



(RESEARCH ARTICLE)



Factors affecting the quality of education: Case studies universities in Mogadishu-Somalia

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Abstract

Quality education is a critical determinant of societal development, shaping individual opportunities and national progress. This paper examines the factors influencing the quality of education in universities located in Mogadishu, Somalia. Despite efforts to rebuild the education system in the aftermath of conflict, challenges persist, affecting the delivery and outcomes of higher education. Through case studies of universities in Mogadishu, This research looks into the key factors affecting the quality of education in Mogadishu's universities, including things like facilities, teaching quality, research chances, and administrative support. We collected opinions from 691 people out of 905, covering 25 universities, using a Likert scale. The results reveal important details about how education works in the area. From this, we draw up specific suggestions and things to think about to help make education better.

Keywords; Learning model; Universities; Quality of education; Mogadishu-Somalia

1. Introduction

Education serves as a cornerstone of progress and prosperity, laying the foundation for individual empowerment and societal advancement. In post-conflict settings such as Mogadishu, Somalia, the reconstruction of the education system is essential for rebuilding communities and fostering stability. While significant strides have been made in expanding access to education, ensuring the quality of educational provision remains a formidable challenge, particularly in the higher education sector.

Embarking on a journey to understand the key determinants of education quality in Mogadishu's universities, we focus on four pivotal factors: academic infrastructure, quality of lectures, research opportunities, and administrative support. These elements intricately weave the fabric of the educational experience, influencing how knowledge is imparted and acquired. In the context of Mogadishu's unique challenges and opportunities, this exploration aims to shed light on the factors that shape the learning environment for students and contribute to the overall quality of education in the city. As we navigate through the academic landscape of Mogadishu, we will delve into the physical and technological aspects of academic infrastructure, assess the effectiveness of lectures in knowledge transfer, explore the availability of research opportunities for both students and faculty, and scrutinize the administrative support systems that play a crucial role in facilitating a conducive learning environment. Through this examination, we seek to unravel the complexities surrounding education quality and provide insights that can inform discussions and initiatives aimed at enhancing the educational experience in Mogadishu's universities.

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2. Literature review

Quality education is a multifaceted concept that encompasses various elements, including infrastructure, teaching quality, research opportunities, and administrative support. This literature review examines the significance of each of these components in ensuring the delivery of high-quality education and their impact on student learning outcomes, faculty development, and institutional effectiveness.

2.1. Facilities

Access to adequate facilities is crucial for creating an environment conducive to learning. Research suggests that well-equipped classrooms, libraries, laboratories, and other infrastructure positively influence student engagement and academic achievement (Hanushek & Woessmann, 2020). Moreover, facilities that support extracurricular activities, such as sports facilities and cultural centers, contribute to holistic development (Biddix et al., 2011). However, disparities in facilities based on socioeconomic factors can perpetuate educational inequalities (Kozloff et al., 2020).

2.2. Teaching Quality

The quality of teaching is a key determinant of educational outcomes. Effective pedagogical practices, such as interactive teaching methods, personalized instruction, and feedback mechanisms, enhance student learning (Hattie, 2009). Professional development opportunities for faculty, including workshops, mentorship programs, and peer collaboration, are essential for improving teaching quality (Guskey & Yoon, 2009). Moreover, fostering a supportive teaching environment through faculty recognition and rewards promotes a culture of excellence (Hendel et al., 2019).

2.3. Research Opportunities

Institutions that prioritize research offer students and faculty valuable opportunities for intellectual exploration and innovation. Engaging in research activities fosters critical thinking, problem-solving skills, and creativity among students (Kuh et al., 2007). Furthermore, research-active faculty contribute to knowledge creation and dissemination, enhancing the institution's reputation and attracting external funding (Bauer & Bennett, 2003). Collaboration with industry partners and interdisciplinary research initiatives enrich the research ecosystem and address real-world challenges (Etzkowitz et al., 2000).

2.4. Administrative Support

Effective administrative support is essential for the efficient operation of educational institutions and the fulfillment of their mission. Clear communication channels, transparent decision-making processes, and responsive administrative services facilitate collaboration and problem-solving (Birnbaum, 1988). Administrative policies that prioritize equity, diversity, and inclusion promote a supportive and inclusive campus climate (Milem et al., 2005). Moreover, strategic planning and resource allocation strategies aligned with institutional goals ensure sustainability and long-term success (Birnbaum, 1983).

3. Methods and Data collection procedures

The data collection procedures commenced with the researcher reaching out to the university authorities through formal letters, seeking approval to conduct the study within their institutions. After receiving authorization, visits were made to the selected universities, and questionnaires were administered to the identified respondents, including university lecturers and students. The participants were assured that the strictest confidentiality would be maintained regarding their identities. The collection of completed questionnaires took place at a time convenient for the participants.

3.1. Target population

The target population, as defined by Kombo and Tromp (2006), refers to a group of individuals, objects, or items from which samples are drawn for measurement purposes. In the context of this study, the target population comprises 25 universities in Mogadishu. The respondents specifically include 150 university lecturers and 350 students. Consequently, the overall target population for this study is 905 respondents.

3.2. The sample population

The sample population for this study, derived from the larger target population of 905, is 691. This subset of participants, selected to represent the broader group, includes both university lecturers and students. The sample size

of 691 has been strategically chosen to ensure a representative and statistically meaningful cross-section of perspectives within the Mogadishu university community.

Figure 1. The conceptual framework of the Study

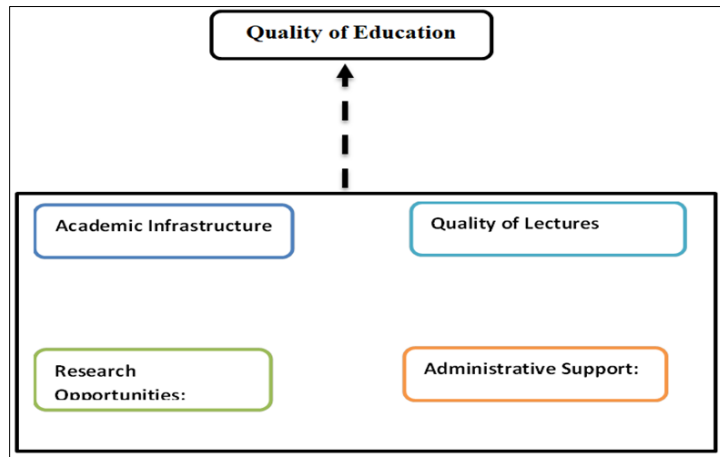


Figure 1 The conceptual framework of the Study

4. Results

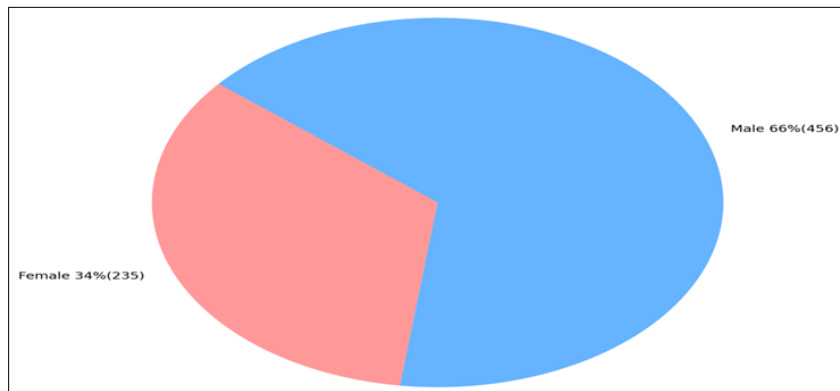


Figure 2 Gender Distributions of Respondents

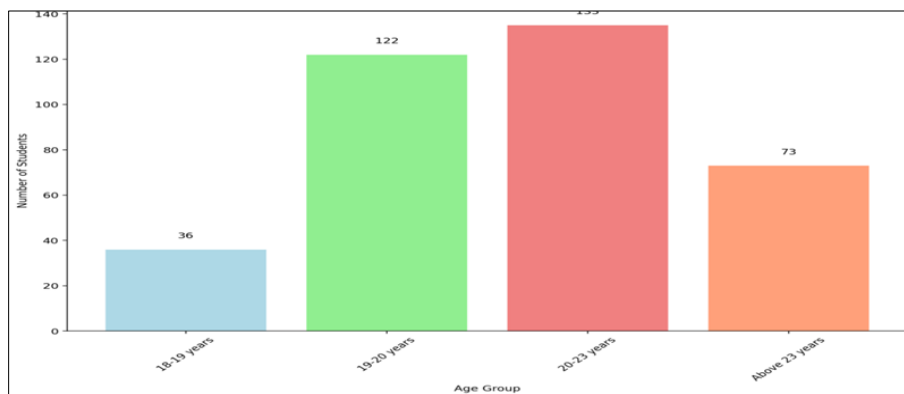


Figure 3 Age Distribution of the Students

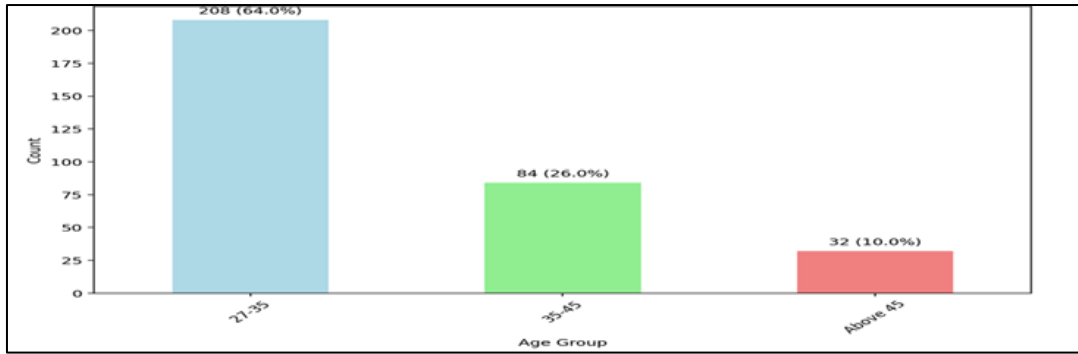


Figure 4 Distributions of the lecturers

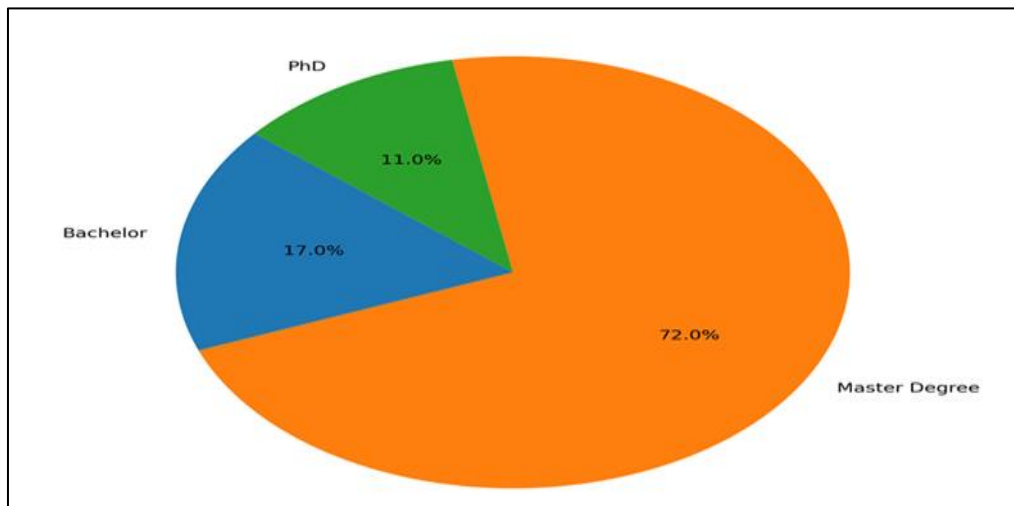


Figure 5 Education Level Distribution of Lecturers

- The physical facilities at the university adequately support my learning needs.
- The availability of classrooms, laboratories, and libraries enhances my overall educational experience.
- The physical facilities at the university adequately support my learning needs.

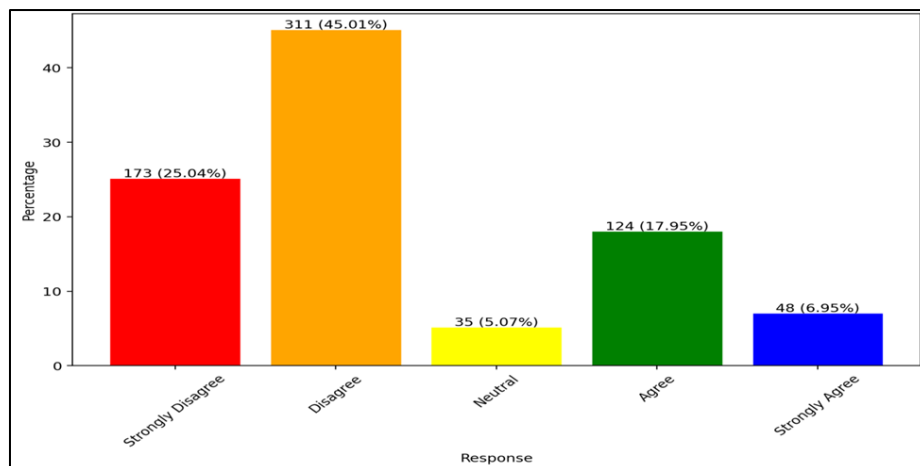


Figure 6 Academic Infrastructure For question one

A significant majority of respondents (67.4%) either disagreed or strongly disagreed that the physical facilities adequately support their learning needs.

A relatively small percentage (24%) agreed or strongly agreed with the statement.

A notable number of respondents chose the neutral option (4.9%), indicating uncertainty or a lack of strong opinion.

The results suggest a widespread perception among students that the current physical facilities at the university do not adequately meet their learning needs. This perception raises concerns about the quality of the learning environment and its potential impact on student engagement and academic success.

The availability of classrooms, laboratories, and libraries enhances my overall educational experience.

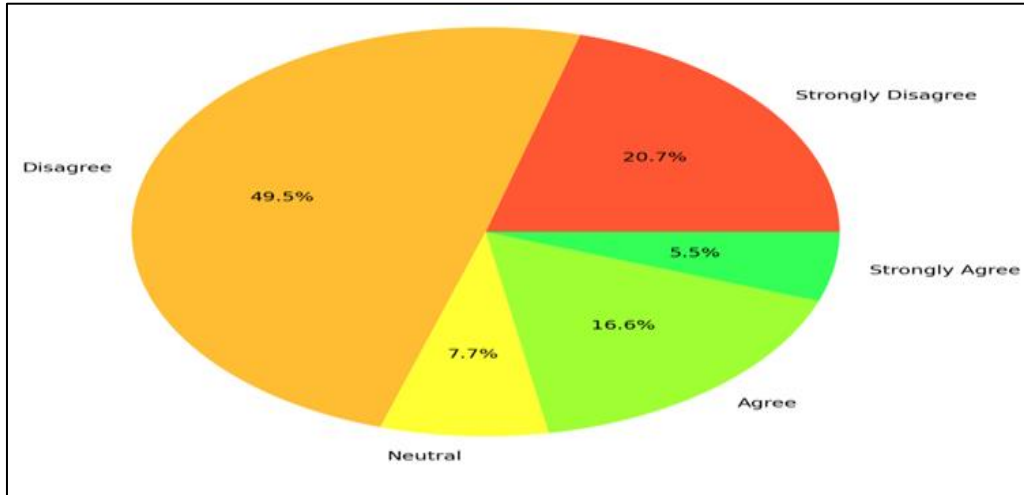


Figure 7 Academic Infrastructure For question Two

A significant portion of respondents (67.7%) either disagreed or strongly disagreed that the availability of classrooms, laboratories, and libraries enhances their overall educational experience.

Only a relatively small percentage (21.3%) agreed or strongly agreed with the statement.

4.1.1. The lecturers are well-prepared and deliver content effectively

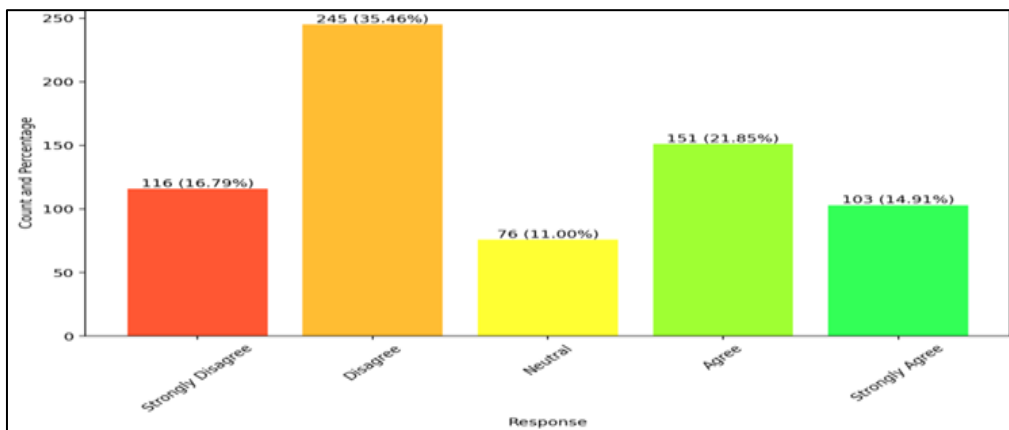


Figure 8 Quality of Lectures

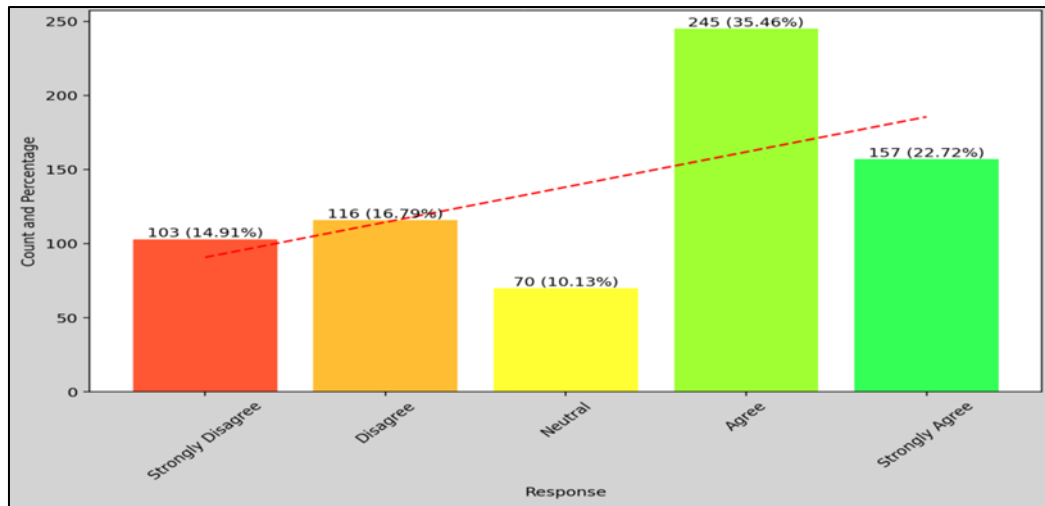


Figure 9 Quality of Lectures

Administrative services, such as registration and counseling, are efficient and helpful.

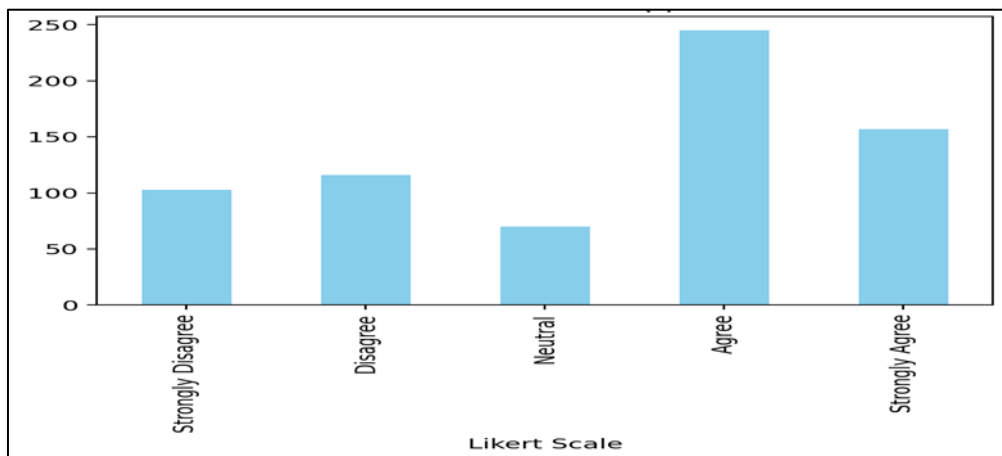


Figure 10 Administrative Support

	Likert Scale	Count	Percentage
0	Strongly Disagree	103	16.6
1	Disagree	116	18.7
2	Neutral	70	11.3
3	Agree	245	39.5
4	Strongly Agree	157	25.3

Figure 11 Academic advisors provide valuable guidance for my educational journey.

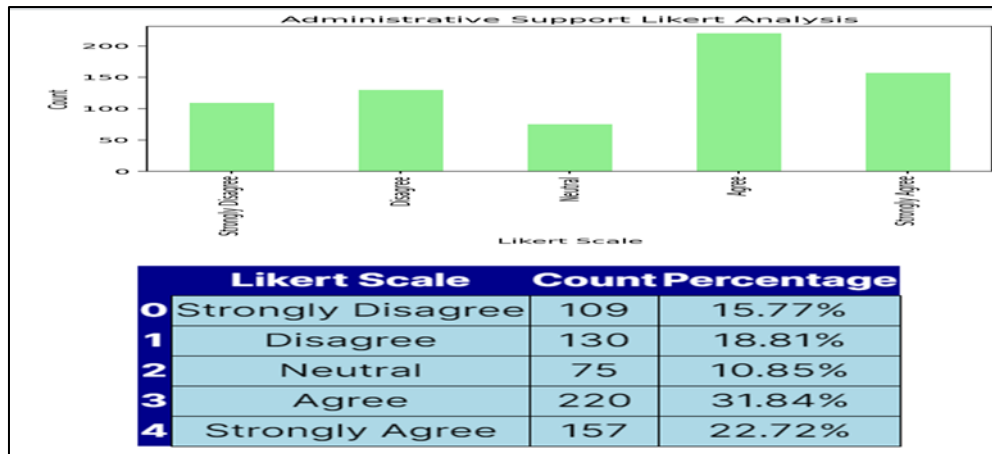


Figure 12 Academic advisors provide valuable guidance for my educational journey.

The university provides opportunities for students to participate in research projects

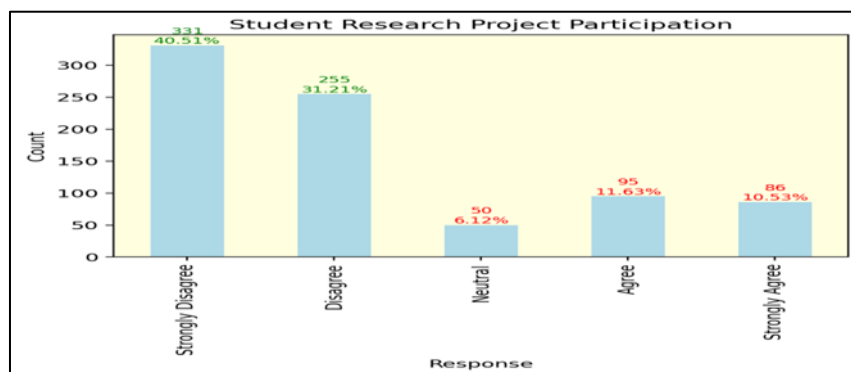


Figure 13 Research Opportunities

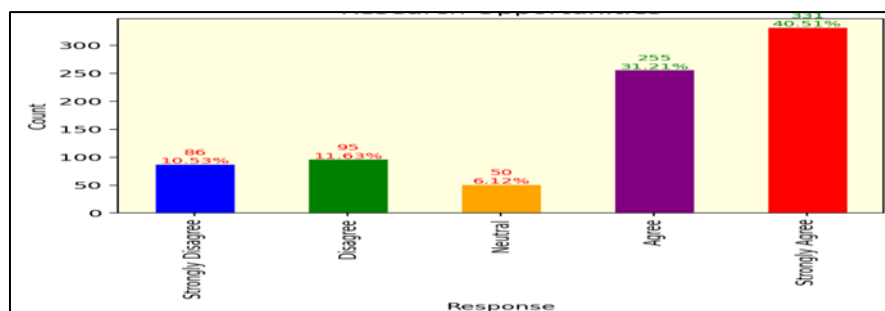


Figure 14 Research activities contribute to the enhancement of my academic skills.

5. Conclusion

By combining strategic recommendations with thoughtful considerations, this study provides a comprehensive roadmap for Mogadishu's universities to enhance the quality of education. Implementation of these measures requires a collaborative and adaptive approach, fostering an environment where continuous improvement is not only encouraged but embedded in the educational culture. This study serves as a foundation for on-going discussions and actions aimed at elevating the educational standards across the region.

Recommendations

- **Investment in Academic Infrastructure:** Universities should prioritize investments in academic infrastructure to create a conducive learning environment. This includes upgrading libraries, laboratories, and adopting modern technology for effective teaching.
- **Enhancing Teaching Quality:** Institutions should focus on professional development for faculty members, fostering innovative teaching methods, and promoting interactive learning to improve the overall quality of lectures.
- **Expanding Research Opportunities:** Efforts should be made to broaden research opportunities for students and faculty. This may involve creating partnerships with industries, establishing research centers, and providing funding for research initiatives.
- **Strengthening Administrative Support:** Administrative structures should be reviewed and strengthened to ensure efficient and responsive services. This includes improving communication channels, streamlining bureaucratic processes, and enhancing student support services.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed

Statement of ethical approval

The authors declare that there are no conflicts of interest related to this study

Statement of informed consent

Informed consent was obtained from all individual participants included in the study

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