

**INSTITUTIONAL-BASED FACTORS INFLUENCING PROVISION OF  
QUALITY EDUCATION TO UNDERGRADUATE STUDENTS IN  
SOMALI NATIONAL UNIVERSITY, SOMALIA.**

**Yonis Abdullahi Hirei**

**A Research Project Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Education in Educational Planning**

**University of Nairobi**

**2019**

## **DECLARATION**

This research project is my original work and has not been presented for a degree  
in any other University.

Yonis Abdullahi Hirei

E55/8214/2017

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This research project has been submitted for examination with our approval as  
University supervisors

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Prof. Genevieve Wanjala

Professor and Dean School of Education

University of Nairobi

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Dr. Reuben Mutegi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

This project is in memory of my first-born son, Mahir, dedicated to my loving wife, Hawalul, and daughter, Alma.

## **ACKNOWLEDGEMENT**

First and foremost, all praises be to almighty Allah to whom all knowledge, wisdom and power belong, for keeping me life and good health, giving me strength to undertake and accomplish this study. Without His support and guidance, this work would not have succeeded.

Then, this study would not have been possible without the support of many people. The author wishes to express his gratitude to his first supervisor, Prof. Genevieve Wanjala, Dean School of Education and Dr. Reuben Mutegi, lecturer Department of Educational Administration and Planning, University of Nairobi. They were abundantly helpful in offering assistance, support and guidance.

The researcher's gratitude also goes to his parents and siblings for their prayers and moral support. Special thanks also goes to Mogadishu University (MU) for sponsoring this whole master's program. The MU admin support and sponsorship was vital for the success of this master's program.

The researcher also expresses his sincere gratitude to all the lecturers and administrators in the Department of Educational Administration and Planning, University of Nairobi. Similarly, acknowledgment also goes to my classmates for their fruitful comments and encouragement.

The researcher also wishes to thank the Admin, lecturers, deans, and secretaries of Somali National University as well as the participants of this study. Without the valuable information they shared with the researcher this study would not have been accomplished. Likewise, the researcher's gratitude goes to Mr. Mukhtar Shiek Kashka and Mr. Abdirisak M. Yusuf in assisting to get contacts and professional networks during the data collection process.

Last but not least, many thanks goes to Mr. Yusuf Abdi Mohamed, my primary and secondary teacher. His proofreading, advice, guidance, encouragement and constructive criticism to this study, from the beginning until the end of the study are unforgettable.

## TABLE OF CONTENTS

<b>Content</b>	<b>page</b>
Declaration .....	i
Dedication .....	ii
Acknowledgment .....	iii
Table of contents .....	iv
List of tables .....	ix
List of Figures .....	x
List of abbreviations and Acronyms .....	xi
Abstract .....	xii

### CHAPTER ONE

#### INTRODUCTION

1.1. Background of the study .....	1
1.2. Statement of the problem .....	6
1.3. Purpose of the study .....	7
1.4. Objectives of the study .....	7
1.5. Research questions .....	7
1.6. Significance of the study .....	8
1.7. Limitations of the study .....	8
1.8. Delimitations of the study .....	9
1.9. Basic assumptions .....	9
1.10. Definition of significance terms .....	9
1.11. Organization of the study .....	10

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1. Introduction .....	12
2.2. Concept of Quality Education.....	12
2.3. Availability of Academic Staff and Quality of Higher Education...	14
2.4. Teaching Learning Resources and Quality of Higher Education ...	16
2.5. Physical Facilities and Quality of Higher Education .....	17
2.6. ICT Integration and Quality of Higher Education .....	18
2.7. Summary of the Literature Review .....	19
2.8.Theoretical Framework .....	20
2.9.Conceptual framework .....	22

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1.Introduction.....	23
3.2.Research Design .....	23
3.3.Target Population .....	24
3.4.Sample size and sampling procedure .....	24
3.5. Research Instruments .....	26
3.6.Validity of Instruments.....	27
3.7. Reliability of Instruments .....	27
3.8.Data Collection Procedure .....	28
3.9.Data Analysis Techniques .....	29
3.10. Ethical Considerations .....	30

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

4.1. Introduction .....	31
4.2. Questionnaire and Interview Return Rate .....	31
4.3. Demographic Information of the Respondents .....	32

4.3.1 Gender of the Respondents .....	32
4.3.2 Age of Respondents .....	33
4.3.3 Academic Years of the Students .....	34
4.3.4 Lecturers' Qualifications .....	35
4.3.5 Teaching Experience of the Lecturers .....	37
4.3.6 Teacher Workload per Week .....	38
4.3.7 Attendance of the Lecturers for Pedagogical Practices .....	38
4.4. Academic Staff and Quality of Education .....	40
4.4.1 Lecturers availability for individualized assistant .....	40
4.4.2 Lecturers' Attendance per Semester on Average .....	41
4.4.3 Course Content Coverage per Subject .....	43
4.4.4 Lecturers' Response on Some Selected Aspects Influencing the Provision of Quality Education .....	48
4.4.5 Challenges Faced By Lecturers in Relations to the Provision of Quality Education .....	51
4.4.6 Suggestions to Enhance Provision of Quality Education .....	53
4.5 Availability of Teaching Learning Resources .....	54
4.5.1 Lecturers' Responses on the Availability of Teaching Learning Resources at the University .....	57
4.6 Adequacy of Physical Facilities .....	60
4.6.1 Availability of Accommodations within the University .....	60
4.6.2 Adequacy of Physical Facilities in the University .....	62

4.7 Influence of ICT Integration on Quality of Education in the Somali National University .....	67
4.7.1 Availability of ICT Infrastructure in the University Campuses ....	68
4.7.2 Level of Internet Access for both Lecturers and Students .....	69
4.7.3 Rating of Internet Accessibility within the University Campuses ....	72
4.7.4 Internet Access Points within the University Campuses .....	74
4.7.5 Influence of Internet Accessibility on Academic Performance .....	75

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1. Introduction .....	79
5.2. Summary of the Findings .....	79
5.3. Conclusions .....	82
5.4. Recommendations .....	83
5.5. Suggestions for Further Research .....	85
REFERENCES.....	86

## **APPENDICES**

Appendix 1. Introduction letter .....	91
Appendix 2. Questionnaire for Students.....	92
Appendix 3. Questionnaire for Lecturers.....	95
Appendix 4. Interview Schedule for Administrators .....	99
Appendix 5. Observation Schedule .....	101



Appendix 6. Introductory letter from the department of educational administration and planning to carry out research data collection .....	102
Appendix 7. Introductory permit letter from the Somali National University to carry out research data collection from the university .....	103
Appendix 8. Somali National University student numbers from 2014 – 2017 .....	104
Appendix 9. Somali National University student numbers from 2017 – 2019 .....	105

## LIST OF TABLES

<b>Table</b>	<b>page</b>
Table 3.1: Target Population and sample frame .....	25
Table 4.1 Questionnaire and interview return rate .....	31
Table 4.2 shows gender of respondents .....	33
Table 4.3 shows the age brackets of respondents .....	33
Table 4.4 lecturers' qualifications .....	36
Table 4.5 shows lecturers' teaching experience .....	37
Table 4.6 Students' responses on role of lecturers in provision of quality education .....	44
Table 4.7 Lecturers' response on selected aspects influencing the provision of quality education .....	48
Table 4.8 shows students' responses on the availability of teaching learning resources for undergraduate students in SNU .....	55
Table 4.9 shows lecturers' responses on the availability of teaching learning resources at the university .....	58
Table 4.10 shows students' responses on adequacy of physical facilities in the university .....	62
Table 4.11 Shows lecturers' responses on adequacy of physical facilities in the university .....	64
Table 4.12 shows the students' rating of internet access within the university campus .....	72
Table 4.13 shows the lecturers' rating of internet access within the university campus .....	73
Table 4.14 Students' responses on internet access points within the campus...74	
Table 4.15 lecturers' responses on internet access points within the campus...75	

## LIST OF FIGURES

<b>Figure</b>	<b>page</b>
Figure 2.1: Represents the relationship between the variables and quality of education .....	22
Figure 4.1 shows the students' academic year of study.....	35
Figure 4.2 shows Attendance of the Lecturers for Pedagogical Practices ..	39
Figure 4.3 shows lecturers availability for individualized assistance for undergraduate students.....	40
Figure 4.4 shows the summary of the findings from the information collected .....	42
Figure 4.5 shows the average of course content coverage by the undergraduate students in SNU.....	43
Figure 4.6 Lecturers' Response on the Effect of Lecturers' Qualifications on the Quality of Education.....	47
Figure 4.7 shows further insight into the above information .....	61
Figure 4.8 Shows internet usage frequency among undergraduate students in Somali National University.....	70
Figure 4.9 Shows internet usage frequency among lecturers in Somali National University.....	71
Figure 4.10 shows the students' responses of the influence of internet accessibility on their performance .....	76
Figure 4.11 shows the lecturers' responses on the influence of internet accessibility on academic performance of the learners.....	77

## **ABBREVIATIONS AND ACRONYMS**

<b>AMISOM</b>	African Union Mission in Somalia
<b>CHE</b>	Commission of Higher Education
<b>FGS</b>	Federal Government of Somalia
<b>HCT</b>	Human Capital Theory
<b>ICT</b>	Information and Communication Technology
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>NACOSTI</b>	National Commission of Science, Technology and Innovation
<b>NCCE</b>	National Commission for Colleges of Education
<b>NGOs</b>	Non-Governmental Organizations
<b>SNU</b>	Somali National University
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization
<b>UWN</b>	University World News

## ABSTRACT

This study sought to investigate institutional-based factors influencing the provision of quality education to undergraduate students in Somali National University, Somalia. The objectives of the study were to determine the extent to which qualified academic staff, availability of teaching and learning resources, adequacy of physical facilities and ICT infrastructure influence the provision of quality education to undergraduate students in SNU. The Human Capital Theory developed by Schultz in 1960 guided the study. It employed descriptive survey design. The target population of this study was 2490 individuals in the categories of 2229 undergraduate students, 229 lecturers and 32 faculties' administrators. The sample consisted of 226 students, 71 lecturers and 18 administrators. Stratified, simple random and purposive sampling techniques were used to get the respondents. Reliability of the questionnaires was ensured using test retest method and coefficient correlation of 0.8 was realized. Questionnaires, interviews and observation schedules were used for data collection. Descriptive statistical analysis on quantitative data was used; results were presented using frequency tables, percentages, bar graphs and pie charts. The study concluded that institutional factors influence the provision of quality education. On the first objective, the study concluded that the availability of lecturers for individualized assistance, attendance and course coverage, motivation and qualification of the lecturers affect the provision of quality education. On the second objective, availability of teaching and learning resources and their adequacy influence the provision of quality education. The study also concluded that ICT infrastructure and internet accessibility at the various places affect the performance of the learners hence affecting quality of education. As a result, the study recommends that the Somali Federal Government ought to increase the budgetary allocation to the university in order to employ more full time lecturers so as to ensure that students get individualized assistance. The study also recommends providing training and capacity building programs for the staff and nominating a commission for higher education in order to ensure that tertiary institutions provide better quality of higher education. This will help promote the quality of education provided by the university. For further research, the study suggested that in the future, since the majority of universities in Somalia are private, it would seek research titled the influence of institutional-based factors on provision of quality education in private universities in Somalia.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. Background to the Study**

Education is widely recognized as an essential tool for promoting economic growth. Nevertheless, development agencies have focused on basic education and they have ignored tertiary schooling as a means to enlarge economic growth and social productivity. Participants in the Dakar summit on “Education for All” in 2000, declared their support only for primary education as a carter of broad social welfare, leaving behind secondary and tertiary education (Hough, 2006). However, current evidence proposes that tertiary education generates both public and private gains, by creating more tax revenue, raise investment and savings, and direct to a more entrepreneurial society with more engaged citizens (Bloom, Hartley, & Rosovsky, 2006).

According to Ozturk (2018), higher education is one of the essential aspects of development. Therefore, for any country to attain sustainable economic development, it should give considerable investment in higher education. Because higher education enriches citizens with knowledge that allows them to understand well the continuously changing world. In addition, it improves the quality of the lives of the citizens, raises the productivity and creativity, entrepreneurship and technological advances. Other studies showed that higher education generates robust private returns to graduates. The studies have further revealed that the average returns are growing and the returns exceed those at the primary and high

school levels (Montenegro and Patrinos, 2014). Tertiary education plays numerous roles that exceeds educating learners. Specialists summarize these roles into three separate categories but interrelated processes; teaching and learning; research; and community engagement (word bank, 2017).

Though universities have increased access to education, their major problem is that they have adversely affected the provision of quality education due to numerous constraints including shortage of facilities and services (Kagondou & Marwa, 2017). However, many countries have been trying to get solution to the problem of the low quality education. Globally, South Korea's leap from one of Asia's poorest countries onto the 11<sup>th</sup> world economic stage was a result from its success in offering subsidies to higher education institutions and supporting efforts to persuade lecturers and professors that are more qualified (David, 2008). Moreover, now South Korea's government wants to turn the country into the East Asian capital of tertiary education. On a continental level, interest is also growing in higher education. In 2015, the Dakar Summit of African Higher Education highlighted the importance and value of higher education in investment in teaching and learning facilities, physical infrastructures as well as academic staff by governments and private sector (Moremi, 2018). Similarly, Ministers of Education in Africa in the Maputo Declaration of the Second Decade of Education for Africa 2006 also highlighted the importance of revitalizing the quality of higher education to spur economic growth (African Union, 2006). Lack of enough financial incentives as well as inappropriate working conditions

increase the Africa's incapability to recruit and retain talented academic staff; hence endless need to train staff which comes at a high price because the qualified workers drain from the continent (Moremi, 2018).

At region level, higher education institutions in Kenya have increased significantly in terms of both student enrolments and the number of institutions, which has led to a shortage of facilities and services (Kenya National Bureau of Statistics, 2015). Therefore, these shortages will cause failure to higher education system in producing graduates with the knowledge, skills and attitudes that are crucial for Kenya vision 2030 (Wanzala, 2015). This shows that Kenya considers higher education institutions as the venues through which Kenya's development goals could be realized.

However, in Somalia, at local level, the breakdown of the central government in 1991 severely disrupted all public social services including the education services. The prolonged periods of instability and intermittent fighting limited the ability of local dwellers and the international community to restore the country's educational facilities and resources (Heritage 2013). Before the collapse of the governmental institutions, Somalia had only one public university located in Mogadishu and it was among the devastated institutions. A diverse range of actors made an important contribution to the reestablishment and development of the education segment. Recent growth of the higher education sector has however been considerable. There are now more than 44 tertiary institutions of different



capacities and sizes operating across the country that have enrolled more than 50,000 learners (Heritage Institute for Policy Studies, 2013).

Most of these institutions are privately owned. This quick growth has happened without effective central government and higher education commission.

Therefore, the provision of quality educational service has suffered considerably.

Oxford Advanced Learner's Dictionary defines the word "quality" as it is the standard of something when it is compared to other things like it. In the education context, quality is a process that requires efficiency in achieving the agreed goals and objectives in relation to human and developmental needs (Hawes and Stephens, 1990). For achieving the educational goals in effective and efficiency way, there are different factors that influence it. For example, available qualified academic staff has implications on quality of education since they are the focal points that determines academic achievement of the learners (Dryden-Peterson & Sarah 2011). Furthermore, lecturers equipped with knowledge and skills as well as have experience in the teaching industry able to deliver the course content into the learners in appropriate and easy way (Kinyanjui, 2011). To be able the lecturers to deliver the course content appropriately; there should be available and adequate teaching and learning materials. That is because teaching-learning materials are useful both to the instructor and to the learner. These materials include among other things, whiteboards, projectors, table and chairs. UNESCO (2010) suggests that the more the availability of teaching and learning materials the better the academic performance of students and the quality of education.

In addition to the basic education materials, the physical facilities are also useful in educational institutions. They are the tangible buildings that are provided for the use of educational purposes (Osahen, 1998). These facilities influence the implementation of educational policies and goals because they provide conducive environment that is safe and favorable. Therefore, for higher education institution to provide quality education they ought to provide adequate physical facilities. On the other hand, Information and Communications Technology (ICT) is also one of the features that influence the provision of quality education in this 21<sup>st</sup> century. (Linna, 2013) stated that ICTs provide number of benefits to higher education such as accessing to wide range of educational information and resources as well as reducing costs. Several African countries have selected robust ICT policies and implementation plans to realize the achievement of producing Technology literate graduates.

For higher education institutions to provide high quality education, there are many factors need to be considered. However, the actual effect of the different factors in specific instances also need further investigations especially in post conflict countries such as Somalia. It has therefore become necessary to narrow down the scope. For this reason, this study had focused on institutional factors to evaluate how effectively these factors affected in the provision of quality education in Somali National University (SNU). Hence, the study examined the availability of cadre of qualified lecturers, the physical facilities, the quality of teaching and learning materials and finally ICT integration in the university.

## **1.2. Statement of the Problem**

An interview conducted by Ramadhan Rajab (2017) of University World News (UWN) with the current Somali National University rector about the rebuilding of the national university after decades of civil war, noted that the Federal Government of Somalia (FGS) in 2014 succeeded in reestablishment of SNU after more than twenty years of absence. SNU is currently the only public university within the south central region of the country that provides subsidized education fees. The plan was that this university could play a crucial role in the reconstruction and reconciliation of societies emerging from conflicts through building peace and social cohesion. However, the entire higher education institutions in Somalia face different challenges and SNU is not exceptional. These challenges include critical shortage of qualified teaching staff; teaching learning materials; limited capacity of research and governance, inadequate infrastructure and facilities, inadequate financial support (Eno and Mweseli, 2015). Most of these challenges have been caused by lack of financial resources. Since inception of the SNU, there has not been evidence of a study carried out to establish the institutional factors that influence provision of quality education. Therefore, this study intended to examine Institutional-Based Factors Influencing Provision of Quality Education to undergraduate students in Somali National University.

### **1.3. Purpose of the Study**

The purpose of this study was to investigate the influence of institution-based factors on provision of quality education to undergraduate students in Somali National University.

### **1.4. Objectives of the Study**

The following objectives guided the study:

- i. To establish the influence of availability of adequate academic staff on provision of quality education in Somali National University.
- ii. To assess the influence of availability of teaching and learning materials on provision of quality education in Somali National University.
- iii. To investigate the influence of availability of physical facilities on provision of quality education in Somali National University.
- iv. To establish the influence of ICT integration in the teaching and learning process on provision of quality education at Somali National University.

### **1.5. Research Questions**

The following research questions was the base of the study:

- i. How does the availability of the adequacy academic staff in Somali National University influence the provision of quality education?
- ii. To what extent does availability of teaching and learning materials influence provision of quality education at Somali National University?
- iii. What is the influence of availability of physical facilities on provision of quality education at Somali National University?

- iv. To what extent does ICT integration in the teaching and learning process influence provision of quality education at Somali National University?

### **1.6. Significance of the Study**

The findings and recommendations of this study is primarily useful to SNU administrators to identify the scope of institutional gaps and then take appropriate steps to improve the quality of education they provide. Not only SNU, the findings of this study ought to be useful to the private universities' stakeholders and administrators to evaluate their current policies in provision of quality education in relation to the available resources. Likewise, the ministry of education could use the findings of this study in making decisions on measures required higher education institutions to provide quality education to their customers. Last but not least, the academicians as well as future researchers could use the findings of the study as a base for further research.

### **1.7. Limitations of the Study**

The study encountered some challenges when was undertaking the research. For example, some of the respondents was not able to express their viewpoints fluently in English during data collection. Therefore, the researcher used Somali language so that they could understand. Moreover, getting the information that the study needs was challenge because of security purposes. The researcher handled this challenge by providing the university administrators with documents that show confidentiality and that the data would be used only for academic purposes.

Availability of academic respondents; both teachers and students, was also a challenge. However, the researcher managed to make appointment in advance.

### **1.8. Delimitation of the Study**

Although, there are many factors that influence the provision of quality education, this study focused only on academic staff qualifications and experiences, teaching and learning materials, physical facilities and ICT integration. In addition to that, this study is limited to the Somali National University, specifically the three university campuses in Banadir Region. Only academic staff and students participated in the study.

### **1.9. Basic Assumptions of the Study**

This study were based on the following assumptions :

- i. The government provides teaching learning resources to the university.
- ii. The available learning resources in the university are adequate.
- iii. The university employs qualified teachers.

### **1.10. Definition of Significant Terms**

**Quality** refers to the standard of education as measured against the planned expectations and actual outcomes of education system.

**Quality education** refers to the ability of three dimensional approaches in education system such as; human and materials (inputs), teaching and learning exercise (process) and results (outcomes) to provide all learners with knowledge, skills and attitudes they require.

**Staff-to-student ratio** refers to number of academic staff in a university by taking into account the total number of students.

**Information Communication Technology (ICT)** refers to different set of technological instruments used to communicate, disseminate, store, establish, facilitate and manage data within the education system.

**Institutional factors** refers to essential inputs in learning process that influence the quality of graduates from the education system.

**Physical facilities** refer to any physical infrastructure intended to be used for teaching and learning purposes.

**Under graduate students** are students of universities and colleges who graduated from high schools and accepted to colleges but they have not graduated yet.

**Somali National University** is a public university that was established in 1954 and closed down in 1991 after a civil war broke out the country. After closing down for a number of years, it was reopened in August 2014.

### **1.11. Organization of the Study**

This study is divided into five chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study and research questions. It also explains limitations of the study, its delimitation and basic assumptions, definition of significant terms and organization of the study. Chapter two deals with review of literature on concept of quality education, academic staff, teaching learning resources, physical facilities and ICT integration in relation to quality of higher education. It also discusses theoretical framework,

conceptual framework and finally summary of the literature review. Chapter three covers the research methodology. It describes the research designs, target population, sample size and sampling techniques and research instruments. It also looks at validity and reliability of research instruments, data collection procedure, data analysis techniques and consideration of ethical issues. Chapter four presents data analysis and presentations. In addition, it also contains discussions and interpretation of the findings. Finally, chapter five covers summary of the study and Conclusions. Recommendations and suggestions also include in chapter five.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Introduction

This chapter deals with review of related literature on the following areas: concept of quality education, academic staff and quality of higher education, teaching learning resources and quality of higher education, physical facilities and quality of higher education as well as ICT integration and quality of higher education. It also discussed the theoretical framework, conceptual framework and summary of review of related literature was also discussed in this chapter.

#### 2.2. Concept of Quality Education

It is difficult to find specific definition of the word “quality.” It is subjective. That is to say, what someone considers ‘quality’ may be different from another person’s perspective of quality. In general, quality is the relationship between idealized expectations and actual outcomes of something. However, Oxford defines ‘quality’ as: “...*quality is the standard of something when it is compared to other things like it.*” (Oxford Advanced Learner’s Dictionary). In the context of business, quality is just meeting the requirements of customers (Goddard and Leask (1992). In the education perspective, customers include teachers, students, parents, government, and every stakeholder in education.

However, the definition of quality in the context of education can be seen as the outcomes of a concentrated progressive process. For example, according to Hawes and Stephens (1990) quality education is a process that requires efficiency

in achieving the agreed goals and objectives in relation to human and developmental needs. Moreover, Hoy et al. (2000), defines quality in the context of education as an assessment procedure of education that improves the need to develop and realize the talents of the customers and achieve smoothly the standard goals and objectives set by the clients. Though there is a variations of definitions of quality education, there is a yet consensus that the provision of education is not only a quantitative process but also qualitative.

While the concept of quality remains amorphous, in higher education, there are critical components that determine quality education. These include; the quality of students admitted to the university, staff and infrastructure, the quality of facilities and equipment, the effectiveness of administrative and teaching processes, funding level, relevance of programs to the needs of learners and the nation at large, and finally outputs including graduate achievements, community services and research (Bandary, 2005). It is important for higher education institutions operating in post conflict countries such as Somalia, to be aware of the changes and innovations in accordance with the necessities and priorities of a given country (Eno, 2012). The civil war that broke out in Somalia late December 1990 affected all social services that the government used to serve its citizens. Teaching and learning materials were looted and education buildings were used as residential shelters (Nur-Awaleh 2003). The civil war has left a severe gap in the life of the country's education system leading to the private sector and international community taking charge of national education enterprise (Eno et

al., 2014). Although this has provided higher education opportunities to some students but the quality of education has been negatively affected due to the lack of government authority.

### **2.3. Availability of Academic Staff and Quality of Higher Education**

Instructors are the most powerful factors influencing provision of quality education since they are the focal point that determine learners' academic achievement. Therefore, quality that higher education graduates possess depend upon quality of those lecturers who taught them. They play important role in the enhancement of the education system in general as well as maintaining the standards of higher education, shaping the future of the nation (Dryden-Peterson & Sarah 2011). This means that the selection and retaining qualified academic staff has impact on performance of learners (Word Bank, 2000). Kinyanjui (2011) agrees that well-skilled lecturers ought to provide a diversity of chances for learners so that they can apply knowledge and skills in different learning situations (Kinyanjui, 2011). However, lecturers in order to apply different knowledge and skills for effective teaching, they must be well motivated. Good lecturers able to move the achievement of their students far ahead of those of poor ones (word bank, 2017).

There are two important characteristics of quality teachers i.e. teacher qualifications and experiences (Hanushek, 1998). There is however, another factor that affects the qualifications and experience of the teacher, namely staff-to-student ratio. Staff-to-student ratio is an important measure of quality in

education. This is because many scholars found that the issue of large class size has a negative effect on student achievement, especially during the levels of kindergarten, preschool, primary and even secondary (Glass and Smith, 1978, 1979). The effects are gradually smaller as the age of the students and class size respectively increase (Robinson and Wittebois, 1986). However, though in tertiary education, the range of class size is larger than primary or secondary education, the lower the ratio between staff-to-student, the greater the learning and personal development will occur (Kuja, 2016). Mostly this depends on the complexity of the university programs. For example, programs such as Medicine, Dentistry, Engineering and Architecture, Veterinary Sciences should have lower ratios because there is a critical need for more intensive contact between staff and students (GoK, 2006). According to Graham and Jenkins (1998), smaller class size has benefit to learners because lecturers pay close attention to the individual and ensure higher performance.

There are countries measures the quality of education with staff-to-student ration. For example, in Britain, staff-to-student ratio has been used to measure the quality of higher education when accrediting university courses (Court, 2012). In Kenya, an average of fifteen (15:1) is used as staff-to-student ratio to benchmark the quality of higher education institutions (CHE Unit Cost Document, 2004). Currently, in Somalia, there is no agreed policy guideline for benchmarking the quality of higher education institutions. Therefore, this study is useful for the stakeholders of the higher education in Somalia.

#### **2.4. Teaching Learning Resources and Quality of Higher Education**

Teaching learning resources refers to any aid material available for the use of both instructor and learner (Farrell 1993). All categories of education levels including tertiary education, the availability of high quality and up to date teaching and learning materials has a great influence on curriculum implementation (Noddings, 2005). According to UNESCO (2010), in normal circumstances, the more the availability of teaching and learning resources the better the academic performance of students. The study added that adequate and appropriate teaching aid facilities affect positively the academic performance of learners. Further, other study argue that the unavailability of learning resources has negative impact on teacher effectiveness in the use of appropriate teaching methods (Orodho et al, 2013). Nsubuga (1978) noted that institution facilities help both teachers and learners by providing them convenient and comfortable atmospheres.

Most higher education institutions in the third world countries and specifically those in Sub-Sahara Africa face different challenges including lack of adequate facilities such as teaching aid facilities. These challenges tend to have negative impact on the quality of graduates. In this way, the selection of appropriate teaching aid materials confirms smooth delivery of quality education to learners. Therefore, availability of adequate teaching aid resources are very crucial inputs that are necessary for quality education (Orodho, Waweru, Ndichu and Nthinguri, 2013). At local level, a study by Cassanelli and Abdikadir (2008) revealed that there is a shortage of teaching aid resources such as textbooks, computer lab,

projectors, and reference books among others at every level of the educational system in Somalia.

## **2.5. Physical Facilities and Quality of Higher Education**

Teaching and learning environment, buildings and other mobile and fixed structures refers to as learning institution facilities. According to Osahen (1998), physical facilities in learning institutions are tangible structures, which are provided to use educational purposes. Similarly, Ehiamentalor (2001) defined physical facilities as “operational inputs of every institutional program”. These facilities play major role in the implementation processes of educational policies and planning. In the same way, they are crucial for achieving the educational goals, because they have direct impact on learning and performance of the learners through providing them favorable and safe environment.

According to Uzoechina (2016), in Nigeria, for opening new education institution, availability of physical facilities should be among the very first preparation necessary according to its programs. For example, the National Commission for Colleges of Education (NCCE) in Nigeria generally establish a resource visit to any new organization of education whether public or private to evaluate the level of availability of physical facilities according to the educational programs that this institution provide. Adesina (1980) confirmed this view by insisting that owners opening new educational institutions should provide needed physical facilities such as classrooms, administrative blocks, lecture offices, lecture halls, students’ accommodations, and playgrounds among others is a pre-requisite for approval of

any institution of education in Nigeria. Enya (2008) stated that physical facilities in any education institution ought to be kept in good conditions through regular and periodic maintenance. Therefore, since the Somali National University (SNU) has not been functioning for more than two decades, there is need to investigate the extent to which the physical facilities in SNU are adequate and maintained in order to provide quality education.

## **2.6. ICT Integration and Quality of Higher Education**

ICTs stand for Information and Communication Technologies that refers to different set of technological tools and materials used to store, manage, communicate and distribute information (Meenakshi, 2013). These tools may include; computer networks, projectors, computer software, television, telephone, satellite system associated services such as e-mail, videoconference and e-learning (Karaja, 2006). Nowadays ICT made many changes almost every sphere of our lives and it has become integral part of education processes (Habib, 2017). Therefore to make teaching and learning process more effective than ever, educational instructors should use integrated technology into their respective domains (Anwar & Mathew, 2014). The use of integrated technology, can motivate learners, make the class atmosphere more interesting and renew lecturer enthusiasm as they learn new skills and techniques (Habib, 2017). The role of ICT in entire education system and higher education specifically is becoming more significant and this will continue to develop during this 21<sup>st</sup> century. That is the reason the current employers demand from higher education institutions graduate

[and] employees equip with latest technological skills to meet the requirements of the industry efficiently and effectively. Hence, ICT will significantly contribute to the quality enhancement in the education world as well as the enhancement of the economy (Habib, 2017).

ICT also can be used as a tool of reducing teachers' traditional authority as an absolute source of knowledge and information, through generating learning chances, educational opportunities and diversified learning conditions (Mostafa, Hashemi, & Sosahabi, 2017). According to African Tertiary Institutions Connectivity Survey mentioned that the state of use of ICT of higher education institutions in Africa is too little and expensive as well as poorly managed (karaja, 2006). As a result, this will affect the quality of the education that these institutions provide. The report of the survey added that the north part countries of the continent are most advanced compared to other parts in the continent. This is due to that universities in the north region of the continent have recently become members of the EU MED Connect project, which connects them via high speed undersea fiber links to the European academic and research networks.

## **2.7. Summary of the Literature Review**

This chapter has reviewed some essential aspects that could form the concept of quality education. The literature reviewed focused on that the approaches to quality education depend largely on the knowledge and the experience of the lecturers. In other words, the role of the teachers are considered as the engine of quality education. Likewise, the adequacy of teaching aid materials has a great



impact on academic performance of learners. The curriculum contents cannot be delivered successfully if these resources are not adequately available.

In addition to that, the physical facilities are essential in providing quality education. Safe and comfortable environment in educational institutions are necessary to provide quality education. Last but not least, in 21<sup>st</sup> century, ICT made different changes in all aspects of life. Therefore, the role of ICT in entire education system is becoming very important.

The number of higher education institutions in Somalia is increasing and the challenges they face are increasing day after day. These challenges include lack of effective government, prolonged armed conflicts, poor infrastructure, inadequate resource, lack of learning materials, insufficient laboratories and library facilities, the absence of official government sources related to national education data (Eno et al. 2014, MU journal, 2017).

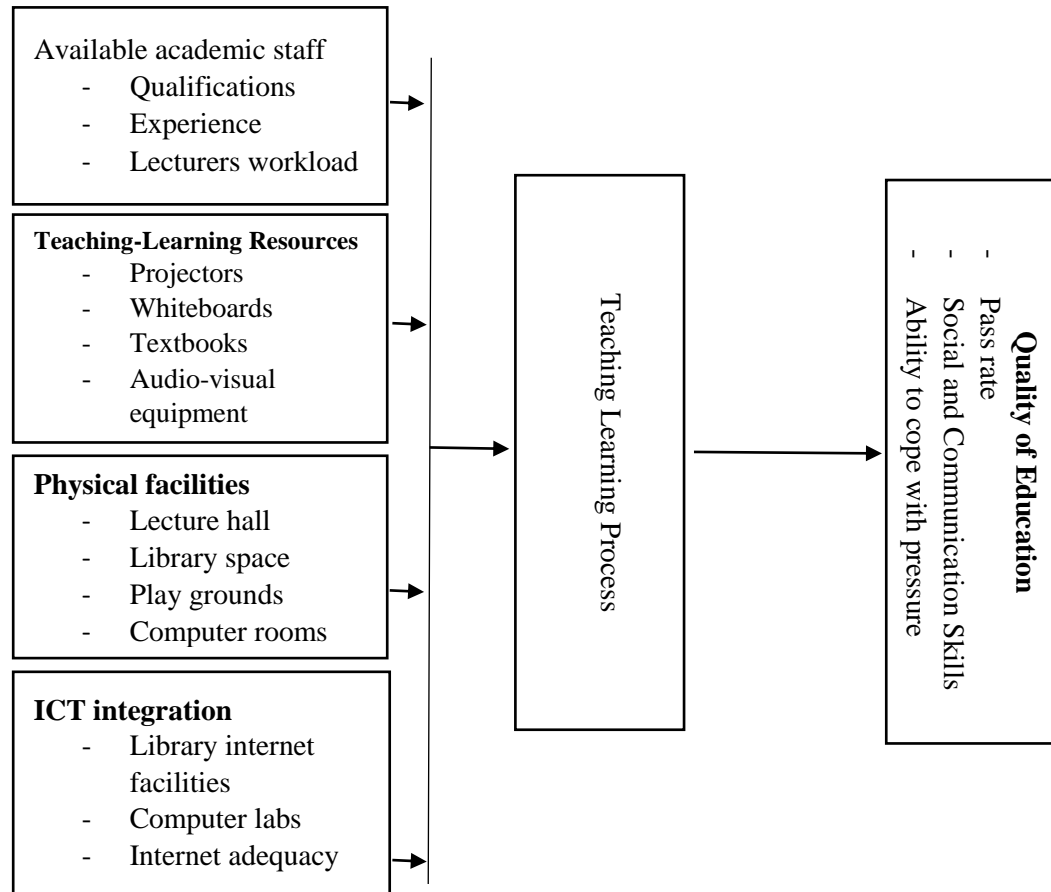
With limited studies available at local level, this study narrowed down the scope of the study and focused on factors that influence the provision of quality education by examining institutional based factors.

## **2.8.Theoretical Framework**

Human Capital Theory developed by Schultz in 1960, was based as a theoretical framework for this study. Traditionally, the main elements of production consist of management, physical capital and land (Becker, 1993). However, by the 1960s, economists got unlimited difficulties in clarifying the progress of US economy based on the above-mentioned elements of production (Schultz 1961). Therefore,

the basic assumption behind the HC theory is that people's education capabilities are of like worth with other available resources involved in the production of services and goods (Lucas 1990). According to HCT, people and governments should finance in education and training to improve the knowledge and skills of their upcoming generations in order to become more productive. As Becker (1993) suggests, present investment in quality education promotes productivity through providing suitable knowledge and problem solving skills. This will generate future benefits such as higher earnings, improved standards of living, employment opportunities and higher production i.e. economic growth. HC theory formed the base of this study as it provides the reasons the government or other stakeholders invest in education. These justifications will avail quality and relevance education to the consumers of education and training services that promotes technical, professional, knowledge and qualification needed in the various sectors of the economy.

## 2.9. Conceptual Framework



**Figure 2.1 represents the relationship between the variables and quality education.**

In the above figure, education systems have input, process and output. The inputs in this case are students and academic staff, teaching learning resources, physical facilities and ICT integration. The process is the interaction between of these inputs. Therefore, with the adequate supply of these inputs, teaching learning process becomes more effective and efficient. The output is the end product of the system. It illustrates the connection between the independent (academic staff, teaching learning resources, physical facilities and ICT integration) and dependent (quality education) variables.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter covered the research methodology. It also described the research designs, target population, sample size and sampling techniques and research instruments. In addition, it also looked at validity and reliability of research instruments, data collection procedure, data analysis techniques and considerations of ethical issues.

#### **3.2. Research Design**

Research design refers to the scheme or outline within which a research will be carried out in order to discover solution to the problem under investigated Kothari (2013). Therefore, this study applied descriptive survey design. According to Yuko (2016), descriptive survey design is a method of collecting data using administered questionnaire and interview to the population sample of the study in order to find out the opinions of the respondents about the problem under investigation and for gathering generalizable information from the population sample. The descriptive survey design was appropriate for this study as the study collected data at a particular point of time with the attention of getting the opinions of respondents in relation to the topic under investigation. Moreover, since this study gathered qualitative and quantitative data, descriptive survey design seemed suitable design for this study.

### **3.3. Target Population**

According to Kothari (2013), target population refers to total group of persons or elements that the researcher choose to his/her study. The target population of this study constituted of 2229 students in the category of undergraduate students, 229 lecturers and 32 faculties administrators of Somali National University. Therefore, 2490 individuals formed the target population of this study.

### **3.4. Sample Size and Sampling Procedure**

Sample size refers to smaller group from the study population selected by using probability or non-probability methods to participate in the study (Yuko, 2016). Meanwhile, sampling is a process of choosing a representative or sample segment from the target population of the study (Matula et al 2018). The researcher selected the respondents for the study by using both probability and non-probability sampling methods. The researcher employed three methods, namely probability stratified random sampling; probability simple random sampling and non-probability purposive sampling techniques. Stratification of the groups ensures the different groups that fall within various sub-categories of the population will get chance to participate the study (Kothari, 2013). According to Mertens (2005), simple random sampling confirms that each member of the population will have an equal chance of being involved in the sample. Purposive sampling is used when there are limited number of respondents that have enough information in the area being studied on (Best & Khan, 2006).

**Table 3.1: Target Population and sample frame**

Categories (faculties)	Target population			Sample size		
	Students	Lecturers	Admin	Students	Lecturers	Admin
Economics and Mgt. Sciences	306	20	5	31	6	2
Law	275	23	4	28	7	2
Agriculture & Environmental Sciences	309	28	3	31	9	2
Veterinary Medicine & Animal Husbandry	253	35	3	26	11	2
Engineering	247	23	4	25	7	2
Journalism & Communication Sciences	87	16	2	9	5	2
Medicine & Surgery	345	35	5	35	11	2
Islamic Studies & Arabic	78	9	2	8	3	2
Education	329	40	4	33	12	2
<b>Total</b>	<b>2229</b>	<b>229</b>	<b>32</b>	<b>226</b>	<b>71</b>	<b>18</b>

As the above table depicts, students and lecturers samples were selected according to the faculties they were members of by using stratified random technique. This gave each faculty a chance to provide representatives for the study. Then the study applied simple random sampling. A total number of 226 Students was obtained from the target population that is 10% in order to participate in the proposed study. Similarly, the study got 71 lecturers from the target population applying 30% since the population number of lecturers were smaller than the student populations. On the other hand, the study applied purposive sampling technique to find representatives from the faculties' administrators. This is due to the number of administrators, which were small. The dean and the secretary of

each the nine faculties were automatically selected, and the study, therefore obtained 18 participants.

### **3.5. Research Instruments**

The study used interview schedule, structured questionnaires and observation schedule to collect data from the target population of the study. Appropriate tools for collecting descriptive data from the field are interviews, questionnaires and observation (Mitei, 2002). Questionnaire is a series of questions in written form intended to elicit information for the study (Cohen & Manion, 1994). Questionnaire is the most appropriate instrument that able to collect a large amount of data from widely scattered participants. Therefore, the study administered questionnaires to both students and lecturers to obtain the needed data.

Similarly, Interview is a tool used by researchers to gather data from respondents by asking questions. According to Mwanje (2001), suggest that interview instruments enable the researcher to cover the phenomenon under study in great depth. Therefore, the study used interview to collect data from deans and secretaries of the faculties in order to gather in-depth information as well as to follow up on information given in questionnaires to seek more clarifications. In addition, Observation technique is a process of gathering primary data by the researcher's own direct observation of relevant activity, behavior, availability of facilities, actions, situations, etc. without asking [the] respondents (Mainas, 2015). By carrying out observation method, the study evaluated the physical facilities,

such as lecture halls; libraries; hostels; computer laboratories, teaching-learning materials, as well as the overall learning environment of the university. The aim of the observation was to record the condition and adequacy of the university learning resources.

### **3.6. Validity of Instruments**

According to Yuko (2016), instrument validity refers to the ability to which an instrument measures what it is supposed to measure. Therefore, the concern of instrument validity is to answer the question, which means is the study measuring what it is supposed to measure or is there some errors that might interfere with the measurement. According to Mugenda and Mugenda (2009), the usual procedure in evaluating validity of an instrument is to give them to the supervisors and experts in the field of study. Therefore, the researcher sought instrument validation from the supervisors and experts in the area under investigation.

### **3.7. Reliability of Instruments**

Reliability refers to the extent to which a measuring device or procedure should fairly produce the same results or data after repeated trials (Matula, Kyalo, Mulwa and Gichuhi, 2018). In this case, to test for the reliability of the questionnaires the study applied the test-retest technique. Using this procedure, the same questionnaire were managed two times to the same respondents at different time within two weeks. A reliability coefficient was then calculated to obtain the relationship between the two sets of scores. Pearson's product moment was used to calculate the correlation.



$$r = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2} \sqrt{\sum(y_i - \bar{y})^2}}$$

The value of (r) lies between minus one (-1) and plus one (+1). A correlation coefficient (r) close to minus one (-1) shows that the two variables have strong negative association. When (r) is close to zero (0) either on the minus or plus side, there is little or no correlation between the variables. However, when (r) is close to plus one (+1), this presents a large positive association between the variables (Orodho, Khatete, Mugiraneza, 2016). The study considered the instruments reliable when the coefficient correlation between the two tests is a large positive relationship. Therefore, the lecturers' questionnaire had a correlation coefficient of 0.88 while the one for the students had a correlation coefficient of 0.83 hence the tools were reliable for collecting data.

### **3.8. Data Collection Procedure**

Data collection is a systematic way of collecting the required information to find solution for the research problem (Best and Khan, 2006). After the approval of the research proposal by the University of Nairobi supervisors, a letter allowing the researcher to go to the field was obtained from the department of educational administration and planning which then was taken to Somali National University with a request letter from the researcher for research permit. Then SNU issued an authorization letter that allowing the student to collect data from the university. Questionnaires were administered both to the lecturers and to students of the university. Respondents were allowed enough time to complete the

questionnaires. Interviews were administered to the deans and secretaries of the faculties, and the researcher noted their responses. By carrying out observation, the researcher observed in and around the university campuses with the aim of observing and jotting down the overall conditions of the university learning environment to examine the extent to which the university learning resources are adequate.

### **3.9. Data Analysis Techniques**

Data analysis refers to the process of systematically organizing, scrutinizing and summarizing information received from participants with the intent to extract useful information and develop conclusions (Cohen & Manion). Mugenda and Mugenda (2003) adds that data analysis is a systematic way of giving useful meaning to the large amount of information collected. In other words, data analysis is a technique of converting responses obtained from respondents into meaningful statement. The process of data analysis involves different stages such as; editing, tabulating, sorting, etc. to notice any oddities or omissions on the responses. Therefore, the analysis of the data was based on the research objectives. Responses from the questionnaires were coded, organized and analyzed by using Statistical Package on Social Science (SPSS). The responses from interviews were listed and summarized into themes, patterns and emphasized with the information obtained from the questionnaires.

### **3.10. Ethical Considerations**

Research ethics refers to an intangible set of values, institutional schemes and standards that help establish and control research activities (Matula et al 2018). Therefore, the researcher sought the consent of the respondents to participate the study by explaining them the purpose and the importance of the research and reason they had been selected. Moreover, the researcher informed the participants that their personal information and data gathered will be used only for this research purpose. They have been assured that their personal data will be destroyed when the research purpose is obtained. The participants were also informed that they have the rights to recall their personal information and also to withdraw from the research participation at any time during the data collection process.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1. Introduction

This chapter presents the findings from the data collected through questionnaires, interviews and observation checklist tools. With the need to investigate the objectives that this study wants to achieve. The findings were summarized using frequency distribution tables, pie charts, bar charts, and narrative.

#### 4.2. Questionnaire and Interview Return Rate

There were 226 and 71 questionnaires administered both to the undergraduate students and to lecturers respectively at the university as well as interview schedules conducted with eighteen faculties' administrators. Table 4.1 below summarizes the return rates of the interview schedules and questionnaires for all the categories of respondents.

**Table 4.1 Questionnaire and interview return rate**

<b>Respondents</b>	<b>Sampled respondents</b>	<b>Returned</b>	<b>% of Return Rate</b>
Undergraduate students	226	213	94.3
Lecturers	71	63	88.7
Faculties' Administrators	18	18	100
<b>Total</b>	<b>315</b>	<b>298</b>	

From the table 4.1, it is clear that the return rate of the questionnaires and the interview schedules were very creditable. Out of a total sample of 226 undergraduate students, 213 questionnaires were correctly filled and returned, representing 94.3%. Also 63 out of the 71 questionnaires issued to lecturers were returned correctly filled. There was 100% return rate for the interview schedule administered to faculties' administrators. This shows that response rate was good enough according to Mogenda and Mogenda (2003) in which they declare that 50% response rate is adequate, 60% is good and above 70% is rated as very well.

### **4.3. Demographic Information of the Respondents**

Demographic information of the respondents in this study was sought to show the characteristics of those who participated in the study in order to understand the dynamics in terms of gender representation, age of students as well as year of study. For the lecturers the study further sought to know the years that the lecture have been teaching, teaching workloads per week as well as the possibility that the lecturers attended pedagogical practices.

#### **4.3.1 Gender of the Respondents**

The importance for getting information about the gender of the respondents was motivated by the desire to have an insight into the gender equality in the Somalia National University.

**Table 4.2 shows gender of respondents**

Categories	Students (%)	Lecturers (%)	Administrators (%)
Male	70.4	79.4	72.2
Female	29.6	20.6	27.8
Total	100	100	100

From Table 4.2, majority of undergraduate students 150 (70.4%) were male while 63 (29.58%) were female. The male students seem that they were more than twice the female students were. This is attributed to the admission policy of the university that limits the number of new students that the university admits every academic year while there is no clear policy for the portion of female students. The study further indicated that 79.4% of lecturers were male while 20.6% were female. In relation to the administrators, 72.2% of the faculties' administrators were male while 27.8% of them were female.

#### **4.3.2 Age of Respondents**

The study wanted to get information about the age at which the students and the staff are in the Somali National University.

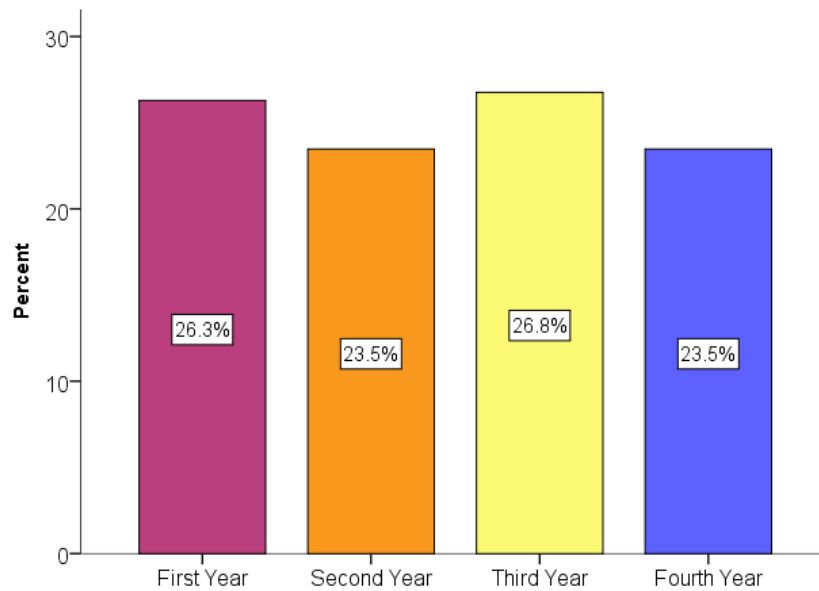
**Table 4.3 age brackets of respondents.**

Categories	Students (%)	Lecturers (%)	Administrators (%)
18 – 22 years	65.7	0	0
23 – 27 years	31.8	0	0
Over 27 years	2.5	0	0
25 – 35 years	0	61.9	44.4
36 – 45 years	0	27	22.2
46 – 55 years	0	7.9	11.1
56 – 65 years	0	3.2	11.1
Over 66 years	0	0	11.1

From the data obtained, it is obvious that majority of the students were aged between 18 - 22 years old as this is the age brackets of undergraduate students. The percentage of this age bracket students was 65.7% of the total sample size. Students aged between 27 years and older were the least being only 2.5 % of the total sample size. Those who were the ages between of 23 and 27 were 31.8%. This was attributed to the secondary graduates who are older than the intended age of starting the university. The study also showed that the majority of the lecturers 61.9% were aged between 25 and 35 years, 27% were aged between 36 and 45 years, 7.9% were aged between 45 and 55 years, 3.2% were aged between 56 and 65 years while there were no any participator for the ages above 65 in the study. For the faculties' administrators, approximately 45% of them were aged between 25 and 35 years old, 22.2% of them were aged between 36 and 45 while nearly 34% of them were aged between 46 and above 66 years. Both the categories i.e. lecturers and faculties' administrators, majority of them were in their youthful age as the information in the table indicates and had a lot of potential energy and probably enthusiasm for their jobs.

#### **4.3.3 Academic Years of the Students**

The study sought to sort the students in their respective years of study. This was to explore the fair distribution of the students throughout the years of study.



**Figure 4.1 students' academic year of study**

The students' academic year of study was collected and analyzed. The study found that most of them who participated in this study were in their different years of study. This was to find out the concept of the entire students in the university. There were 56 students in their first year, making 26.3% representatives of the total sample of undergraduate students. Second year undergraduate students were 50 (23.5%) while third year undergraduate students were 57 (26.8%). Finally fourth year undergraduate students were 50 (23.5%).

#### **4.3.4 Lecturers' Qualifications**

The lecturers were asked about their highest academic qualification they acquire. Table 4.4 shows the lecturers' qualifications.



**Table 4.4 lecturers' qualifications**

Categories	Lecturers	
	Frequency	Percentage
Bachelor	8	12.7
Master	54	85.7
PhD	1	1.6

The lecturers are essential input variable in education system, particularly when the provision of quality of education is considered. Lecturers have direct contact on the learners; they should assist and empower any initiative idea by the learners. Because of this concern, this study sought to find out the academic qualifications of the lecturers in order to understand their capacity to help the students for dealing their problems successfully in the class and in the society. From the findings of the study, the majority of the lecturers 85.7% had master degree, 12.7% of them had bachelor degree while only 1.6% of them had PhD. This showed that more than 80% of the lecturers who participated the study were master degree holders who are teaching undergraduate students. Therefore, the study concludes that most of the lecturers in the university were qualified lecturers based on their postgraduate qualifications. This agrees with the suggestion of Okumbe (1999), he mentioned that academic qualifications of a lecturer dictates the effectiveness and success of his/her content delivery. In other words, lecturer's qualification has a direct positive influence on the provision of high quality education. However, in relation to the lecturers holding bachelor degree who were approximately 12% of the lecturers who participated the study

and teaching students seeking the same degree, there is much to be done in this regard including providing postgraduate opportunities for them. Otherwise, in terms of research, most of those lecturers will do trial and error.

#### 4.3.5 Teaching Experience of the Lecturers

Teaching experience is a valuable asset. This study looked for to know the lecturers' teaching experience. The findings are as shown in the table 4.5.

**Table 4.5 lecturers' teaching experience**

Experiences	Lecturers	
	Frequency	Percentage
0 – 3 years	22	34.9
4 – 6 years	27	42.9
7 – 10 years	11	17.5
Above 10 years	3	4.8
<b>Total</b>	<b>63</b>	<b>100</b>

From the Table 4.5, approximately 43% of the lecturers were found to have 4 – 6 years of teaching experience. Similarly, about 35% of the lecturers were found to have teaching experience between 0 – 3 years. Also 17.5% had taught for a period of 7 – 10 years and approximately only 5% had been teaching for more than 10 years. This meant that a very small number of lecturers had long experience in the teaching industry. Experience enables the lecturers to obtain specific commendable features including adaptability, promptness, appropriate use of teaching aid materials, ability to deal with the class with confidence, among others. Therefore, lecturers with successful and long teaching experience able to

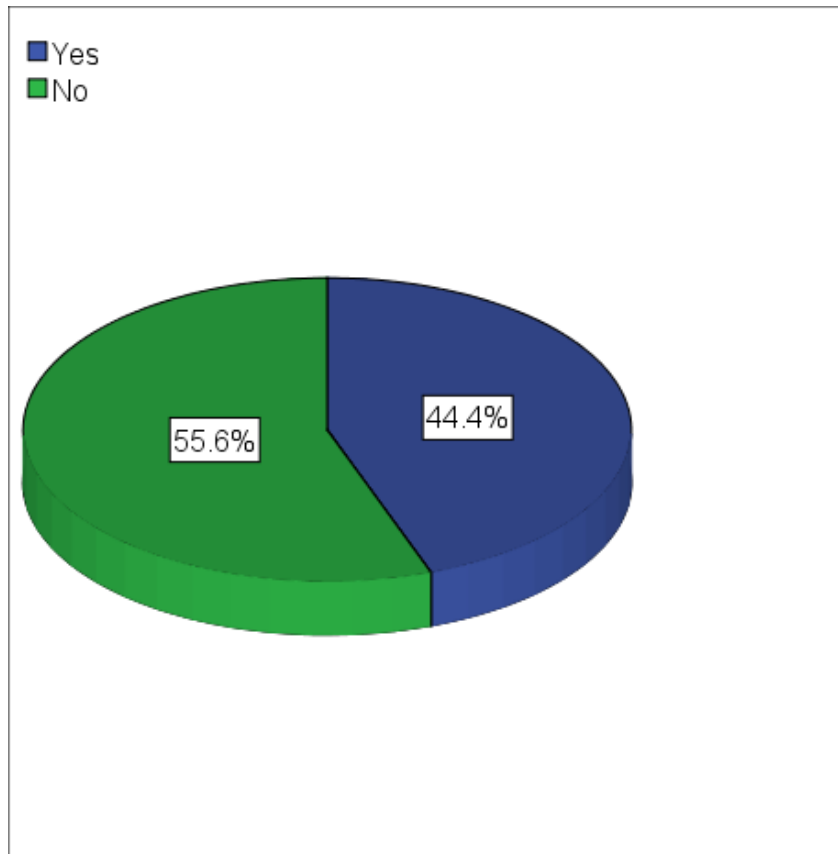
develop a positive attitude towards the specialization that will create interest among learners and this leads to the provision of quality education. This agrees with the literature that the study reviewed which indicated that selection and retaining qualified academic staff has impact on performance of learners (Word Bank, 2000).

#### **4.3.6 Teacher Workload per Week**

It is a reality when a lecturer is caught up in the continuous hasty of a university week, it will be difficult to get time to think and look at the bigger future of the learners, especially when there is heavy working hours. This study found that average of approximately 11 hours per week was the lecturers' teaching load. This seems to be hard for the lecturers to get time for the actual teaching and lecture delivery becomes ineffective. In addition, the overload hours work imposed on a lecture consumes the time intended for appropriate markings, assignments assessment, lesson planning, research and many others (Bruno, 2012). As a result, lecturers cannot perform well and they will feel extreme tiredness that will result job dissatisfaction.

#### **4.3.7 Attendance of the Lecturers for Pedagogical Practices**

Teaching is a process that requires any instructor or facilitator to undergo training and capacity building in order to equip himself or herself with the latest pedagogical practices.



**Figure 4.2 Attendance of the Lecturers for Pedagogical Practices**

This study found that 55.6% of the respondents had attended pedagogical practices courses over the last two years while 44.4% mentioned that they had not attended any pedagogical training over the last two years. These findings show that nearly half of the lecturers did not attend any pedagogical courses recently. Therefore, as far as teaching is concerned, an inadequate lecturer's pedagogical skills affects negatively the quality of education in terms of course content delivery.

#### 4.4. Academic Staff and Quality of Education

In understanding the position of the objectives of the study, the study attempted to find information about the influence of academic staff on the quality of education in Somali National University.

##### 4.4.1 Lecturers' availability for individualized student assistance

The study focused on knowing the level of availability of lecturers for individualized assistant as a means of improving the quality of education. Therefore, students were asked whether their lecturers were available to assist them individually.

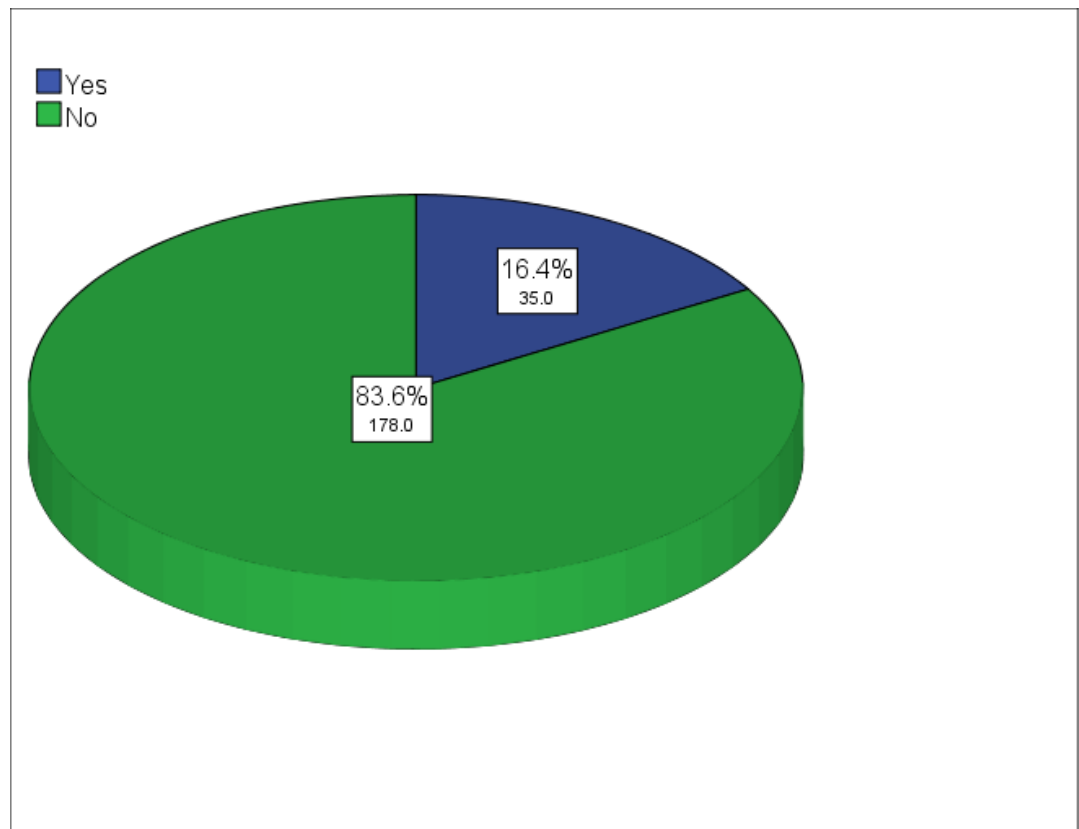
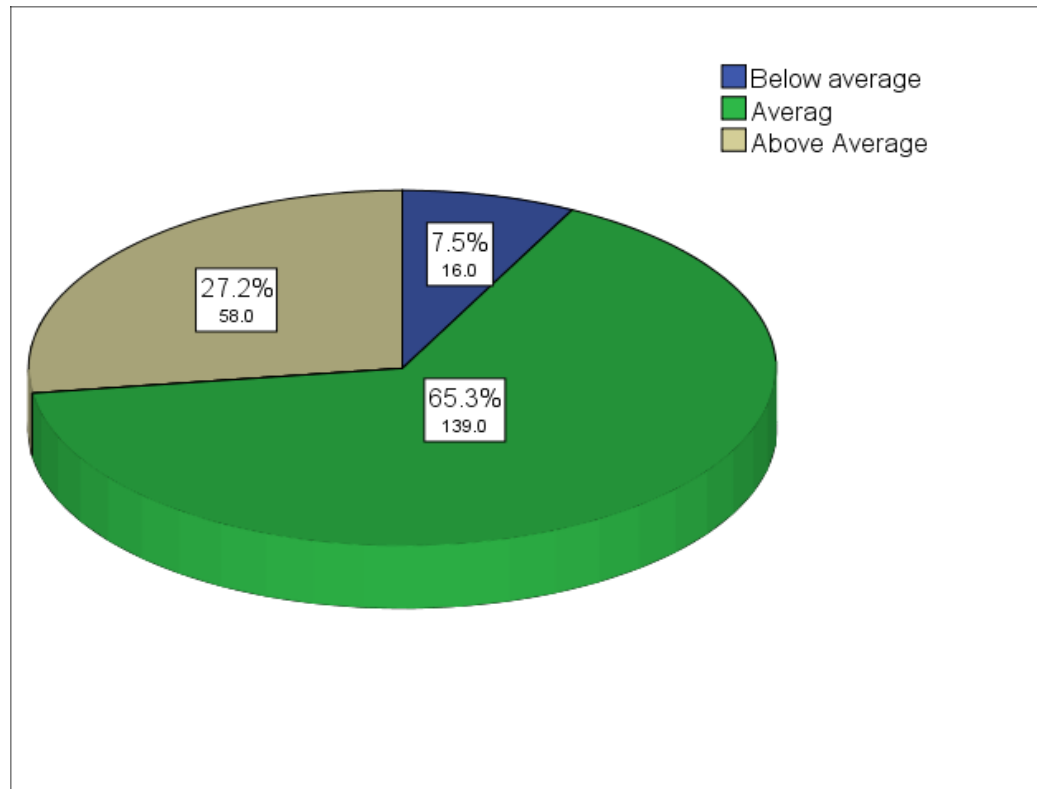


Figure 4.3 shows lecturers availability for individualized assistance for undergraduate students.

From 213 students, 178 students answered that lecturers were not adequately available for individualized assistance. This represents 83.5% of the respondents while 35 students (16.4%) answered that lecturers were available for individualized assistance. This depicts that enormous number of students enrolled in undergraduate programs of the Somali National University did not receive individualized assistance from their lecturers. However, from the interview, the faculties' administrators mentioned that the university added four (4) extra hours per week to the timetable of the lecturers in each subject intended for individualized assistance and class activities. This is a good sign, which contribute to the quality of education and motivate lecturers. Roy & Jamison (1976) argues that the availability of lecturers for individualized assistance for the learners is a way of improving quality of education.

#### **4.4.2 Lecturers' Attendance per Semester on Average**

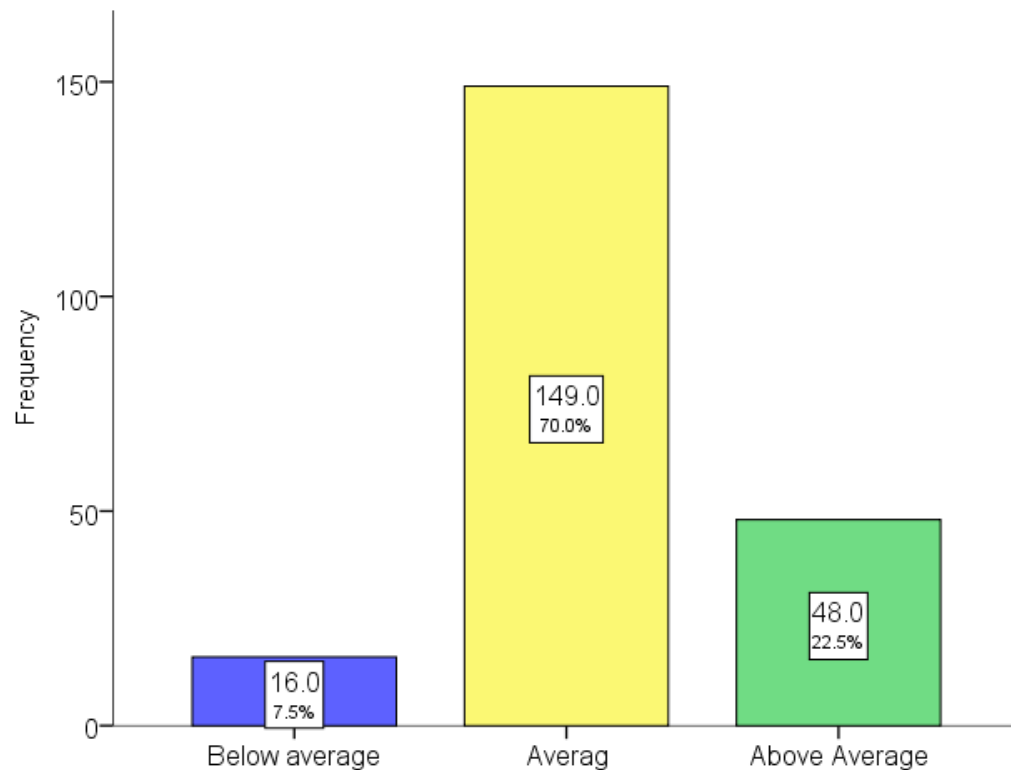
The study sought to find out the average attendance of lecturers for subjects assigned per semester. This had been done in order to establish the level of content coverage as compared to the course outline.



**Figure 4.4 shows the summary of the findings from the information collected.** The data shows that 16 undergraduate students mentioned below average attendance rate by the lecturers during the semester period. This represents 7.5% of the total sample size of the undergraduate students. 139 students representing 65.3% of the total valid sample size reported average attendance of their lecturers per semester while 58 undergraduate students representing approximately 27% rated above average attendance of their lecturers. This is a good sign that more than 90% of the respondents reported that lecturers are committed to attend classes.

### 4.4.3 Course Content Coverage per Subject

The study also sought to find out information about the course coverage per subjects in order to provide insights into how much amount of the syllabus is covered and consequently how does this affect the knowledge and skills of the learners.



**Figure 4.5 average of course content coverage by the undergraduate students in SNU.**

Undergraduate students provided information about the level of their contents coverage. From the total sample size, 149 students mentioned the course content coverage as average. This was 70% of the total sample size. Forty-eight (48) students (22.5%) rated course content coverage as above average while only 16



students (7.5%) reported course content coverage as below average. Therefore, this means that on average, the course content coverage at the university was good based on the positive information the students provided.

Students were asked to rate the following statements. These statements, as shown in the table below influence variously on the lecturers' role on provision of quality education and vary in significance.

**Table 4.6 Students' responses on role of lecturers in provision of quality education**

<b>Statement</b>	<b>Strongly disagree %</b>	<b>Disagree %</b>	<b>Neutral %</b>	<b>Agree %</b>	<b>Strongly agree %</b>
Lecturers assist and encourage students	9.9	8.6	13.3	36.1	31.8
Lecturers have high expectations for students	2.6	5.6	16.3	38.6	36.9
Lecturers create conducive atmosphere during the class discussion	3	9.9	10	37.3	39.7
Lecturers mark and return the assignments during the semester period	4.7	8.2	14.6	35.2	37.3
Students get the exam results before the start of next semester	3.9	3.9	5.6	18	68.7

Table 4.6 shows that 36.1% of undergraduate students agreed that lecturers had assisted and encouraged them. 31.8% strongly agreed that they got assistant and

encouragement from their lecturers. However, 13.3% remained neutral while 8.6% disagreed and 9.9% strongly disagreed.

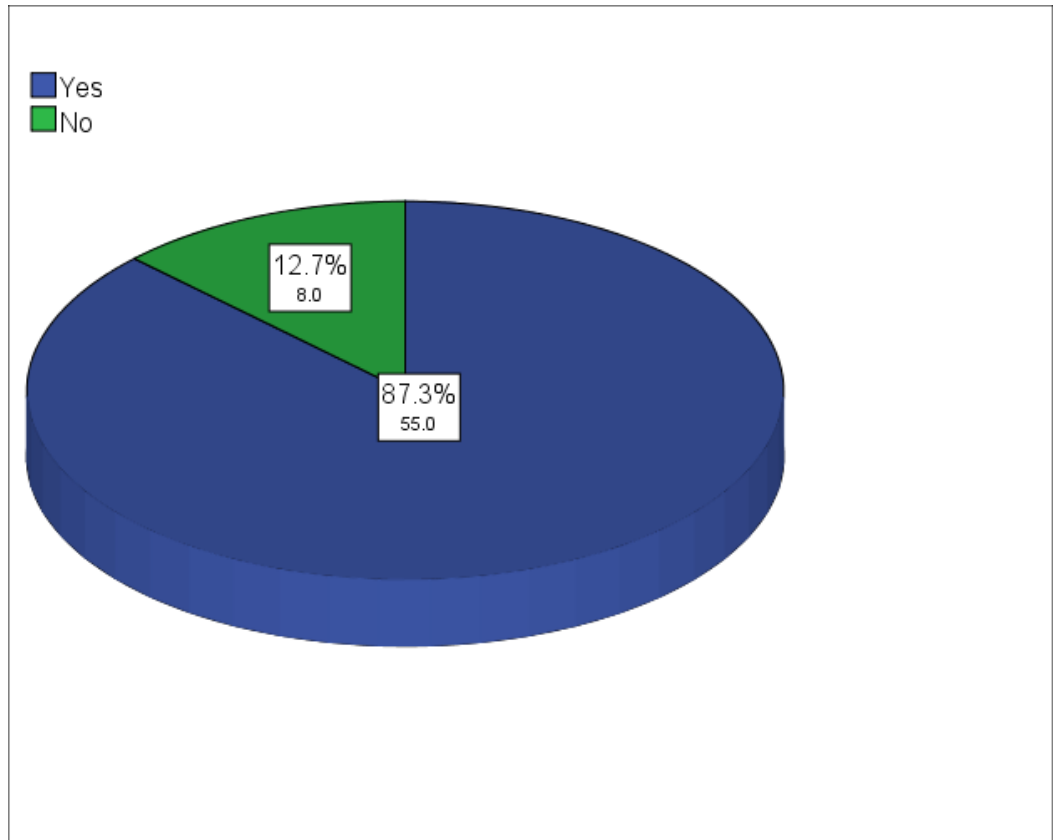
Regarding expectations, the study sought to identify whether the lecturers expect their students to succeed and pass exams with honorable marks. This gives the students hope to work hard. The findings were that 38.6% agreed that their lecturers had high expectations from them, 36.9% of students strongly agreed that they had gotten also high expectations and only 16.3% of students remained neutral while 5.6% disagreed and 2.6% strongly disagreed. Lecturers are like parents, each parent hope a better future for his or her children the same way lecturers expect the best from their students. A study done by Brook (2011) wishes students, lecturers and other academic staff to work hard therefore everyone in the institution should come with a culture of high expectation.

In addition to expectations, the study also intended to explore whether lecturers had created conducive atmosphere in the class discussions. Majority of students 39.7% strongly agreed and 37.3% agreed that there were good and conducive atmosphere during the class discussions while 10% remained neutral. Only 3% strongly disagreed and 9.9% disagreed. Existence of conducive environment in the class should affect the quality of education in such way that both lecturers and students work together in order to achieve their best result.

The study thought assignments as an important aspect in higher education institutions. Because they are one of the means that the lecture evaluates his or her

learners as well as learners also evaluate themselves. Therefore, the study asked students to rate the period that their lecturers mark and return the assignments. 37.3% of the students strongly agreed that the lecturers mark and return the assignments before the end of the semester; 35.2% of them rated the same thing. Only approximately 13% disagreed while 14.6% remained neutral. Assignments in higher education is vital; it equips the learners with useful skills such as being successful researchers, being able to take responsibility and self-confidence. The study also found that the majority of the students 68.7% strongly agreed that they are used to getting the exam results before the start of the following semester, 18% agreed and 5.6% remained neutral. However, 3.9% strongly disagreed and the same percentage of students disagreed.

The quality of teaching in higher education is becoming an issue of focus. Assessing teaching quality has become very complicated because it involves many factors such as pedagogical skills, Lecturers' knowledge and experience among others. Thus, the researcher sought to know more about lecturers and their qualifications at Somali National University. For this interest, the study sought to establish from lecturers their opinion on the impact of academic staff qualifications on the quality of education. Firstly, lecturers were asked whether they thought that the academic staff qualification affect quality of education or not. Their responses are shown in the figure 4.5 below



**Figure 4.6 Lecturers' Response on the Effect of Lecturers' Qualifications on the Quality of Education**

From 63 lecturers, eight lecturers representing approximately 13% answered that academic staff qualification had no effect on the quality of education. Fifty-five (55) lecturers representing 87.3% answered that academic staff qualifications had an effect on the quality of education. This agrees with a report by Word Bank (2000), which argues that selection and retaining of qualified academic staff has direct influence on performance of the learners and the quality of the education at large.

Secondly, lecturers were asked how the lecturers' qualifications could affect the quality of education. Majority of them agreed that lecturers' qualifications had positive affect on quality of education. They described that lecturers are

individuals who have direct link with the learners; therefore, they can improve the mindset of the students. They further mentioned that for lecturers to improve the lives of the students, they ought to have advanced level of education. The lecturers' opinion agrees with a study done by Harvey (2008) who suggested that lecturers who are well equipped with the relevant knowledge and skills in line with their specialization, is what determines the quality of teaching.

#### 4.4.4 Lecturers' Response to Some Selected Aspects Influencing the Provision of Quality Education

Lecturers were asked to rate some selected aspects, which they believed affected their role in the provision of quality education. These aspects as shown in the table 4.7 are vary in significance and they may influence on lecturers' performance.

**Table 4.7 Lecturers' response on selected aspects influencing the provision of quality education**

Aspect	To no extent %	To an extent %	To neither extent %	To some extent %	To most extent %
Lecturers who have high workload	10.3	15.9	2	29.4	39.7
High students-to-lecture ratio	9.5	19	17.5	38.1	11.1
Lecturer usage of various teaching methods and teaching aids	6.3	14.3	9.5	33.3	33.3
The Continuous Assessment Tests (CAT)	12	15	4	31	38

Table 4.7 shows that 39.7% of lecturers felt that to most extent, huge workload restricted their role in confirming effective academic performance in the university. 25.4% of them cited that to some extent that high workload limited lecturers' contribution to better student performance. Approximately 16% of the lecturers reported that to an extent workload restricted lecturers' contribution, while only 10.3% felt that workload was not an issue in shaping the lecturer's contribution in students' performance. It is also evident that, among other factors constant, rush of deadlines, assessments, lesson planning, marking, make it hard for a lecturer to perform well in teaching. These findings agree with Ingersoll (2003) who suggests that lack of enough time for class activities preparation were some of the factors that run 50 percent of the US lecturers to leave the work during their first five years of working.

Furthermore, it was established that 39% of the lecturers felt that to some extent high lecture-to-student ratios influenced the performance of students in the university. In addition, 27% suggested that to most extent that the lecturer-to-student ratio was high, while 14% suggested that there was no linkage between lecturer-student ratio and student performance. Thirteen percent of the lecturers reported that to an extent high lecturer-student ratios caused low student performance. Lecturer-student ratio is a significant measure of quality in education. However, in higher education, the range of class size is larger than primary or secondary education, the lower the ratio between lecturer-student, the greater the learning and personal development will occur. According to

Blatchford (2011) observed that high lecturer-student ratios might affect in a harmful way the level of lesson engagement of low performing students. He observed that in high lecture-student ratios; there could be more interruptions and higher possibility of being students out of the lesson, whereas in small lecture-student ratios, there could be more opportunity to control students and keep them to focus on the lesson.

The study also found that 34% of the lecturers cited that to most extent they applied various teaching methods in teaching. Similarly, the same percentage cited that to some extent, lecturers used different teaching methods in teaching; while 22% of the lecturers mentioned that to extent, lecturers applied different teaching methods in teaching. Only 10% said lecturers were not using various teaching techniques in teaching. These findings show that lecturers use appropriate teaching methods to keep the students concentrate to the lesson. Usage of various methods by the lecturers lead students to better understanding of lessons hence better performance in tests.

The study further established that majority of the lecturers 42% felt to most extent that lecturers conducted continuous assessment test (CAT) to evaluate students' performance; 28% of lecturers cited that to some extent lecturers constantly evaluated students while 26% of the lecturers stated that to an extent lecturers conducted assessment test. Only 4% said there were no continuous assessment tests. CATs provide the lecturers information about the performance

level of his or her student. This allows the lecturer to come up with remedial strategies if he or she discovered dissatisfactions among students. In addition, CATs also help students to know their level of performance in different subjects and this enables them to be aware of the fields that they would like to go further in their future schooling.

#### **4.4.5 Challenges Faced By Lecturers in Relations to the Provision of Quality Education**

Lecturers mentioned different challenges faced them in relation to the provision of quality education in Somali National University. It was very important for the study to seek from the lecturers some of the challenges they faced. Because lecturers are responsible for delivering the knowledge, attitudes and skills of the curriculum. They face challenges that are unique and interlinked. In the following lines, the study illustrates different challenges faced by lecturers in offering quality education in the university.

The lecturers mentioned some of the challenges, poor and different educational backgrounds of students who graduated from secondary schools and joined to the university. This created differences in students' performance, both in content comprehending and examinations. Furthermore, also the lecturers mentioned language barrier by students as another challenge. This challenge hindered communication process between the lecturer and students. Some of students had studied their primary and secondary education in Arabic, while the medium of



instruction in the university is English. Some of them had studied their primary in Arabic and most of their secondary subjects in English, whereas some of students had studied their primary and secondary education in English though their communication is not at a good level. This language barrier made difficult for them to adapt the university atmosphere and understand lessons.

Due to high workload of some lecturers, they said that such conditions made difficult for them to get to the actual teaching. Subsequently, the high workload imposed on the lecturer takes out from the designed time for reading, lesson preparation, assessment, individual assistance and many others. It was also found that some of the lecturers felt the problem of inadequate science and agricultural laboratories. Most of science faculties in the university had gotten few science resources; this made lecturers hard to seek and think about the easiest way that they can make students understood the practical lessons without lab. It also weakened the assessment of students. Consequently, practical lessons became few in the faculty timetable.

Other challenges reported by the lecturers were inadequate training and capacity building opportunities. As far as teaching process is concerned, the lecturer need training and capacity building in terms of content delivery, lesson preparation, teaching methods, mastery of subject matter, setting of examination techniques and many others. Therefore, it is critical that SNU administrators should make every effort in training and developing the lecturers to offer an equitable knowledge and skills to the university students.

Another challenge was that the lecturers experienced the problem of Inadequate of internet connection in the university campuses. Most of the university campuses had few internet availability that is limited only in the dean and secretarial offices. This made some lecturers to carry their portable personal internet devices to facilitate their teaching process during the class delivery. In addition to the challenges, there was lack of motivation among lecturers due to poor and intermittent salaries. Furthermore, Security issues such as roadblocks by the police also affected both students and lecturers making course content completion rather difficult because of the limited time provided it to be covered.

#### **4.4.6 Suggestions to Enhance Provision of Quality Education in the University**

The lecturers were asked to propose the most effective ways of enhancing the provision of quality education in the university. The study mentions their suggestions in the following lines.

The findings of study established that the university possesses qualified lecturers but the problem is that they work in different universities that caused high workloads on them. Therefore, the some lecturers suggested that the university should employ these qualified lecturers as full time lecturers with suitable payment in order to spend all their time and efforts in the university. Furthermore, they also suggested for the sake of improving the quality of education in the university, the different faculties of the university should be equipped with

adequate educational facilities including laboratories and libraries full of up to date course work and reference books related to the programs that the university provides. These enable learners to get extra information through utilizing provided facilities instead of waiting only to receive limited information from the lecturers.

Other suggestions included training and capacity building programs, which were not offered to some of the lecturers recently. Therefore, the respondents suggested that training and development programs should be provided to the staff of the university, especially on research and methods of teaching. The respondents also suggested that high-speed internet facility should be provided adequately to the different campuses of the university in order to be utilized both students and staffs from the information that technology provides. Finally, it was suggested that the primary and secondary education system of the country should be improved. They added that ministry of education, culture and higher education needs to provide unified strategic policy for the basic education system of the country. This will ensure the quality of secondary graduates who are willing to join the higher education.

#### **4.5 Availability of Teaching Learning Resources**

Facilities and resources in educational institutions should be responsive to the changing circumstances of course content delivery (Lackney and Picus, 2005). the researcher sought to know from undergraduate students in SNU if they had

adequate teaching learning resources and how they contributed to their learning and academic performance. Therefore, undergraduate students were asked to rate the availability of teaching-learning resources at the university.

**Table 4.8 shows students’ responses on the availability of teaching learning resources for undergraduate students in SNU**

<b>Resources</b>	<b>Very inadequate</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Very adequate</b>
Textbooks	33	40	16	11
Reference Books	34	27	14	15
White boards	4	5	22	69
Projectors	4	10	32	54
Audio-Visual Equipment	20	33	30	19
Internet connection ports	40	36	11	13
Computer lab	17.2	31.8	33	17.6
Tables and Chairs	2	6	23	69

From the Table 4.8, majority of the students 40% rated that textbooks were inadequate; 32% also asserted that they were very inadequate while nearly 12% agreed that they were very adequate and approximately 16% rated they were adequate. On reference books, 15% said they were adequate; 16% said they were very adequate while 34% said they were inadequate and 25% said they were very inadequate.

The students were also asked to rate the adequacy level of whiteboards in the faculty, 69% said there were very adequate whiteboards in every lecture class;

22% reported that they were adequate, 9% disagreed, saying whiteboard were not adequate in the faculty. On projectors, majority of the students 54% said that projectors were very adequate; 32% agreed also there were adequate projectors in the faculty, 10% rate projectors as inadequate and only 4% rated they were very in adequate. The findings that the students provided concurred with the study observation done by the researcher that the university indeed had provided enough whiteboards and projectors. Each class was provided one projector, which had been written the name of that class and saved in the secretarial offices when there were no someone who is using.

Regarding Audio-Visual Equipment, the results show that 19% of the students rated as very adequate while 20% rated them as very inadequate. Thirty-four percent rated audio-visual equipment as adequate while 36% rated as inadequate. Internet connection ports were also rated. Forty percent (40%) of students said these facilities were not exist in the university; only 13% said very adequately did university has internet connection ports. Thirty-six percent (36%) rated as inadequate while 11% rated as adequate.

Availability of computer labs was rated adequate by 33 percent while 32% reported that computer labs were inadequate. Those who rated availability of computer labs as very inadequate were 17% the same percentage rated as very adequate of computer labs in the university. Majority of the students, approximately 70% cited that chairs and tables were very adequate while 23%

rated as adequate. On the other hand, 6% rated as inadequate while only 2% rated as very inadequate.

According to a study by Bett (2006), he noted that quality of education has direct relevance to availability and adequacy of teaching and learning resources. Based on the findings from SNU students, it was obvious that the university had available teaching and learning materials in terms of whiteboards, projectors, chairs and tables, audio-visual equipment and computer labs. However, the university campuses lacked adequate reference books, textbooks and internet. Students should read number of textbooks and reference books to broaden their knowledge and understanding. However when students were limited only to the lecturer's notes, this does not improve the knowledge and discussion ability of the learners. In addition, internet facility is also important in this 21<sup>st</sup> century. At this century, quality education cannot do without availability of adequate high-speed internet.

#### **4.5.1 Lecturers' Responses on the Availability of Teaching Learning Resources at the University**

The study sought to establish how teaching and learning resources are available in the university. Lecturers were asked to rate the availability of instructional materials in relation to the provision of quality education. The table below shows their reactions.

**Table 4.9 shows lecturers' responses on the availability of teaching learning resources at the university**

<b>Resources</b>	<b>Very inadequate %</b>	<b>Inadequate %</b>	<b>Adequate %</b>	<b>Very adequate%</b>
Textbooks	33	40	16	11
Reference Books	34	27	14	15
White boards	4	5	22	69
Projectors	4	10	32	54
Audio-Visual Equipment	20	33	30	19
Internet connection ports	40	36	17	13
Computer lab	17.2	31.8	33	17.6
Tables and Chairs	2	6	23	69

From Table 4.9, 34% of the lecturers rated there was very inadequate textbooks in the university, 40% rated there was inadequate textbooks while 16% said there was adequate textbooks, 11% of lecturers said there was very adequate textbooks. Reference books were also rate. The results showed that 34% of lecturers said that there were very inadequate reference books in the university, 27% said there were inadequate reference books while 15% rated as very adequate and 14% rated as adequate existence of reference books in the university. Majority of the lecturers 69% rated that whiteboard were very adequate; 22% rated as whiteboard adequate while 5% rated as inadequate and only 4% rated as very inadequate. Projectors were rated very adequate by 54% of the lecturers while only 4% rated as very inadequate. Those who rated projectors as adequate were 32% while only 10% said they were inadequate. Adequacy of audio-visual equipment was rated very

adequate by 19% of the lecturers while 20% gave a very inadequate rating of audio-visual equipment. Those who rated adequacy of audio-visual equipment as adequate were 30% while 33% said audio-visual equipment were inadequate.

The results also showed that 40% of lecturers said that internet connection ports were not available in the university; 36% also agreed that internet connection ports were inadequate while 17% rate as adequate and 13% rated as very adequate. Adequacy of computer labs were rated 33% of the lecturers as adequate while 31.8% rated as inadequate. Those who rated computer labs as very adequate were 17.6% of the lectures while 17.2% rated as very inadequate. Finally, in relation to tables and chairs, only 2% gave a rating of very inadequate while 69% gave rating of very adequate. Those who rated chairs and tables as inadequate were 6% while 23% of the lecturers said that they were adequate.

From the information provided by the lecturers in relation to the availability of teaching aid resources at the university, it is obvious that most of the university faculties lacked adequate and up to date instructional resources such as textbooks, reference books, audio-visual materials and internet facilities. In such circumstances, the provision of quality education is compromised. In relation to the literature that the study reviewed, adequate and appropriate teaching aid materials help both the learners and instructors by providing them comfortable environment. Therefore, the current situation of teaching materials in the university calls for the university administrators to ensure that the university has



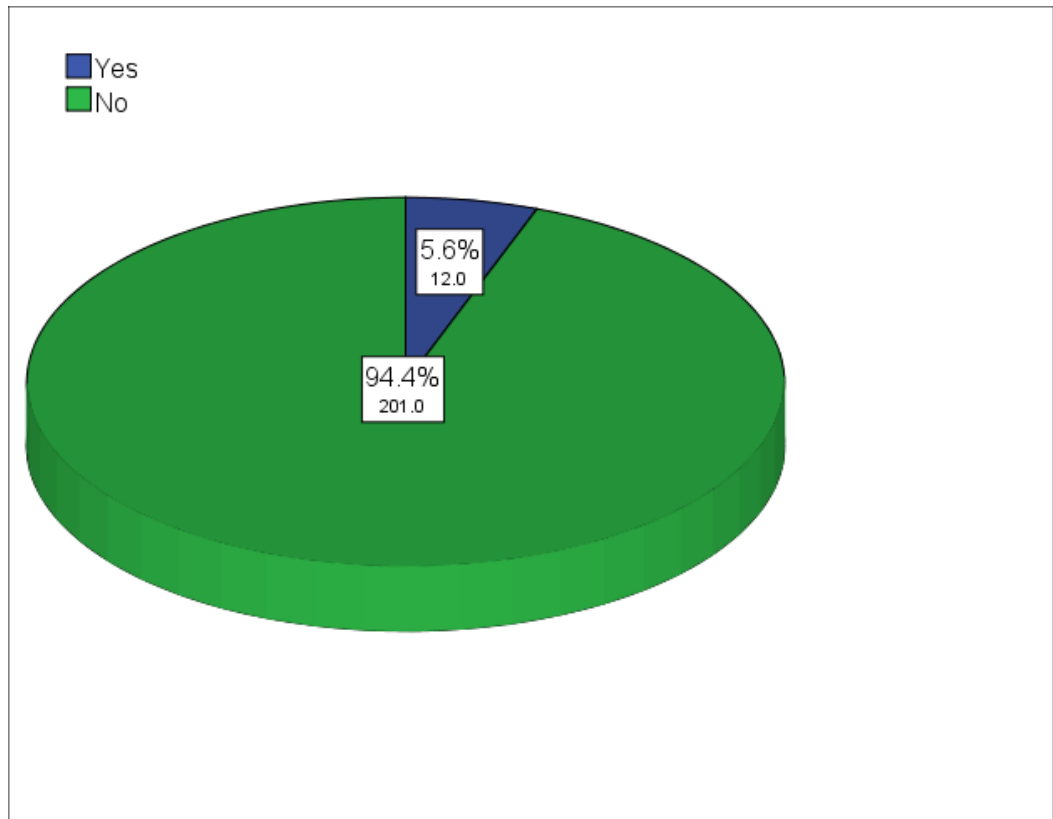
required resources in order to provide convenient and comfortable atmosphere both to the teachers and to the learners.

#### **4.6 Adequacy of Physical Facilities**

The study sought to know the availability of physical facilities at the university with the aim of investigation their influence in instructional process.

##### **4.6.1 Availability of Accommodations within the University**

The study desired to know the availability of accommodation facilities for students within the university. Therefore, the study asked students whether they have accommodation facilities within the university campuses. A very large number 94.4% of the students were answered that there were no accommodation facilities in the university.



**Figure 4.7 shows further insight into the above information.**

The information that the students provided in relation to the accommodations, agreed to what the study observed in the observation checklist instrument, that the university did not provide accommodation facilities for the students. From the interviews, administrators expressed that some of the university campuses were still lived and occupied by families fled from the civil war that broke out in the county early 1991 and they promised once majority of the university campuses became in their hands, they would establish accommodations both for the students and for the staff of the university.

#### 4.6.2 Adequacy of Physical Facilities in the University

The study sought to establish how the physical facilities were adequate in relation to the number of students in the university.

**Table 4.10 shows students' responses on adequacy of physical facilities in the university**

Resources	Very	Inadequate	Adequate	Very
	inadequate			adequate
	%	%	%	%
Lecture classes	2	6	34	57
Play Grounds	34	44	16	6
Accommodation Facilities	71	29	-	-
Catering Facilities- Restaurant	11	21	46	22
Washrooms (gents and ladies)	7	19	37	38
Computer labs	13	30	38	19
Library	15	30	34	22
Laboratories	26	33	29	13
Power and Lighting	3	7	37	53
The running water	15	14	32	39

From Table 4.10, it is obvious that majority 57% of the students said that the lecture classes were very adequate while 2% of them rated as very inadequate. Those who rated lecture classes as adequate were 34 percent, while 6% rated as inadequate. Playground were rate as inadequate by 34% of the students; 16% of them rated as adequate while 34% rated as very inadequate and 6% as very adequate.

In relation to accommodation facilities, majority of the students 71% gave rating of very inadequate while 29% of them reported that accommodations were inadequate. With regard to Catering Facilities, 11% of the students felt that Catering Facilities were very inadequate; nearly the same percentage cited that they were very adequate while 46% of the students rated catering facilities as adequate and 21% of the students their opinion was that catering facilities were inadequate. Washrooms were rated as very inadequate by 7% of the students; 38% felt that the washrooms were very adequate according to the number of students while 19% of the students their opinion was that washrooms were inadequate and 37% felt that washrooms were adequate compared to the number of students ratio.

Computer labs were inadequate to 30% of the students; 38% reported that computer labs were adequate while 13% of the students rated that computer labs as very inadequate and 19% of the students their opinion was that there were adequate computer labs. With regard to library, 15% of the students reported that there was very inadequate library in the campus; 22% of them their opinion was that there was very adequate library in the campus while 30% rated library as inadequate and 34% rated as adequate. Laboratories for science departments were rate inadequate by 33% of the students; 29% of the students their opinion was that there were adequate laboratories in the university while 26% of them rated as very inadequate and 13% rated as very adequate.

The students were also asked to rate the adequacy of power and lighting in the university campuses. So that 53% of the students reported that adequacy of power and lighting in the university were very adequate; only 3% rated as very inadequate. While 37% of the students said, there were adequate power and lighting and only 7% of them cited the adequacy of the power and lighting in the university as inadequate. Finally, 39% of the students rated the adequacy of water in the university as very adequate while 15% rated as very inadequate. Those who rated the adequacy of water as adequate were 32% while those who rate them as inadequate were 14% of the students.

**Table 4.11 Shows lecturers' responses on adequacy of physical facilities in the university**

Resources	Very		Very	
	inadequate	Inadequate	Adequate	adequate
	%	%	%	%
Lecture classes	7	16	52	24
Play Grounds	48	32	12	7
The university has small space (overcrowded classes, field)	15	51	18	16
Catering Facilities- Restaurant	14	29	48	8
Lecturers Washrooms	26	26	28	20
Computer labs	48	31	15	7
Library	33	39	18	10
Laboratories	30	51	16	3
Power and Lighting	8	16	46	30
The running water	16	15	48	21

From the Table 4.11, the researcher notes that 52% of the lecturers rated the adequacy of lecture classes as adequate; 24% rated as very adequate while 16% rated as inadequate and 7% of the lecturers reported that lecture classes were very inadequate. With regard to playgrounds, 48% of the lecturers cited that playgrounds were very inadequate; 32% of them rated the playgrounds as inadequate while 7% of the lecturers said that playgrounds were very adequate and 12% said that they are adequate. Available space for the university, majority of the lecturers approximately 66% rated that the university has enough space while 34% rated as inadequate.

In relation to the catering facilities, 29% of the lecturers rated that they were inadequate; 14% reported that catering facilities were very inadequate while 48% of the lecturers said that catering facilities were adequate and 8% rated them as very adequate. With regard to lecturers' washrooms, 26% of the lecturers rated that they were very inadequate; the same percentage expressed the same feeling that lecturers' washrooms were inadequate while 28% of the lecturers reported that adequacy of lecturers' washrooms were adequate and 20% of them said that they were very adequate. In addition, the lecturers rated the adequacy of the computer labs in the university. So that 48% of them rated that, the computer labs were very inadequate; 31% of them also rated as inadequate while 15% of the lecturers rated the computer labs as adequate and only 7% of them rate that the computer labs were very adequate.

The table also showed that, 39% of the lecturers said that library facility in the university was inadequate; 33% of them also cited the adequacy of library facility was very inadequate while 10% of the lecturers reported as very adequate and 18% as adequate. Laboratories were rated as inadequate by 51% of the lecturers; 30% of them also rated as very inadequate while only 3% rated as very adequate and 16% of the lecturers were rated the adequacy of the laboratories in the university as adequate. With regard to power and lighting, 46% of the lecturers rate them as adequate; 30% also reported that the adequacy of power and lighting in the university were very adequate while only 8% said that they were very inadequate and 16% said that power and lighting were inadequate. Finally, 48% of the lecturers said that the adequacy of water in the university was adequate; 21% of them also rated as very adequate while 15% of the lecturers rated that they were inadequate and approximately the same percentage said that adequacy of the water in the university was very inadequate.

The lecturers were also asked to express their opinion about how physical facilities could be utilized to promote quality of education and most of them said that comfortable physical facilities enhance the reputation of the university and attract more students that are new. Furthermore, they said that adequate physical facilities boost morale of both students and staff as well as ensure the realization of set educational goals and objectives in the university.

From the information provided the two categories i.e. lecturers and students in relation to the adequacy of physical facilities in the university, mostly they point

out that the physical resources in the university were inadequate. Therefore, this shows that the university need for quick and appropriate response in the provision of adequate physical resources as they have an influence on the performance of the learners.

Also from the observation guide, the study established that most of the university campuses did not have adequate physical facilities such as playgrounds, accommodations, lecturers' offices, assembly or lecture halls library and laboratories. Moreover, the observation guide noted that the university buildings did not cater for students with special education needs. Both administrators and lecturer of the university confirmed with the observation guide that the university buildings did not cater for students with special needs.

#### **4.7 Influence of ICT Integration on Quality of Education in the Somali National University**

Technology provides a significant role in making education inclusive. That is the use of Information and Communication Technology (ICT), which provides remarkable changes in the teaching and learning process. For centuries, course content were designed around textbooks and teachers used to deliver the content through lecture method. However, nowadays teachers need to create relevant and interesting teaching methods for their learners. Therefore, the study interrogated the sampled population, the level of ICT infrastructure in the university. They provided the following information.



#### **4.7.1 Availability of ICT Infrastructure in the University Campuses**

The study sought to find out the availability of ICT infrastructure in the university. Since the ICT related terms are many, the study focused on the availability of the terms such as computer labs, science laboratories and E-library in the university.

All the categories of the sampled population i.e. faculties' administrators, lecturers and undergraduate students were asked to express their opinion about the availability of ICT infrastructure such computer labs, laboratories and electronic library. All of the respondents agreed that the university lacks availability of electronic library while they said that there were available science laboratories and computer labs but they were not adequate in relation to the number of the students. The opinion of the respondents were related to what the study observed in the different campuses of the university that there were inadequacy of ICT infrastructures. For instance, in Gahair campus, there were only one computer lab shared by the undergraduate students of five different faculties of the university.

ICT helps education institutions to deliver education services anytime and from anywhere therefore, since education is not only teaching students prescribed course contents in the classrooms, it is important the application of the technology to realize the achievement of the much border objectives, goals as well as concepts of the contemporary education (Gupta, and Gupta, 2014). ICTs are means to create significant changes in teaching process as well as facilitate the

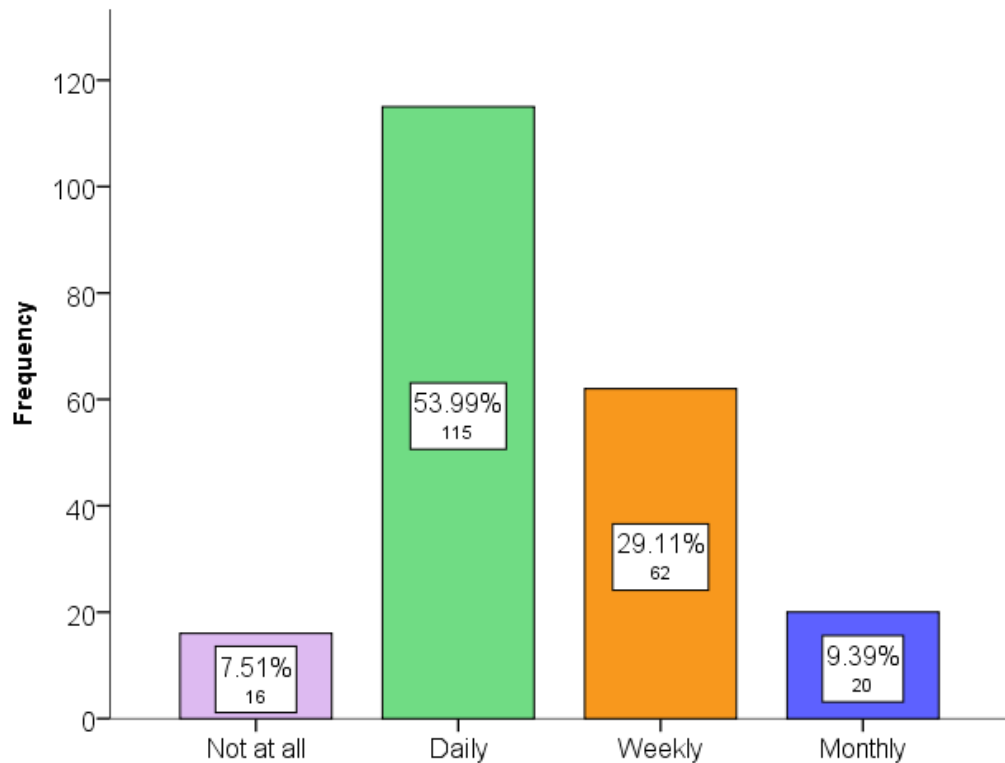
students' learning in terms of comfort and other learning supports. Therefore, at this 21<sup>st</sup> century, a higher education institution without available and adequate ICT infrastructure is ineffective and constitutes incomplete learning, thus such situation demands the decision-makers of SNU intervene in providing adequate ICT infrastructure in order to improve the performance of the learners.

#### **4.7.2 Level of Internet Access for both Lecturers and Students**

Internet make easy for students and lecturers the access of available resources such as research information and study materials from anywhere at their own pace. The study asked the students the level of internet access in the university. Their responses were as follows.

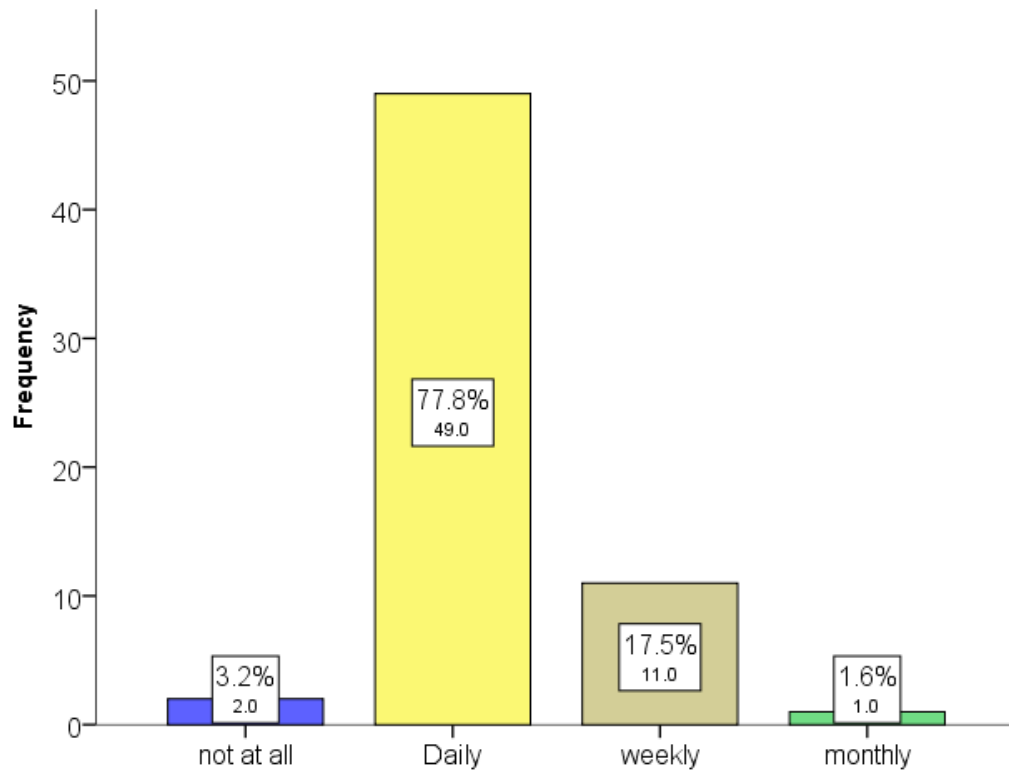
##### **4.7.2.1 Internet usage frequency**

This gives information about the frequency of internet usage among students in the Somali National University. The data obtained regarding internet usage frequency of the respondents was presented as shown below in figure



**Figure 4.8 Shows internet usage frequency among undergraduate students in Somali National University**

For undergraduate students, there was high number of students (55%) who use internet more frequently on a daily basis; those who did not use internet at all were 7% of the students. Students who used internet weekly were 29% while those who used internet on monthly were 9% of the students.



**Figure 4.9 Shows internet usage frequency among lecturers in Somali National University**

From the figure 4.8, the study notes that majority of the lecturers (78%) used internet for daily basis; approximately 18% of the lecturers used internet on weekly basis while only about 2% mentioned that they used internet on monthly basis and 3% of the lecturers reported that did not use internet at all.

From the data that the respondents provided in relation to the frequency of internet usage, it is obvious that majority of both the lecturers and undergraduate students use internet either daily or weekly basis.

### 4.7.3 Rating of Internet Accessibility within the University Campuses

Since ICT infrastructure is one of the essential objectives in this study, the availability of internet access within the university campuses was explored by the study.

**Table 4.12 shows the students' rating of internet access within the university campus.**

<b>Internet access</b>	<b>Frequency</b>	<b>Percentage</b>
Very adequate	18	8.5
Adequate	29	13.6
No adequate	112	52.6
Uncertain	54	25.3
Total	213	100

Internet accessibility was rated as not adequate by most of the undergraduate students. A total of 213 Students out of 112 rated internet accessibility as not adequate. This represents 52.6% of the students. Those who rated uncertain were 25.3% of the total valid sample size. Those who rated internet very adequate were 8.5% while 13.6% of the students rated as adequate.

**Table 4.13 shows the lecturers' rating of internet access within the university campus.**

<b>Internet access</b>	<b>Frequency</b>	<b>Percentage</b>
Very adequate	9	14
Adequate	19	30
No adequate	26	42
Uncertain	9	14
Total	63	100

Internet accessibility was rate as not adequate by 42% of the lecturers while 14% of them rated internet accessibility within the university as uncertain. Those who rated adequate for internet accessibility within the university were 30% of the total valid sample size while 14% rated as very adequate.

This rating may have slight different between the rating of the lecturers and the rating of the students. The rating they provide both the categories of the sampled population agreed what the interview guide obtained from the administrators. The administrators confirmed the study that the internet accessibility is not adequate, it is only accessible both the secretarial or dean's offices and lecturers who need internet they could only access in that offices or they use their personal devices. For this reason, some lecturers mentioned higher percentages than the percentages that students provided in relation to the internet accessibility within the university campuses because students were not allowed to access the internet available in the faculty administrators' offices because it does not support many users.

#### 4.7.4 Internet Access Points within the University Campuses

The study sought to find out whether there were accessible internet points within the university campuses.

**Table 4.14 Students' responses on internet access points within the campus**

<b>Point of access</b>	<b>Frequency</b>	<b>Percentage</b>
Library Internet Facility	-	-
Computer Laboratories	24	11.3
lecture rooms	-	-
Cyber Café	11	5.2
personal Internet Facility	130	61
Not in Any	48	22.5
Total	213	100

From the table it is evident that majority of the students (61%) their access point was use of their personal internet facility while 22.5% of the students said that they did not access any internet facility when they are in the university. Some of the students (11.3%) also reported they access internet when they were in the computer laboratories though the administrators limited this accessibility since the computer laboratories were share by number of students from different faculties.

**Table 4.15 lecturers' responses on internet access points within the campus**

<b>Point of access</b>	<b>Frequency</b>	<b>Percentage</b>
Computer Laboratories	1	1.6
Secretarial offices	35	55.6
lecture rooms	-	-
Cyber Café	-	-
personal Internet Facility	18	28.6
Not in Any	9	14.2
Total	63	100

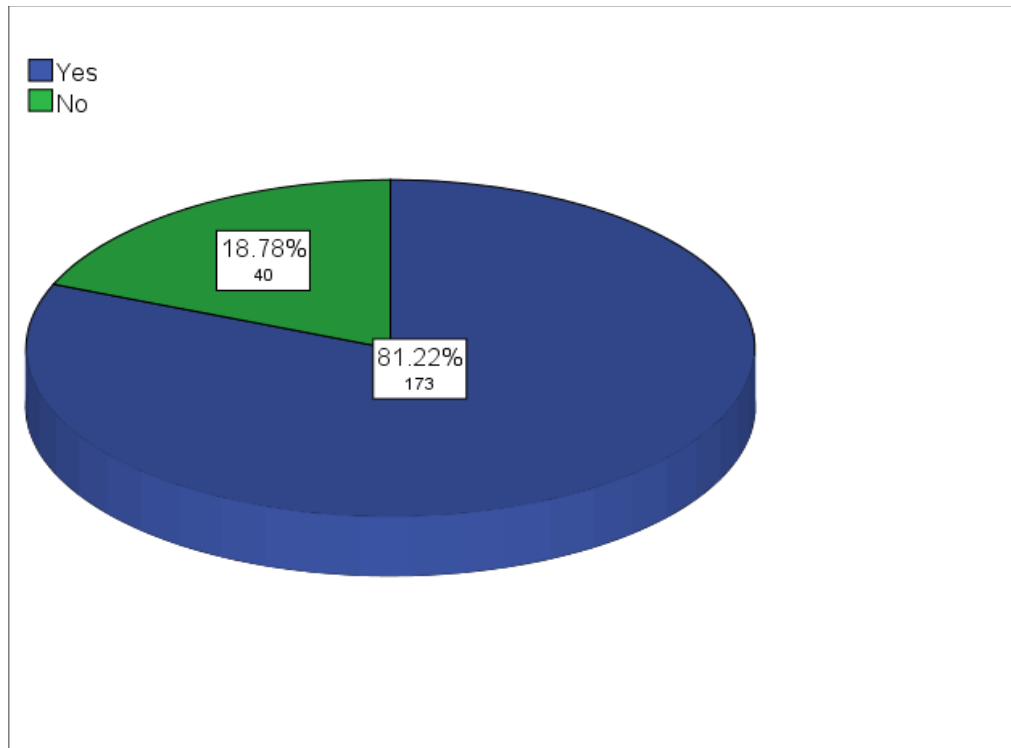
From the table it is obvious that majority of the lecturers their access point when they were at the campus was the secretarial offices (55.6%). Some of the lecturers (28.6%) also reported that they use their personal internet facility when they were in the university campuses. 14.2% of the lecturers reported that they did not use internet when they were in the university campuses.

From the findings it is evident that both the two categories i.e. lecturers and students, reported unavailability of adequate internet in the different university campuses.

#### **4.7.5 Influence of Internet Accessibility on Academic Performance of the Learners**

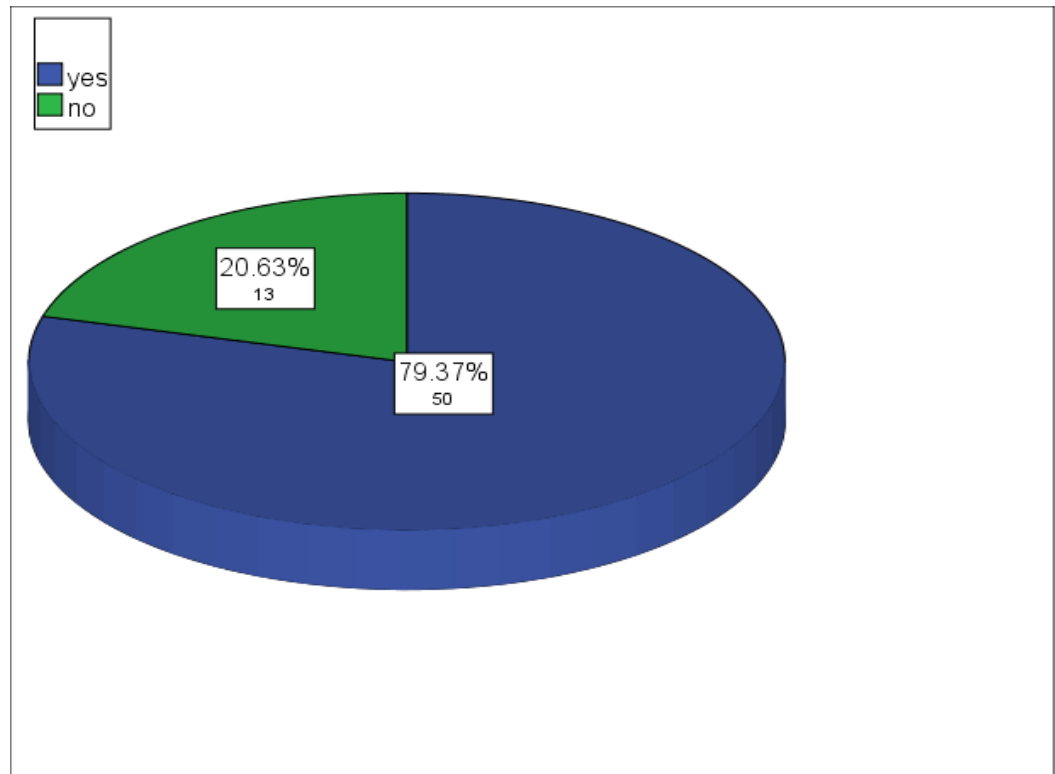
The study sought to know the opinions of the respondents in relation to whether internet accessibility influence the performance of the students or not.





**Figure 4.10 shows the students' responses of the influence of internet accessibility on their performance**

From the figure 4.9, we can note that in 172 undergraduate students said that internet accessibility had an influence on their performance. This represents approximately 81% of the students. Those who said that internet accessibility had no influence on students' performance were 41 representing 19.2% of the students.



**Figure 4.11 shows the lecturers' responses on the influence of internet accessibility on academic performance of the learners**

From the Figure 4.10, majority of the lecturers approximately 79.4% said that internet accessibility influences the academic performance of the learners while 20.6% of the lecturers reported that were not influence that internet has on the academic performance of the learners.

To get further detail about the influence of internet accessibility on the academic performance of the learners, the study asked the lecturers to mention in what ways that internet can influence the performance. Most of them commented on that internet is useful both to the learners and the lectures. Furthermore, they all agreed that there were many up to date educational resources available in the net. Apart from providing useful resources, the lecturers also commented that internet

is a mean of communication and information sharing. In addition to lecturers' positive comments on internet influence on academic performance of the learners, M. Jibrin, M. Ndagie and T. Shittu (2017) noted that internet is one of the beneficial tools in these decades of ICTs used in academic exercise.

## **CHAPTER FIVE**

### **SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents a summary of the study on Institutional Factors Influencing Provision of Quality Education to Undergraduate Students in Somali National University, Somalia. It also presents conclusions, recommendations and suggestions for further research.

#### **5.2. Summary of the Study**

The purpose of the study was to analyze the influence of Institutional-Based Factors on Provision of Quality Education to Undergraduate Students in Somali National University, Somalia. The study was guided by four objectives: to assess the influence of lecturers; to examine the influence of teaching and learning materials; to investigate the influence of physical facilities and to analyze the influence of ICT integration in the teaching and learning process on provision of quality education in Somali National University, Somalia.

The study adopted Human Capital Theory developed by Schultz in 1960. In the research methodology, the study applied descriptive survey design to gather both qualitative and quantitative data. The target population of the study constituted 2490 individuals in the categories of 2229 undergraduate students, 229 lecturers and 32 faculties' administrators of Somali National University. Stratified and

simple random sampling techniques were used for both lecturers and undergraduate students; faculties' administrators were automatically sampled because in a faculty there are approximately only two to five administrators. Data was collected using questionnaires for lecturers and undergraduate students, interview schedule for the faculties' administrators and observations checklist for physical facilities. Reliability of the questionnaires was ensured using test retest method. The quantitative data was analyzed using descriptive statistical analysis while qualitative data was analyzed by categorizing and summarizing into themes.

Research objective one was intended to establish how the availability of qualified academic staff influence the provision of quality education in Somali National University. From the data analyzed, majority of the lecturers (86%) had appropriate academic qualifications to teach undergraduate students. However, very small number of the lecturers had long experience in professional teaching. About availability of lecturers for individualized student assistance, though the university added four (4) more hours each week in the timetable of the lecturers for assisting students and class activities, it was found that lecturers were not adequately available for individualized assistance for the learners. The findings also established that some lecturers lacked adequate training on pedagogical practices for the last two years and motivation. The factors caused for low motivation were included high lecturer-student ratio and high workload. The study also established that the lecturers complete the course contents as planned. According to the challenges that the lecturer faced in relation to the provision of

quality education, though they mentioned different challenges they were common in the challenge that concerning about poor educational backgrounds of the secondary graduates who were joined the university, as the major challenge that hinder the provision of quality education.

Research objective two was meant to assess the influence of adequacy teaching learning resources on the provision of quality education. The findings established that most of the teaching and learning resources were adequate in the university. The whiteboards, table and chairs, audio-visual equipment and projectors were enough and available in the university. Computer laboratories were available in the different campuses of the university but they were not adequate in relation to the number of faculties. However, the study found that textbooks and reference books were not adequate compared to the student ratio.

Research objective three examined the influence of physical facilities on provision of quality education. The findings showed that accommodations both for the staff and for the learners within the university was hundred percent unavailable at the moment. Computer labs were not adequate to support the number of students. Lecture classes, water, power, and light were adequate. However, playgrounds and science laboratories were inadequate or unavailable in some of the university campuses. In regards to the disabled students, the study found that the learners with disabilities have not been well incorporated into the university buildings, as there were no buildings cater for their needs.

Research objective four sought to investigate the influence of ICT infrastructure on provision of quality education. The study established that majority of the lecturers and undergraduate students use internet on daily basis. In addition, it was also found that the computer labs were inadequate. In relation to the accessibility of internet within the university campuses, the lecturers were able to access internet in the secretarial offices or their personal devices. However, for the students, they access internet when they are in the computer labs or use their personal mobile devices.

### **5.3. Conclusions**

Based on the findings of the study, the following conclusions can be drawn.

First, it was found that lecturers had appropriate academic qualifications though few of them had long experience in teaching. Lecturers were not adequately available for individualized assistance for undergraduate students in the university. The study also concludes that the lecturers cover the course content as planned per subject. Furthermore, the study concludes that the lecturers lacked motivation due to high workload and high lecturer-to-students ratio.

Secondly, the study concludes that most of the teaching and learning resources were adequate in the university except for computer and science laboratories, textbooks and reference books.

Thirdly, the study concludes that accommodation facilities both for the staff and for the students were not available in the university. Lecture classes, water and

power were adequate but playgrounds were not available while the university buildings do not cater for physically challenged students.

Fourthly, the study concludes that the university has some ICT infrastructures available in the campuses but they are not adequate. The study also concludes that majority of the lecturers and students use internet on daily basis. However, internet accessibility within the university campuses was inadequate. The study further concludes that availability of internet has positive influence on the performance of the learners.

#### **5.4. Recommendations**

Based on the findings of the study, the following recommendations are suggested; first, the Somalia Federal Government (SFG) through the Ministry of Education, culture and higher education ought to increase the budgetary allocation to the Somali National University to employ full time lecturers. This will ensure that the students get individualized assistance and decrease the high workload on the lecturers. Also the study recommends that the university decisions-makers ought to allocate budget for training and capacity building programs for the staff. This will enhance the experience of the staff hence able to make national and international publications.

Secondly, the study recommends that the university should increase the number of science laboratories to ease the burden of lecturers in explaining practical lessons in traditional theoretical ways as well as to develop practical skills and enhance



mastery of science subject matter. In addition, the study recommends that the university should provide latest reference books. Use of reference resources is crucial for both students and lecturers to achieve their educational goals and objectives.

Thirdly, regarding the university structure and buildings, the study recommends that the university decision makers should come up with an appropriate policy and structures to consider the needs of physically challenged students. Additionally, the study recommends that there is need for the university admin to increase the accessibility of high-speed internet facilities within the campuses. This will ensure that both the students and the academic staff get latest resources needed for high quality education.

Fourthly, the study recommends that the Ministry of Education, Culture and Higher Education should form a commission for higher education in order to ensure that tertiary institutions provide better quality higher education. Moreover, the study recommends that the university should come up with strategic plan to give special care to the number of female students in relation to the number of male students for the admission criteria.

## **5.5. Suggestions for Further Research**

The study suggests the following for further research

- i. Institutional-based factors influencing the provision of quality education in private universities in Somalia
- ii. Effect of different secondary curriculums on the performance of students in tertiary education
- iii. Influence of untrained lecturers on the provision of quality education in higher education
- iv. Role of commission of higher education on ensuring the quality of higher education

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## **APPENDIX 1**

### **INTRODUCTION LETTER**

March 8, 2019

Yonis Abdullahi Hirei

C/O University of Nairobi, Collage of Education and External Studies.

P.O. Box 30179-00100

Nairobi

Dear participants

#### **RE: REQUEST TO CARRY A RESEARCH STUDY**

I am a student of the University of Nairobi pursuing master degree in Education.

After the course work I am required to carry out a research project on

**Institutional-Based Factors Influencing Provision of Quality Education to Undergraduate Students in Somali National University, Somalia.** Your

institution has been sampled for the study. Therefore, I am kindly requesting you to allow me to collect data from your institution.

The information provided will be used only for academic purposes. The respondents will be treated in confidence.

Thank you in advance for your cooperation.

Yours faithfully,

Yonis Abdullahi Hirei



**APPENDIX 2**  
**QUESTIONNAIRE FOR STUDENTS**

**Introduction:** thank you for accepting to participate in this study. Please fill this questionnaire as accurately as possible. Your responses will be dealt with highest confidence and used only for academic purpose. Do not write your name on this questionnaire.

**Section A: Background information**

1. What is your gender?  male  female
2. What is your age?  18 – 22 Years  23 – 27 Years  Over 27 Years
3. What is your year of study?  First Year  Second Year  Third Year  Fourth Year  Fifth Year  Sixth Year

**Section B: adequacy of academic staff and quality of Education**

4. Are lecturers available for individualized assistance?  yes  No
5. How will you rate lecturers' attendance per semester on average?  
 Below average  Average  Above Average
6. How would you rate average of course content per subject by lecturers?  
 Below average  Average  Above Average
7. How much would you rate the following statements

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
a)	Lecturers assist and encourage students					
b)	Lecturers have high expectations for students					
c)	Lecturers create conducive atmosphere during the class discussion					
d)	Lecturers mark and return the assignments during the semester					
e)	Students get the exam results before the start of next semester					

**Section C: ICT Integration and quality of education**

8. How often do you use internet for educational purposes?  
 Daily  Weekly  Monthly  not at all

9. When you are at the campus, where do you usually access internet?  
 Computer Laboratories     lecture rooms     Library  
Internet Facility     Cyber Café     personal Internet Facility
10. Does the university has ICT infrastructure (computer library, E-library)  
 Yes     No
11. How would you rate the level of internet accessibility within the campus?  
 Very Adequate     Adequate  
 Not Adequate     Uncertain
12. Do you think internet accessibility influences your academic performance?  
 Yes     No

**Section D: Availability of Teaching-Learning Resources**

13. In the table below, rate the adequacy level of the teaching-learning resources at the faculty as provided.

<b>Resources</b>	<b>Very inadequate</b>	<b>Inadequate</b>	<b>Adequate</b>	<b>Very adequate</b>
Textbooks				
Computer lab				
Projectors				
Internet connection ports				
White boards				
Audio-Visual Equipment				
Tables and Chairs				
Reference Books				

**Section E: Physical Facilities**

14. Do you have accommodation rooms within the University campus?  
 Yes     No

15. In the table below, rate the adequacy of the resources provided by the university in relation to the student numbers

No	Resources	Very inadequate	Inadequate	Adequate	Very adequate
a)	Lecture Halls				
b)	Accommodation Facilities				
c)	Play Grounds				
d)	Catering Facilities- Restaurant				
e)	Library				
f)	Computer rooms				
g)	Washrooms (gents and ladies)				
h)	The running water				
i)	Power and Lighting				
j)	Laboratories				

**APPENDIX 3**  
**QUESTIONNAIRE FOR LECTURERS**

**Introduction:** thank you for accepting to participate in this study. The research intends to assess institutional-based factors influencing provision of quality education to undergraduate students in Somali National University, Somalia. Please fill this questionnaire as accurately as possible. Your responses will be dealt with highest confidence and used only for academic purpose. Do not write your name on this questionnaire.

**Section A: Background information**

1. What is your gender?  male  female
2. What is your age?  25 - 30 Years  31 – 40 Years  
 41 - 50 Years  Above 50 Years
3. What is your highest academic qualification?  
 Bachelor Degree  Master Degree  PhD
4. For how many years have you been teaching at University level?  
1-3 Years ( ), 4-6 Years ( ), 7-10 Years, above 10 Years ( )
5. Indicate your teaching workloads per week at this University  
..... hours
6. Do you teach at any other Universities  Yes  No
7. If yes in question (7) above, indicate your teaching workload per week at other Universities  
..... hours
8. Have you attended any course on pedagogical practice over the last two years?  Yes  No

**Section B: academic staff and quality of education**

9. In your opinion, does the academic staff qualification affect the quality of education?  Yes  No
10. If yes in question (10) above, how is it affecting the quality?  
.....  
.....  
.....

11. To what extent do the following aspects influence the quality of education

No	Aspect	To no extent	To an extent	To neither extent	To some extent	To most extent
a)	Lecturers who have high workload					
b)	High lecture-to-student ratio					
c)	Lecturer usage of various teaching aids					
d)	The Continuous Assessment Tests (CAT)					

12. What are the challenges that you face as a lecturer in relation to the provision of quality education?

.....  
 .....  
 .....

13. What are the suggestions you would provide to enhance the quality of education that the university provide?

.....  
 .....  
 .....

**Section C: Teaching learning resources and quality education**

14. In the table below, rate the adequacy level of the teaching-learning resources at the university

Resources	Very inadequate	Inadequate	Adequate	Very adequate
Textbooks				
Computer lab				
Projectors				
Internet connection ports				
White boards				
Audio-Visual				

Equipment				
Lecturers' offices				
Reference Books				

**Section D: physical Facilities**

15. Do the university buildings cater for students with special education needs?

( ) Yes ( ) No, if yes state in which ways

.....  
 .....  
 .....

16. In your opinion, how can physical facilities be utilized to promote quality of education?

.....  
 .....  
 .....

17. In the table below, rate the adequacy of the resources provided by the university in relation to the student numbers

No	Resources	Very inadequate	Inadequate	Adequate	Very adequate
a)	Lecture Halls				
b)	The university has small space (overcrowded classes, field)				
c)	Play Grounds				
d)	Catering Facilities- Restaurant				
e)	Library				
f)	Computers for lecturers				
g)	Lecturers Washrooms				
h)	The running water				
i)	Power and Lighting				
j)	Laboratories				

**Section E: ICT Integration and quality of education**

18. How often do you use internet for lecture preparation?

( ) Daily ( ) Weekly ( ) Monthly ( ) not at all

19. When you are at the campus, where do you usually access internet?

- Computer Laboratories     lecture rooms
- Library Internet Facility     Cyber Café
- personal Internet Facility

20. How would you rate the level of internet accessibility within the campus?

- Very Adequate     Adequate
- Not Adequate     Uncertain

21. Do you think internet accessibility influences the academic performance of learners?             Yes             No, if yes, in what ways

.....  
.....  
.....

## APPENDIX 4

### INTERVIEW SCHEDULE FOR ADMINISTRATORS

**Purpose:** the purpose of this interview schedule is to find out the influence of institutional factors on provision of quality education to undergraduate students in Somali National University, Somalia.

#### Section A: Background Information

1. What is your gender?  male  female
2. What is your age?  25 - 30 Years  31 – 40 Years  
 41 - 50 Years  Above 50 Years
3. What is your highest academic qualification?  
 Bachelor Degree  Master Degree  PhD
4. How long have you been dean/secretary at the faculty?  
0-1 Years ( ), 2-3 Years ( ), 4-5 Years, 5-6 Years ( )
5. How many departments are currently functioning in the faculty?  
1 department ( ) 2 departments ( ) 3 departments ( ) 4  
departments ( ) 5 departments ( ) 6 departments ( )  
7 departments ( ) 8 departments ( )

#### Section B: interview questions

6. When was the faculty reopened?
7. How would you rate the academic performance of the university in the last year?
8. Currently, how many lecturers are in the faculty?
9. What are the number of students in the faculty?
10. Comment on connectivity of ICT in the faculty (i.e. the computers and internet access adequate by students and academic staff?).
11. What is your opinion on availability of teaching learning resources within the Faculty?
12. If they are available but not adequate, how does your faculty manage such situation?
13. How does the current available teaching learning resources influence the provision of quality education?
14. Based on current level of students and programs offered, comment on adequacy of physical facilities.
15. Do the faculty buildings cater for students with special needs?
16. What other critical challenges do you experienced in your school with regard to academic staff, teaching-learning resources, physical facilities and ICT integration?



17. Please provide a brief explanation for ways of mitigation for each challenge.

**APPENDIX 5**  
**OBSERVATION SCHEDULE**

**Introduction:** the proposed study will observe the following areas and comment accordingly.

1. Condition of the university buildings;  
 very good       Average       Good       Poor
2. The university buildings meet fire and safety requirements  
 Yes       No
3. The university has appropriate buildings for; Keys: 3- Available and adequate, 2- Available but not adequate, 1- Not available

Item	3	2	1	Comment
<b>Lecture hall</b>				
- Space availability				
- Address system				
- Table and chairs				
- The cleanness of the lecture halls				
- Class size and number of students				
- Adequate light				
<b>Physical facilities</b>				
- Administration blocks				
- Staff offices				
- Class rooms				
- The quality of chairs and desks				
- Student hostels				
- Play grounds/sports facilities				
- Washrooms				
- Running water				
- Facilities for disabled students				
<b>Teaching-Learning Resources</b>				
- Audi-Visual Equipment				
- White boards				
- Internet connection ports (within lecture halls)				
- Availability of Library				
- Availability of variety books in the library				
- Science equipment				

## APPENDIX 6

### Introductory letter from the department of educational administration and planning to carry out data collection



UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telephone: 020-2701902  
Telegram: "CEES"  
E-mail: dept-edadmin@uonbi.ac.ke

P.O. Box 30197-00100, NRB  
OR P.O. Box 92-00902 KIKUYU

April 18, 2019

Our Ref: UON/CEES/SOE/A&P/1/4/9

#### TO WHOM IT MAY CONCERN

Yonis Abdullahi Hirei - E55/8214/2017

This is to certify that the above named is a Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. He has completed his course work and is summarizing his research proposal on "*Institutional - Based Factors Influencing Provision of Quality Education to Undergraduate Students in Somali National University, Somali*". His area of specialization is Educational Planning..

Any assistance accorded him will be highly appreciated.

Thank you.

Yours faithfully

  
  
JY: JEREMIAH M. KALAMA  
CHAIRMAN  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

JMK/sg

## APPENDIX 7

**Introductory permit letter from the Somali National University to carry out data collection from the university.**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



JAAMACADDA UMMADDA SOOMAALIYEED  
Somali National University

الجامعة الوطنية الصومالية

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REF/JUS/X/G/X/100151 /2019 Date: 17/06/2019

**To whom it may concern,**

Yonis Abdullahi Hirei Following your application for allowing collecting data, from Somali National University (SNU) in a research study which is titled, on “**Institutional-Based Factors Influencing Provision of Quality Education to Undergraduate Students in Somali National University, Somalia,**” I am pleased to inform you that you have been authorized to collect data in support of your master project at University of Nairobi.

Yours faithfully,

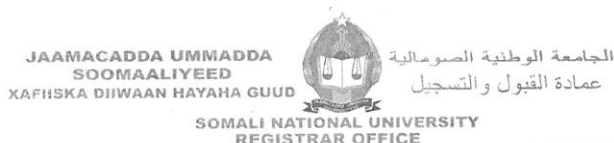
  
**Prof. ADEN GULED SHABELL**  
Deputy Rector of Academic Affairs Somali National University.



Jaamacadda Ummadda Soomaaliyeed, Columbia Rd Xamar Weyne, Muqdisho Soomaaliya  
Tel: +(2521)866002 / 866003 / 866004  
Mobile: +252(0)617494200 / 617494201 / 617494202 / 690000551  
Email: jus@snu.edu.so Web: http://snu.edu.so

## APPENDIX 8

### Somali National University student numbers from 2014 – 2017



31/10/2018

#### Tirakoobka Ardayda Jaamacadda Ummadda Soomaaliyeed Sannad Tacliimeedka 2014-2015

NO	Magaca Kuliyadda	Tirada Ardayda			Tirada hadda joogta		
		Wiilal	Gabdho	Wadar	Wiilal	Gabdho	Wadar
1	✓ Caafimaad	43	20	63	37	16	53
2	Beeraha	43	17	60	31	6	37
3	Sharciga	45	15	60	20	6	26
4	X. Xoolaha	45	15	60	23	6	29
5	✓ Waxbarashada	50	10	60	12	1	13
6	Dhaqaalaha	48	12	60	16	9	25
<b>Wadar Guud</b>		<b>274</b>	<b>89</b>	<b>363</b>	<b>139</b>	<b>44</b>	<b>183</b>

#### Sannad Tacliimeedka 2015-2016

NO	Magaca Kuliyadda	Tirada Ardayda			Tirada hadda joogta		
		Wiilal	Gabdho	Wadar	Wiilal	Gabdho	Wadar
1	Caafimaad	56	15	71	44	14	58
2	Beeraha	55	15	70	37	7	44
3	Sharciga	43	25	68	31	14	45
4	X. Xoolaha	50	20	70	25	12	37
5	Waxbarashada	45	26	71	11	9	20
6	Dhaqaalaha	59	12	71	40	3	43
<b>Wadar Guud</b>		<b>308</b>	<b>113</b>	<b>421</b>	<b>188</b>	<b>59</b>	<b>247</b>

#### Sannad Tacliimeedka 2016-2017

NO	Magaca Kuliyadda	Tirada Ardayda			Tirada hadda joogta		
		Wiilal	Gabdho	Wadar	Wiilal	Gabdho	Wadar
1	Caafimaad	43	26	71	48	23	71
2	Beeraha	62	7	88	61	14	75
3	Sharciga	53	26	78	58	23	81
4	X. Xoolaha	54	27	82	45	16	61
5	Waxbarashada	67	19	98	47	18	65
6	Dhaqaalaha	70	27	97	56	27	83
7	Injineeriya	95	4	99	75	4	79
<b>Wadar Guud</b>		<b>444</b>	<b>136</b>	<b>613</b>	<b>390</b>	<b>125</b>	<b>515</b>

## APPENDIX 9

### Somali National University student numbers from 2017 – 2019

Sannad Tacliimeedka 2017-2018

NO	Magaca Kulliyadda	Tirada Ardayda			Tirada hadda joogta		
		Wiilal	Gabdho	Wadar	Wiilal	Gabdho	Wadar
1	Caafimaad	63	25	86	49	25	74
2	Beeraha	56	24	79	53	19	72
3	Sharciga	54	28	80	46	21	67
4	X. Xoolaha	53	29	81	44	28	72
5	Waxbarashada	171	78	247	20	23	43
6	Dhaqaalaha	66	12	80	60	13	73
7	Injineeriya	83	7	89	70	6	76
8	D.Islaamka	22	31	53	17	25	42
9	Saxaafadda	36	26	52	32	22	54
<b>Wadar Guud</b>		<b>604</b>	<b>260</b>	<b>847</b>	<b>391</b>	<b>182</b>	<b>573</b>

Sannad Tacliimeedka 2018-2019

NO	Magaca Kulliyadda	Tirada Ardayda			Tirada hadda joogta		
		Wiilal	Gabdho	Wadar	Wiilal	Gabdho	Wadar
1	Caafimaad	54	37	91	52	37	89
2	Beeraha	80	22	102	65	16	81
3	Sharciga	58	32	90	32	24	56
4	X. Xoolaha	59	33	92	36	18	54
5	Waxbarashada	164	82	246	118	70	188
6	Dhaqaalaha	52	30	82	51	28	79
7	Injineeriya	91	2	93	90	2	92
8	D.Islaamka	47	49	96	20	16	36
9	Saxaafadda	61	34	95	21	12	33
<b>Wadar Guud</b>		<b>666</b>	<b>321</b>	<b>987</b>	<b>485</b>	<b>223</b>	<b>708</b>

Tirada Guud ee hada joogto dhamaan kulliyadaha

NO	Magaca Kulliyadda	Tirada Ardayda		
		Wiilal	Gabdho	Wadar
1	Caafimaad	230	115	345
2	Beeraha	247	62	309
3	Sharciga	187	88	275
4	X. Xoolaha	173	80	253
5	Waxbarashada	208	121	329
6	Dhaqaalaha	224	82	306
7	Injineeriya	235	12	247
8	D.Islaamka	37	41	78
9	Saxaafadda	53	34	87
<b>Wadar Guud</b>		<b>1594</b>	<b>635</b>	<b>2229</b>