

Assuring Quality of Teaching and Learning through Quality Instructional Supervision. A Case of Private Higher Education Institutions in Post-Conflict Somalia

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Abstract

The study aimed to investigate quality instructional supervision and its effect on the quality of teaching and learning in private higher education institutions in post-conflict Somalia. This was owing to the phenomenon that quality instructional supervision is very crucial for the success of all university institutions, and if properly succeeded, such practice is apt to ensure the quality of teaching and learning, hence the realization of one of the core functions of higher education institutions. The literature review focused mainly on quality instructional supervision; and how it related to quality teaching and learning in different empirical and theoretical contexts. The study employed a non-experimental, descriptive, and cross-sectional design involving a quantitative paradigm. A total of 253 academic staff members were randomly chosen to participate in the study, with one objective and one hypothesis. The Linear Regression Model was used to test the study hypothesis ($F = 5.991$, $p = 0.017$, $p > 0.05$). The findings, therefore, revealed that quality instructional supervision determines the quality of teaching and learning in private institutions of higher learning in Somalia, henceforth enabling graduates to be equipped with necessary and handy skills of the 21st century relevant to the demands and needs of the worldwide competition. It recommended that managers of higher education institutions need to consider taking institution administrators (Deans, Heads of Departments, and Subject Unit Coordinators) through pedagogical instructional supervision training through which administrators could transform their knowledge and put to full utilization of the knowledge and skills acquired during their training, thereby developing lecturers equipped with necessary 21st Century teaching skills relevant to students' learning demands and needs of the worldwide competition.

Keywords: Quality, Teaching, and Learning, Instructional Supervision.

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Introduction

The increase in quality assurance results from global trends in higher education, such as massification, digitization, internationalization, and marketization. Since 2000, this has been a well-known governmental strategy for controlling higher education institutions (Hou, Hill, Guo, Tsai, & Justiniano Castillo, 2020). To this effect, quality improvement has therefore emerged as one of the most critical issues in global higher education policy (Kagondou & Marwa, 2017). As a result, the issue of quality enhancement within higher education has attracted considerable research interest (Elken & Stensaker, 2018).

In many countries, recent government policy changes have considerably impacted the structural evolution, function diversification, and commercialization of national quality assurance agencies (Hou et al., 2020). Governments must increase higher education institutions' (HEIs') capacity to act as engines of economic competitiveness; therefore, this is a solution (Kagondou & Marwa, 2017). Due to this, international networks such as the Council for Higher Education Accreditation (CHEA), European Network for Quality Assurance in Higher Education (ENQA), Asia Pacific Quality Network (APQN), and International Network for Quality Assurance in Higher Education (INQAAHE) developed standards, guidelines, and principles to support the improvement of quality (Hou et al., 2020), despite the numerous constraints that have continued to interfere with the issue of quality in different developing countries (Kagondou & Marwa, 2017)

For instance, IIEP (2010) claims that in Somalia, where most faculty members departed the country in the early years of the civil war, the repercussions of the instability brought on by that conflict were evident in higher education there. In the country's post-conflict era, there is still violence against academics and a high level of displacement; rising sectarian violence in 2006 worsened what was already a significant academic "brain drain," displacing an estimated 5000 academics. Many of the top professors escaped, were imprisoned or were killed due to the civil war, which left the higher education institution in ruins (Babury & Hayward, 2013). Though private higher education institutions continue to provide higher education to the masses, they fail to deliver quality education to society. This can be evident, for example, by the type of graduates produced by private universities in Somalia whose educational needs to gain legitimate employment are not met." Their jobs may be available, but the quality of skills offered by the institution may not match the fourth industrialized labour market (MOECHE, 2017 & Ainebyona, 2016), an aspect that might be linked to the low quality of teaching and learning.

Furthermore, according to MOECHE (2017), many stakeholders are concerned that students are not receiving a good higher education and are not competitive on the job. Private universities are more concerned with making money than raising educational standards. Therefore, it is suitable to isolate the reasons associated with the low quality of teaching and learning in private higher education institutions in Somalia.

Many scholars castigate the low quality of teaching and learning (Ndirangu & Udoto, 2011; Fabiyi & Uzoka, 2009; Yin, Lu & Wang, 2014; Ainebyona, 2016). This study projected that the quality of instructional supervision might explain the low quality of teaching and learning. Hence, this study on the role of assuring the quality of teaching and learning through quality instructional supervision in higher learning institutions in post-conflict Somalia

Objectives of the Study

The sole objective of this study was:

To establish the effect of instructional supervision on the Quality of teaching and learning in private higher education institutions in post-conflict Somalia.

Hypothesis

The study hypothesis is that:

Instructional supervision has a significant effect on the quality of teaching and learning in higher education institutions in post-conflict Somalia

Review of Related Literature

The quality of teaching, which is the transmission of knowledge, skills, ideas, and attitudes from one person to another, has considerably declined in universities (Ogbodo, Efanga & Nwokomah, 2013). This results from today's pedagogical and other methods used, and if streamlined, it would reverse such challenges. However, it is argued that academic staff pedagogical training is vital in improving teaching and learning quality. This, therefore, calls for lecturers in higher education to undergo some kind of pedagogical training in methods and techniques of teaching (Ogbodo et al.,2013) to uplift the instructional delivery recommended in the 21st century. To this effect, such would be addressing the issue of instructional approaches as used by the trainers in institutions of higher learning, seeing, doing or touching, and remembering as the main goals of teaching, in addition

to equipping learners with a variety of approaches, methods, strategies, and skills that enable them to deliver quality work effectively (Kisige, Ezaati, & Kagoda, 2021).

Similarly, Postareff, Lindblom-Ylänne, & Nevgi (2008) argue that the quality of university teaching needs to be improved by enhancing university teachers' teaching skills (Gibbs & Coffey 2004). Accruing from the above, Kettunen, Kairisto-Mertanen, and Penttilä (2013) argue that to make teaching and learning effective, lecturers need to adopt innovative pedagogy skills to meet the desired learning outcomes in higher education in the 21st century; hence the academic staff needs to embrace the different methods of student-centred teaching whereas teaching is seen as facilitating students' learning process. Thus, calling for the approaches in the transmission of knowledge and course contents to be aligned well, the aim should be to promote students' knowledge production processes (Kember & Kwan 2000).

Past studies relating to quality instructional supervision and quality of teaching and learning include Postareff, Lindblom-Ylänne, & Nevgi, 2008; Simpson & Siguaw, 2000; Kisige, 2021. For instance, Postareff et al.'s (2008) study examining the pedagogical training on teaching in higher education found more positive changes in the measured scales among teachers who had acquired more credits of pedagogical courses. While Simpson and Siguaw (2000) studied student evaluations of teaching, faculty believe students use student evaluations of teaching as a tool for revenge. However, Simpson and Siguaw (2000) found that faculty members used examination as a tool for evaluation. In a survey about teacher preparation by universities, Kisige (2021) observed that assessment should not be limited to courses works, tests, and end-of-semester examinations but rather be an ongoing process right from the first day to the end of the semester. To this effect, institution administrations should encourage lecturers to assess every step in learning, and every topic that has been covered as this would help them understand the learning achievements of students and act as a monitoring tool for their learning progress, could this be the same way examination is applied in a private university in Somalia; thus, this is what the current study intends to find out.

In general, the literature cited herein reveals that internal instructional supervision plays a unique role in attracting the quality of teaching and learning. If any institution of higher learning is to attain its core functions (research, teaching, and community engagement), it must embrace instructional quality supervision. It is against this background that current researchers should give much attention to instructional quality supervision to help institutional managers, administrators, policymakers, and other related stakeholders address issues of poor

graduates by filling the gaps left behind when dealing with detailed studies that are intended to deal with issues related to higher education graduate production. Nevertheless, it is hard to guarantee that the way instructional supervision issues are handled elsewhere in Africa and Europe could be the same; therefore, the contextual knowledge gap was bridged by undertaking this study.

Research Methodologies

The study used a non-experimental, descriptive, and cross-sectional design. It was cross-sectional in that the researchers visited all respondents simultaneously during the data collection process, as Amin (2005) suggests. The cross-sectional survey was chosen because it saves time and money and because the study has many participants (Kisige & Neema-Abooki, 2017). Because it detailed the current state of internal quality curriculum review procedures at higher education institutions, the study was descriptive. Data was collected quantitatively, with variables measured numerically. Two hundred fifty-three academic staff members from Somalia's higher education institutions provided data. Because of the large population, 108 academic staff members were chosen using Krejcie and Morgan's (1970) sample size determination table (response rate=73%). The questionnaire was distributed to academic staff members who had been specifically nominated and asked to rate themselves on a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree. Frequencies, percentages, means, and simple linear regression were used to analyze the data.

Findings

Background of Respondents

More than half (45.9 percent) of the 85 respondents surveyed had less than five years of teaching experience, 45.9 percent were between the ages of 30 and 40, and males (84.7 percent) dominated the sample with academic qualifications. The majority of respondents (64.7%) held a master's degree, while 35.2 percent had a bachelor's and a doctorate. Regarding academic rankings, most lecturers in the sampled universities (58.8 percent) held the lecturer position.

This study aimed to test the hypothesis that internal instructional supervision mechanisms significantly impact the quality of teaching and learning in post-conflict Somalia's private higher education institutions. Internal quality control mechanisms were reduced to eight quantitative items. Using the seven quantitative items, lecturers were asked to rate themselves on a Likert scale of "strongly disagree,"

"disagree," "undecided," "agree," and "strongly agree." Table 1 depicts the results from there.

Table 1: Instructional Supervision

Indicator	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
As a staff, you are supported in the area of pedagogical development	1 (1.2%)	3 (3.5%)	7 (8.2%)	55 (64.7%)	19 (22.4%)	4.04
As a staff, the institution monitors your efficiency and effectiveness	1 (1.2%)	2 (2.4%)	2 (2.4%)	54 (63.5%)	26 (30.6%)	4.20
Your department devotes part of its efforts to promoting your teaching skills	1 (1.2%)	2 (2.4%)	20 (23.5%)	49 (57.6%)	13 (15.3%)	3.84
Your department regularly scans its environment to enhance the quality of teaching and learning	0	1 (1.2%)	3 (3.5%)	55 (64.7%)	26 (30.6%)	4.25
Your university has a clear policy in place to assess student's progress	1 (1.2%)	3 (3.5%)	9 (10.6%)	28 (32.9%)	44 (51.8%)	4.31
Your department has a regulation that specifies the role of supervisors in students' research	0	17 (20.0%)	26 (30.6%)	31 (36.5%)	11 (12.9%)	3.42
Your department has an examination committee for managing exams	8 (9.4%)	32 (37.6%)	16 (18.8%)	18 (21.2%)	11 (12.9%)	2.91
Examinations in your department are moderated both internally and externally	9 (10.6%)	37 (43.5%)	26 (30.6%)	11 (12.9%)	2 (2.4%)	2.53
In your department, external examiners are invited to mark examinations	18 (21.2%)	37 (43.5%)	14 (16.5%)	13 (15.3%)	3 (3.5%)	2.36
The instructional supervision used in your department is in line with the	1 (1.2%)	5 (5.9%)	9 (10.6%)	61 (71.8%)	9 (10.6%)	3.85

university's teaching and learning policy					
The instructional supervision method used in your department correctly measures your performance in teaching and learning.	2 (2.4%)	13 (15.3%)	62 (72.3%)	8 (9.4%)	3.89

In Table 1, apart from the seventh, eighth, and ninth statements where a significant number of the respondents (34.1%, 15.3%, and 18.8%) respectively expressed negative sentiments on whether the departments have an examination committee or examinations are moderated both internally and externally as well as finding out on whether external examiners are invited to mark examinations, the rest of the statements received a positive rating. According to the pattern of the responses, most of the academic staff asserted that their exams are moderated internally and externally. For example, at one of the private institutions sampled, academic staff stated that they have managed to form a departmental examination committee responsible for examining the exams set. In support of the previous, a considerable number of the partakers in the study credited their faculty administration (Deans, Heads of Departments, and Subject Unit Coordinators) for encouraging them to use appropriate instructional activities that yield good teaching practices. Such activities included generating appropriate instructional delivery methods, teaching aids, and materials, among other instructional activities. This, in one way, helps in creating a cordial responsibility of minding and tightening the instructional supervision offered in the various private universities

In the same vein, 81.7% of the academic staff further agreed that the quality of instructional supervision provided in the institutional departments of the sampled private higher education institutions is in line with the university's teaching and learning policy as provided by the government. As a result, teaching and learning have been enhanced in institution departments operating teaching and learning activities due to quality instructional supervision. In carrying out this activity, most of the academic staff upheld that their institutions have always engaged in training their administrators (Deans, Heads of Departments, and Subject Unit Coordinators) on how they can enhance quality work among the academic staff with the emphasis on ensuring how best to do their work; and this has given members of respective institutions the courage to be committed and innovative in whatever task deemed apt to bring quality teaching and learning. The previous truism does reveal how committed the academic staff is at the threshold of post-conflict higher education institutions in Somalia

The rest of the substances in Table 1 that are not discussed here all scored “Agree”, implying that the instructional supervision activities are given due consideration in most private higher institutions in Somalia.

Having obtained the responses from the questionnaire, the researchers endeavoured to establish whether the ratings on instructional supervision had any association with the answers on the quality of teaching and learning. A simple linear regression analysis was conducted to test the relationship between instructional supervision and the quality of teaching and learning. The results are given in Table 2.

Table 2: Instructional Supervision

Model	Coefficients	Significance (p)
IS	0.262	0.017
Adjust R ² = -0.025 F = 5.991		

Table 2 results show that instructional supervision explained a 25% variation in quality teaching and learning (Adjusted R² = 0.25). This means that the study accounted for 75% of the variation by extraneous variables; other factors were not considered. The regression model was good as F = 5.991, p = 0.017, p > 0.05. The null hypothesis was rejected in favour of the research hypothesis that quality instructional supervision significantly determines the quality of teaching and learning amongst private institutions of higher learning in Somalia. This suggested that instructional supervision significantly determined the quality of teaching and learning. It also implied further that as instructional supervision is given due consideration, the quality of teaching and learning is enhanced. Hence, the quality of teaching and learning is enhanced through quality instructional supervision where academic staff is supported in pedagogical development and devoting efforts to promoting academic staff teaching skills.

Discussion

The study aimed to determine the impact of instructional supervision on the quality of teaching and learning in post-conflict Somalia's higher education institutions. These findings seem to account for the fact that appropriate instructional supervision enhances the quality of teaching and learning in case instructional administration is geared toward training academic staff in the pedagogical skill regarded as vital in improving the quality of teaching and learning (Ogbodo et al., 2013). The findings also seem to endorse as worthwhile that due to instructional approaches as used by the trainers in institutions of higher learning, seeing, doing or touching, and remembering are the

main goals of teaching that are realized, in addition to equipping learners with a variety of approaches, methods, strategies, and skills that enable them to deliver quality work effectively (Kisige et al., 2021).

Given these results, it is surprising to note that amongst the private institutions of higher learning, teaching and learning had been enhanced through engaging institutional administrators (Deans, Heads of Departments, and Subject Unit Coordinators) in instructional pieces of training on how best they can improve quality work among the academic staff with the emphasis on ensuring how best academic staff can do their job. The results corroborated such studies as Kettunen et al. (2013), who concluded that to make teaching and learning effective, lecturers need to adopt innovative pedagogy skills through training to meet the desired learning outcomes in higher education in the 21st century. The findings further render credence to one of the earlier studies, such as that of Kember and Kwan (2000), that emphasises calls for the approaches in the transmission of knowledge and course contents to be aligned well. Still, the aim should be to promote students' knowledge production processes.

The study spelt out the moderation of exams as one of the aspects of instructional supervision. It thus appraised the due strictness put up by the management and administration of private universities in evaluating the exams and their relevance in all university departments and faculties. This was revealed when most academic staff in the various departments in studied private universities asserted that their exams are moderated internally and externally, involving different professionals and other stakeholders. However, this has been achieved by formulating a departmental examination committee responsible for examining the whole activity. The finding thus strengthens and acts as an affirmative to earlier studies such as Simpson and Siguaw (2000), who hold that faculty members always use examination as a tool for evaluation to judge how effective their teaching was. More concise to the previous validation is Kisige (2021), who observed that assessment should not be limited to courses works, tests, and end-of-semester examinations but rather be an ongoing process right from the first day to the end of the semester. To this effect, institution administrations could encourage lecturers to assess every step in learning and every topic covered. This would help them understand students' learning achievements and be a monitoring tool for their learning progress.

Conclusion and Recommendation

In this study, the researchers sought to establish the effect of quality instructional supervision on the quality of teaching and learning. Therefore, following the research findings and subsequent discussions, it was concluded that quality instructional supervision determines the quality of teaching and learning in private institutions of higher learning in Somalia, hence enabling graduates to be equipped with necessary and handy skills of the 21st century relevant to the demands and needs of the worldwide competition

The study recommends that there is a necessity to consider taking institution administrators (Deans, Heads of Departments, and Subject Unit Coordinators) through pedagogical instructional supervision training through which administrators could transform their knowledge and put to full utilization of the knowledge and skills acquired during their training, thereby developing lecturers equipped with necessary 21st Century teaching skills (critical thinking and problem solving, creativity and innovation, good communication, cooperation, and self-directed learning and ICT skills) relevant to students' learning demands and needs of the worldwide competition.

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