: a case of Nyagatare District

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Abstract

This research evaluated the influence of English teachers' qualifications on students' performance in English in secondary schools in Rwanda, in the Nyagatare district. Specifically, this research determined the teachers' academic qualifications that influence the students' academic performance in English in secondary schools, analyzed the students' performance in English in secondary schools, and investigated the extent to which teachers' academic qualifications influence the performance of students in English in secondary schools in Nyagatare District. In order to have a comprehensive view of the subject, teachers' qualifications affect students' performance in English. This study is useful to all stakeholders in the education sector, such as public institutions, decision-makers, district authorities, head teachers, teachers, learners, and scholars. The researcher applied a descriptive correlational study, targeting 150 students, 115 English teachers, 100 heads of English teachers, and 20 headteachers. This study selected respondents and key informants both purposefully and randomly. A study sample of 197 respondents was obtained by using Yamane's formula. Information was analyzed using the statistical package for social sciences, version 26.0, to generate descriptive statistics in terms of frequency, percentage, mean, and standard deviation. Inferential statistics were produced in terms of correlation and regression coefficients to determine the size of the effect between variables. Teacher's academic qualifications the Results indicated that the students use English both in and out of class; 30.2% strongly agreed, and 15.8% agreed. Results showed that the national examination result can show academic performance in English, where 56.6% of respondents strongly agreed and 23.7% agreed. The results evidenced that student use of grammar shows academic performance (45.4% strongly agreed and 23.7% agreed), and the student's comprehension of the meaning in English shows academic performance. Results showed that 45.4% strongly agreed and 23.7% agreed, according to the above result. This shows that the above factors indicate the academic performance of English in Nyagatare district. Results on the correlation between teachers' academic qualifications and students' performance in English in secondary schools indicated that most measures were positively associated with each other. Since the degree of significance was less than 0.05, it was proposed that the Ministry of Education should provide enough funds to improve teachers English qualifications deemed to enhance the level of English proficiency and undertake trainings, seminars, and capacity development programs to encourage knowledge and improve English qualifications, which affect the level of understanding of English. Head teachers shall monitor teachers to ensure they have all qualifications required in English. Teachers should try to provide direct support. Further studies should be done on the effectiveness and suitability of the English proficiency tests used in teaching history. There is a need to carry out research on the effectiveness of teacher English qualifications to enhance students' learning outcomes in English lessons.

Keywords: *English language, Academic performance, qualified teacher, A qualification*

1.0 Introduction

The English language is one of the core subjects in the Rwandan education system; it prepares students for future careers related to communication and technology. Regardless of that, students are continuing to perform poorly. That performance in the English language is a worrying trend worldwide, as noted by Amuthezezi (2016). He noted that there was an urgent need to investigate the causes of poor reading and comprehension among students. That was with the view of finding a lasting solution to the problem. English is also a national language in Rwanda, and a global language of communication, information, and communication technology (ICT) uses English. It is also a determinant of students' entry into quality colleges and universities and their future prospects.

Many studies have been carried out to establish the reasons behind poor performance in English in Rwandan secondary schools. English was the subject with the highest reduction in the 2019 primary national examination results (Nzanana, 2016), with a national mean score of 3.42 in 2011 in comparison to 3.90 in 2010 (Reb, 2020). However, the 2019 Nyagatare District end-of-term examination results analysis indicates that more students failed English. Statistics indicated that it was 12.0 equal to A and 1.0 equal to E (Nyagatare District, 2021).

This showed that despite the intervention, students continued to perform poorly in English, which was worrying since the English language was a determinant of entry into higher institutions of learning, especially universities. It was for these reasons that the current study will examine to what extent a teacher's qualifications influence students' performance in English in public secondary schools in Nyagatare District. Specifically, the paper had:

- i. To analyse the teachers' academic qualifications that influence the students' academic performance in English in secondary schools in Nyagatare District.
- ii. To evaluate the students' performance in English in secondary schools in Nyagatare District.
- iii. To determine the influence of teachers' academic qualifications on the performance of students in English in secondary schools in Nyagatare District.

2.0 Review of Related Literature

2.1 Empirical Literature

2.1.1. Teachers' Academic Qualifications That Influence Student Academic Performance in Secondary Schools

From a global viewpoint, the study conducted in Pakistan by Aslam (2017) on The Impact of Teacher Qualifications and Experience on Student Performance. The findings show that teacher credentials, rather than teaching experience, are the best predictor of student happiness. The association between a teacher's experience and credentials and students' happiness was somewhat mediated by the teacher's methods and talents, as well as by successful knowledge sharing. Finally, a culture that values knowledge has tempered and reinforced the link between students' contentment, effective knowledge sharing, and instructors' approaches and skills. This study offers new opportunities for educational institutions' top management to improve the educational system by incorporating students, who are important stakeholders and the best judge of a teacher's performance.

Thompson (2014) notes that the way in which teachers are recruited and trained may adversely affect the pupil's performance Eshiwani (2014) notes that most schools face a lot of problems in terms of finances and qualified teachers, as a result of which pupils have performed poorly in national examinations. Harrison and Dale (2014) emphasize that the management skills of head teachers should be upgraded and that their role as head teachers should be in the inspection.

William (2014) notes that male and female teachers have sometimes been found to have a negative impact on the gender of learners in the classroom. According to Kwesiga (2017), male teachers may be impatient with girls, and their attitudes have proven to be biased in favor of boys. Stone (2012) emphasizes that lower achievement among pupils may be due to a lack of encouragement by teachers. The research done by Thompson (2017) asserts that the education system does not encourage poor teachers to improve their Musgrove work and actively discourages good teachers from working to the maximum of their capacity. He further found that the committed, enthusiastic, and able teacher who constantly seeks ways of improving his teaching finds himself year by year on the same salary scale as the discontented, idle, and inefficient teacher.

In Rwanda, the research done by Cassian (2021) on the impact of teacher qualification on students' academic performance in public secondary schools in Rwanda established that there is a statistically significant relationship between teacher qualification and students' academic performance, with $P = .000$ less than 0.01 as the correlation significance level and Pearson coefficient correlation $r = .564$. It was revealed that teacher qualification can have an impact of 36.5% on students' academic performance, and the remaining 63.5% could be affected by other variables. This paper recommended that the Ministry of Education keep reviewing ways of improving the level of teacher qualification to standardize the quality of education through improved academic performance. Educational planners should make effective setups that could improve the level of teacher qualification, which leads to effective teaching methodology.

2.1.2 Analyze the Student's Performance in English Language in Secondary Schools

Globally, Zhu (2021) conducted a study in China on the English performance of Chinese secondary students and the influence of different factors on English learning. This shows that the findings showed that the most significant academic challenges for Chinese students when learning English were vocabulary, grammar, and a lack of an environment for practicing English speaking. In addition, students wanted better teaching methods. However, the Chinese language had no bearing on learning English. The findings from this study can help Chinese education authorities improve the curriculum and provide better English teaching strategies. Quantitative survey methods should be used in future research and include a larger sample size to generalize the results to a wider population. Since 2003, English has been a compulsory subject in China's elementary, secondary, and university institutions in order to help achieve this aim.

According to Thompson (2017), many young people enter teacher training because they have failed to achieve selection for further stages of formal education. According to Tyler F. (2010), teachers' attitudes can be transmitted to their students. He notes that the establishment of a good relationship between the teacher and the class is vitally important and determines whether the process of learning is going to be a cooperative effort, an easy alliance, or a cold war. Pupils with a poor attitude toward learning will definitely perform poorly. Therefore, education is to develop the right attitude in students towards work so that they will not be aiming to get white collar jobs. The entire idea of how the population of the Soviet Union created its own unique way of communicating and its own educational system and teaching methods shows how this can have a direct influence on a post-soviet country such as Armenia.

According to Petrie (2011) in *Communication Skills for Working with Children and Young People: Introducing Social Pedagogy*, communication is an important factor in the best pedagogical practices, and both communications and pedagogy are actually intertwined. Petrie (2011) found that sophisticated communication can take place between children and elders, mainly because operative communication with young beings actually has a link to building relationships with them first. According to Petrie (2011), communication is often misunderstood as exchanging fixed expressions. In *Communication in the Language Classroom*, Tony Lynch presents the usual pattern of communication amongst the teacher and learner as a part of classroom interaction: the cycle of Initiation-Response-Feedback. (Lynch, 2012) noted that at the initiation stage, the teacher asks a polar question whose expected answer is either "yes" or "no". It is during the response stage that the student provides the fixed answer. The feedback stage concludes with the teacher's approval when the correct answer is provided, and if not, the teacher simply provides the correct answer. Many class observers may understand this cycle as communication between the educator and learner, yet this is an illusion of communication.

The research by Momanyi (2019) in Kenya has linked poor academic performance results in English to teacher quality, curriculum-related issues, parental engagement, and the scarcity of facilities in schools, among others. Endeavors towards improving academic performance in English have been exerted, but the problem of deplorable results remains an unending concern. The aim of this study was to establish the relationship between study habits and performance in the English language among students in public secondary schools in Kenya. The study employed a correlational design and stratified random sampling techniques. The results from Pearson Product Moment Correlation indicated a positive, statistically significant relationship between study habits and academic performance in English among students in public secondary schools. The study recommended that teachers and parents increase awareness and motivate students to develop effective study habits to improve their performance.

In the research conducted in Rwanda by Emmanuel (2020) on English Language Skills and Students' Academic Performance in Rwandan Public Secondary Schools, the findings were summarized and a general conclusion was drawn: 92.08% agreed that English is used as the language of instruction, 6.34% disagreed, and 1.58% refused to provide information; 6.26 percent use English in their communication; 95.26 percent can write an essay in English; and 93.67% can read and understand the written materials. The overall average of students' academic performance in national examinations from 2014 to 2018 is 93.31%. English language skills have a great impact on the students' academic performance, as revealed by 92 percent of respondents, and the correlation coefficient is 0.874, which means that there is a high positive correlation between English language skills and students' academic performance. Based on the study's results, it was discussed that although there are other intervening variables that affect the academic performance of students, LOI is the most important factor. It is therefore recommended that all 36 Stratford peer-reviewed journals and book publishing journals of stakeholders in education make an effort to improve English language proficiency among students from nursery schools.

2.1.3. Teachers' Academic Qualifications Influence Performance of Students in English Language in Secondary Schools

A global perspective, a study conducted by Ali (2022) the findings of the study showed that there is a positive and significant relationship between teachers' language skills (writing and speaking) and the performance of the students. The more skilled the teachers were in language, the better the performance of the students. The two language skills of a teacher, writing and speaking, have a significant and positive effect on the academic performance of a student. But the listening skills of teachers do not have a significant and negative effect on student performance; the reading skills of a teacher have negative effects on academic performance. These results can be used to predict useful information that gathers new information and fosters better strategies to improve the language skills of teachers and the academic performance of students.

Tirosh and Ruhama (2013), in their study on students as sources of teacher presentation of the subject matter, recognized the fact that pedagogical content knowledge is growing very fast. One major issue related to this kind of knowledge is its source. Obviously, the teacher's own experience, both as a learner and as a teacher, influences pedagogical content knowledge. Exposure to relevant developmental and cognitive research, including learning theories, and interactions with students are other factors. Another source of pedagogical content knowledge is the nature and depth of the teacher's own subject-matter knowledge of the material they teach. Berne and Wilson (2014) point out that, in the past ten years, calls for a commitment to teacher learning have increased exponentially. Calls for higher standards for teachers' inevitably erupted alongside calls for higher education for students.

The study done by Muyombana (2019) in Rwanda Established that there is a statistically significant relationship between teacher qualification and students' academic performance, thus $P = .000$ less than 0.01 as the correlation significance level and Pearson coefficient correlation $r = .564$. It was revealed that teacher qualification can have an impact of 36.5% on students' academic performance, and the remaining 63.5% could be affected by other variables. This paper recommended that the Ministry of Education keep reviewing ways of improving the level of teacher qualification to standardize the quality of education through improved academic performance. Educational planners should make effective setups that could improve the level of teacher qualification, which leads to effective teaching methodology. The school head teacher should actively participate in the improvement of teacher qualifications, especially teacher content mastery and experience. The study also recommended that teachers themselves be encouraged in their professionalism in order to improve school performance.

2.2 Theoretical Framework

In this vein, the research used Constructive View of Learning and Communicative Language Teaching (CLT) Theory.

2.2.1 Constructive View of Learning Theory

Methods of instruction need to be incorporated with experiences at school, such as having a positive attitude, knowledge of the content (mastery of the content), and availability in the classroom. Here, the constructivist theory should enable the researcher to propose which instructional methods to recommend as far as the performance of the English language is concerned

2.2.2 Contingency Theory

This study was also grounded in the Communicative Language Teaching (CLT) Theory. CLT was developed out of the changes that arose from the teaching tradition of the British language since the late 19s and, on a general note, during the developments in both Europe and the northern part of America. The use of a language beyond the classroom in a communicative course starts with the realization of the interests and needs of the learners and the opportunities available for responding to and surveying those interests and needs through foreign language use away from the classroom itself.

2.3 Conceptual Framework

Independent variables

Teachers 'Qualifications:

- Highest level of education
- Effective communications in English
- Speak fluently English
- Read and write English
- Ability to understand and use English grammar and education

Dependent variables

Academic performance:

- Students use English both in and out of class.
- National examination result of English
- Student use grammar
- The student comprehends the meaning in

Intervening variables

- Government educational policies
- Involvement of parents
- School facilities
- School policies

1 Conceptual Framework

Source: Researcher (2023)

The conceptual framework summarizes the relationship between the variables in this study. The figure above shows several factors that are capable of influencing the academic performance of students in English. Ability to speak fluently in English as an independent variable like ability to read and write well in English, pronunciation well in English, ability to understand and use English grammar, and education. The dependent variables are: student use of English in and out of the class; national examination results in English; and students' use of grammar. The student's level of understanding of the meaning of English is indicated in the above figure.

3.0 Research Methodology

This study employed a descriptive survey research design and included both quantitative and qualitative approaches. On the one hand, a survey is used with the quantitative technique, in which questionnaires are sent to teachers and sampled students over the course of the study.

3.2 Target Population

The population in this study consisted of one hundred and fifty English teachers with a sample size of seventy-six respondents; one hundred heads of the English language, whose sample size is fifty respondents; twenty headteachers with a sample size of eleven respondents; and one hundred and eighteen students with a sample size of sixty-two respondents. Through this, the total population was 368 respondents, with a total sample of 197 respondents from eight secondary schools in three Nyagatare District sectors, such as Rwempasha, Rwimiyaga, and Tabagwe. The extremes of performance were considered for the targeted students in order to get a target group of students that are only linked with English performance as the major emphasis of this study. The study calculated a representative group by means of Yamane formula:

$$n = \frac{N}{1 + (e)^2}$$

Thus, the calculated sample size is 197 respondents participated in this research, from 398 research participant considered as the targeted population.. This study used purposive sampling techniques to choose Heads of English teachers and English Teachers at different secondary schools in the Nyagatare district and also used simple random sampling to choose the students as respondents. These techniques were used by the researcher based on the experience, qualities, and knowledge of all respondents to provide virtue information.

4.0 Research Findings and Discussions

4.1 English teacher’s response on the teachers' academic qualifications influence the students' academic performance in English in secondary schools in Nyagatare District.

The researcher started with descriptive statistics in order to give information on the teachers' academic qualifications that influence the students' academic performance in English in secondary schools in Nyagatare District.

Table 4. 1 Heads of English language response on the teachers' academic qualifications influence the students' academic performance in English in secondary schools in nyagatare district

Statement on availability of teachers academi qualification	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Total	Mean	Sdv
	N	%	N	%	N	%	N	%	N	%			
Effective communications in English indicate the teacher academic qualification	0	0.0	1	1.6	2	3.2	15	23.0	32	46.0	50	1.44	.674
Speak fluently English indicate the teacher academi qualification	7	14.0	4	8.0	5	10.0	11	22.0	23	46.0	50	2.22	1.4609
Read and write English indicate teacher academi qualification	1	.6	1	.6	3	1.8	18	36.0	27	54.0	50	1.620	.854
Ability to understand and use English gramma indicate teacher academi qualification	0	0.0	1	2.0	2	4.0	16	32.0	31	62.0	50	1.64	.676

Source: Primary Data (2023)

Results shown by Head English Language indicated Effective communications in English indicate the teacher's academic qualification; 64.0% strongly agreed, and 30.0% agreed. The results evidenced that speaking fluent English indicates the teacher's academic qualification; 46.0% strongly agreed, while 22.0% agreed. The study felt that reading and writing well in English indicate teacher academic qualification; 54.0 agreed with strong agreement, while 36.0% agreed with the statement. The results demonstrated that the ability to understand and use English grammar indicates teacher academic qualification; 62.0% show a strong agreement, while 32.0% agree.

4.2 The students' performance in English in secondary schools in Nyagatare District

This study analyzed the level of academic success in English among students in secondary schools through improved scores obtained from examinations, active class participation, increased confidence levels, and increased levels of cooperation between students.

Table 4. 2 Teachers of English Language Response on the Level of Students' Performance in English in Secondary Schools in Nyagatare District

Statements	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Tot	Mean	Sdv
	N	%	N	%	N	%	N	%	N	%			
English national test results reveal that students do well in English.	0	0.0	2	3.2	12	19.4	17	27.4	31	50.0	62	1.758	.881
Students utilize English both inside and outside of the classroom	0	0.0	2	3.2	12	19.4	13	21.0	35	56.5	62	1.693	.897
Grammar is used by students.	7	11.3	4	6.5	6	9.7	14	22.6	31	50.0	62	2.064	1.377
The student grasps the meaning in English	1	1.6	1	1.6	18	29.0	16	25.0	26	41.0	50	1.951	.965

Source: Primary Data (2023)

Results shown by teachers in English Students academic performance indicated the student grasps the meaning in English; 41.0% strongly agreed, and 25.0% agreed. The results evidenced that grammar is used by students, with 50.0% strongly agreeing and 22.0% agreeing. The study showed that students utilize English both inside and outside of the classroom; 56.5 accepted the statement with strong agreement, while 21.0% agreed with it. The results demonstrated that the English national test results reveal that students do well in English; 50.0% show strong agreement, while 27.4% agree.

Table 4. 3 The student's perception of their level of performance in English in secondary schools in Nyagatare District.

Statements	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		Total	Mean	Sdv
	N	%	N	%	N	%	N	%	N	%			
Student can speak English fluently	0	0.0	3	3.9	16	21.1	14	18.4	43	56.6	76	1.723	.932
The way a student speak English makes him/her proud of the language.													

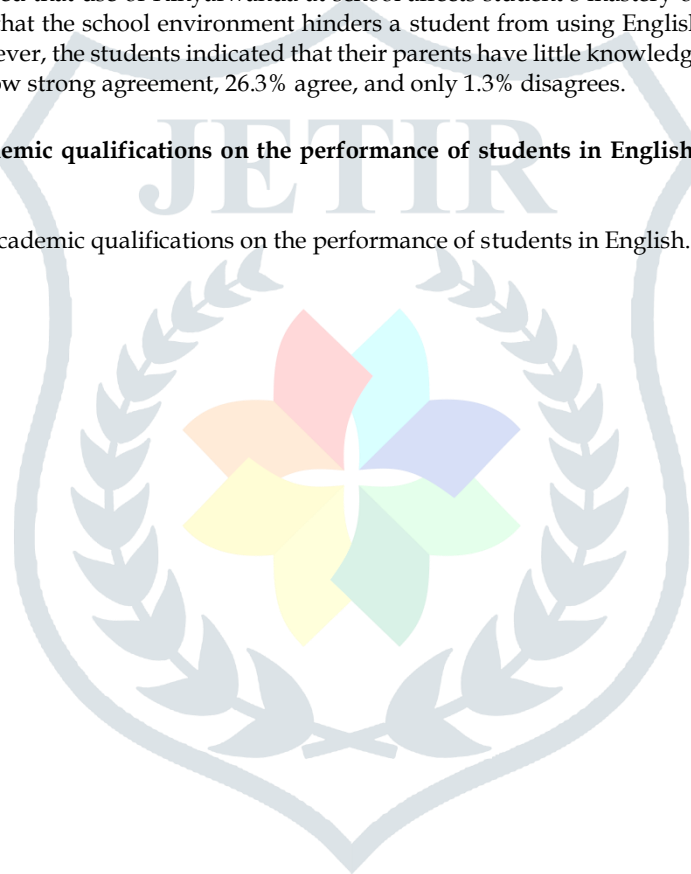
	0	0.0	3	3.9	16	21.1	20	26.3	37	48.7	76	1.803	.932
Use of Kinyarwanda at school affects student's mastery of English	7	9.2	4	5.3	8	10.5	17	22.4	40	52.6	76	1.96	1.3007
School environment hinders a student from using English while studying	1	1.3	1	1.3	10	13.2	23	30.3	41	53.9	76	1.655	.857
My parents have little knowledge about English which makes me use Kinyarwanda more often	1	1.3	1	1.3	22	28.9	20	26.3	32	42.1	76	1.934	.942

Source: Primary Data (2023)

Results shown by students on academic performance indicated they can speak English fluently; 56.6% strongly agreed, and 18.40% agreed. The results evidenced that the way a student speaks English makes him or her proud of the language; 48.7% strongly agreed, while 26.3% agreed. The respondent also indicated that use of Kinyarwanda at school affects student's mastery of English; 52.6% strongly agreed and 22.4% agreed. The result indicated that the school environment hinders a student from using English while studying. 53.9% show strong agreement, while 26.3% agree. However, the students indicated that their parents have little knowledge about English, which makes me use Kinyarwanda more often. 42.1% show strong agreement, 26.3% agree, and only 1.3% disagrees.

4.3 The influence of teachers' academic qualifications on the performance of students in English in secondary schools in Nyagatare District

This association between teachers' academic qualifications on the performance of students in English.



	Speaking and listening communication skills	and Teachers communication skills	The good confirm gap English	teacher that accounted effective	Teachers are competent in answering questions	Teachers give correction and advice on assignment	Teaching English has increased teaching capacity
Speaking and listening communication	Pearson Correlation Sig. (2-tailed)	1					
	N	112					
Teachers communication skills	good Pearson Correlation Sig. (2-tailed)	.294*	1				
	N	112	112				
The confirm that gap accounted	teacher Pearson Correlation Sig. (2-tailed)	.379*	.285*	1			
	N	112	112	112			
Teachers are competent in answering questions	Pearson Correlation Sig. (2-tailed)	.247*	-.015	.288**	1		
	N	112	112	112	112		
Teachers give correction and advice on assignment	Pearson Correlation Sig. (2-tailed)	.160	.118	.253**	.387*	1	
	N	112	112	112	112	112	
Teaching English has increased teaching capacity	Pearson Correlation Sig. (2-tailed)	.198*	.419*	.219*	.158	.341**	1
	N	112	112	112	112	112	112

Table 4. 4 Correlation between teachers' academic qualifications on the performance

Data demonstrated in table 4.6 felt association between research variables. The statistical association between good communication skills and an English teacher is very high. And speaking and listening communication skills as an English teacher are very high ($r = .294^{**}$, p -value = 0.002). Finally, a correlation was found between the teacher confirmed that the gap accounted for in my English effective communication lesson can be overcome with good communication skills by an English teacher, which is very high ($.285^{**}$, p -value = 0.002). These correlations were positively associated since the p -value was <0.05 . For estimated value, there is a significant relationship between teacher's competence in answering questions from students and teacher's good communication skills as an English teacher, which is very high ($r = -.015$, p -value = .873), Teachers give correction and advice on assignments given to students, and the teacher confirms that the gap accounted for in my English effective communication lesson can be overcome ($r = .253^{**}$, p -value = 0.007). Teaching English for many years has increased my teaching capacity. Teachers are competent in answering questions from students ($r = .158$, p -value = .097). This correlation is insignificant since the p -value was >0.05 . Results: The correlation between teaching English for many years has increased my teaching capacity, teachers give correction and advice on assignments given to students ($r = .341^{**}$, p -value = 0.000), and the teacher confirms that the gap accounted for in my English effective communication lesson can be overcome ($r = .219^{*}$, p -value = 0.021). However, an insignificant relationship was established between teachers who are competent in answering questions from students, as indicated above.

5.0 Discussion of Findings

51 English teacher's response on the teachers' academic qualifications influence the students' academic performance in English in secondary schools in Nyagatare District.

Mandie (2013) studied English as a situational analysis'. This research was carried out in South Africa. Researchers assessed the degree to which the topic content teaching staff members assume duties for instructing English in secondary schools, including possible reasons for not doing so. The study shed some light on the amount of English teaching that currently takes place in a content class. The research indicated that most subject content teachers who conducted a survey recognized their duties in teaching English. These findings stressed the need for advancing and improving adequate capacity building and education courses for MI content's top teachers. Suitable training in MI proved to be one of the most pertinent elements in increasing the level of academic literacy among South African students.

5.2 The students' performance in English in secondary schools in Nyagatare District

This study analyzed the level of academic success in English among students in secondary schools through improved scores obtained from examinations, active class participation, increased confidence levels, and increased levels of cooperation between students. Kagwesage (2013), a teacher who teaches in Rwanda, conducted research to assess the way in which Rwandan learners in universities cope with

education via a new foreign language (English). Her research demonstrated that learners encounter various constraints and complexities in utilizing newly applied English. Therefore, the research pinpointed that involvement in class activities decreased owing to the lack of terminology and fear of making errors in the English language. The study findings concur with previous studies; for example, the results showed that using English as an instructional language rather than Oshiwambo (the mother tongue) prevents students from fully participating owing to the fact that it does not afford understandable effort, doesn't serve as an instrument for organization skills for subject areas, and gets in the way of the learner-centeredness that the nation's ministry so desperately wants. When Oshiwambo was used, there was a difference in how the teachers and pupils behaved. The usage of the official language (English) perpetuates a "culture of silence" rather than encouraging student participation. This is supported by research done by Serge (2021) in Karongi district, Rwanda, which revealed that teachers have incompetency in the English language, which hinders them from teaching in English. The researcher added that teachers cannot express themselves in English. The study came to the conclusion that the English proficiency area is impacted by teacher's failure to teach in English, lead classroom interactions in English, express themselves in English, and provide English language instructional resources.

53 The influence of teachers' academic qualifications on the performance of students in English in secondary schools in Nyagatare District

The statistical association between good communication skills and an English teacher is very high. And speaking and listening communication skills as an English teacher are very high ($r = .294^{**}$, $p\text{-value} = 0.002$). Finally, a correlation was found between The teacher confirmed that the gap accounted for in my English effective communication lesson can be overcome with good communication skills by an English teacher, which is very high ($.285^{**}$, $p\text{-value} = 0.002$). These correlations were positively associated since the $p\text{-value}$ was <0.05 . Collins (2015) determines how teachers' professional development strategies affected the acquisition of English results in primary educational institutions in the Musanze area. Data from the questionnaire were analyzed using quantitative methods and a descriptive study methodology. According to the data, there is a substantial link between teacher professional development methods and student learning achievements in English. The research suggests that instructors get regular in-service instruction and that sufficient teaching materials be distributed to various elementary schools. To further understand how ongoing professional development affects students' academic achievement and instructors' inspiration, more study is required. Casian (2021) looked at how methods of professional growth affected the effectiveness of educators within secondary public schools. It was discovered that pre-service, induction, and ongoing professional growth had a big impact on instructors' efficiency. The results recommend confirming pre-service education, establishing in-place induction education for new teachers, and collaborating with other groups for coordinating initiatives. Since continuing education and the quality of education are intimately related, a lack of it has detrimental effects on educators, students, and the country as a whole.

6 Conclusions and Recommendations

Reconsidering findings from this present research, it concludes: To the first research objectives, the study reveals that the highest level of education Effective communication in English, speaking fluent English, reading and writing well in English, and the ability to understand and use English grammar and education Both the head of English and the English teacher have the same attitude about the teachers' academic qualifications in English. The researcher reveals that students use English both in and out of class, the national examination results are in English, students use grammar, and students comprehend the meaning of English. Therefore, secondary data have indicated that learners with a 4.12 mean response obtained a high score, and others with a low score obtained a mean response of 1.2. Thus, 60.0% agreed that students attended history lessons regularly. Results from objective three indicated that teachers' academic qualifications influence the performance of students in English in secondary schools and are positively and statistically correlated since most of their levels of significance were more than 0.05 in association with academic success in English in Nyagatare District, Rwanda.

Reconsidering the concluding remarks from the study findings and information, it was argued that the author attempted to make some recommendations for the study. MINEDUC is recommended to provide enough resources to increase the level of English proficiency in secondary schools. In order to foster language competency in students from the start of their education, it is advised that Rwanda adopt English as LOI in nursery schools. Additionally, given the importance of the English language in globalization and growth, it is desirable for Rwanda to add English language proficiency as a requirement for admission to secondary schools and higher. Additionally, it is suggested that the Rwandan government spend more money on enhancing students' ELP in the four abilities of writing, reading, listening, and speaking in order to improve performance. The government and all other parties involved in education should spend more money hiring and keeping more experienced educators, as well as giving teachers who are currently on the job greater professional development opportunities.

The researcher investigated the influence of teacher qualification on students' performance in English in secondary schools; however, the researcher did not focus on the effectiveness and suitability of those teacher's qualifications to influence the lesson. The main takeaway from this study is that because it was cross-sectional, the researcher's capacity to draw inferences about the long-term impact of professional development on teacher performance was constrained. The Rwanda Education Board is implementing a new continuous professional development program across the country, therefore longitudinal study with a bigger sample size and a more representative sample of the nation would be beneficial and relevant. The results were neither unexpected nor shocking, but because the survey was conducted in rural area, one can only speculate about what is occurring in the country's capital parts. Additional research can be more varied and utilize other research instruments, such a quantitative observation tool, to strengthen the impartiality of the study and, if conducted on a larger scale, lower the self-assessment bias and there is a need to carry out research on the effectiveness of teacher English qualifications in enhancing students' learning outcomes in English lessons..

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