



# **The Impacts of Quality Teaching on Student Satisfaction at the University of Juba in South Sudan**

## **Dissertation Proposal Defense**

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International in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy  
in Higher Educational Leadership

***BY***

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# Proposal Outline

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- The primary problem that will be addressed and discussed in this study are the challenges facing students in the classrooms including *overcrowding* as well as a *lack of learning materials, unqualified teachers, un-unified curriculum, teachers absenteeism, and very little time* actually spent teaching in the classroom.
- Below are other challenges that were brought up and discussed during the ***South Sudan Ministry of Higher Education National Forum 2010*** to examine the quality of the education system in the country's five public universities. Those attending the Forum were asked to create a General Education Strategy Plan (GESP) for the country. These challenges will be discussed in the study literature review.
  - Attendees included representatives from USAID, World Bank, Dr. John Akech, formerly Vice Chancellor of Northern Bahr El Ghazal University, Dr. Lam Akol, Chairman of the Sudan People Liberation Movement for Democratic Change (SPLM/DC) and other educators from within South Sudan or across the globe. Forum participants highlighted the current condition of higher education in South Sudan and generated a long list of issues including: (1) *lack of funds*; (2) *lack of educational infrastructure (buildings)*; (3) *poverty and insecurity of potential students*; (4) *government instability; (on-going violence)*; (5) *poor health of the citizens*; and (6) *tribal cultural norms for girls which restrict them from receiving quality education comparable to boys* (USAID, 2010; Faye, 2010; Akec, 2011; Adhikari, 2011; and World Bank, 2012).
- They believed that addressing these key issues will help increase the global awareness of this newly formed country and enhance the higher education system in South Sudan.

## **Purpose Statement**

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The purpose of this study is to examine the impacts of quality teaching on student satisfaction at the University of Juba in the Republic of South Sudan (ROSS). The literature review and theories in this study will present/propose solutions to each problem previously stated that will foster student satisfaction in quality education. In order to address these problems, students will be tasked with completing surveys designed to address issues that diminish effective learning as well as interviews that will allow students to discuss their perspective on the learning environment at the public university they attend.

- Two definitions of *Quality Teaching* as some scholars regard quality teaching as an outcome process, and others as an initiative:
  - Quality teaching as an *outcome process* of identifying gaps in performance, seeking fresh approaches to bring about improvements, analyzing the process of others, and following up by monitoring progress and reviewing the benefits (Inglis, 2005; O'Reagain and Keegan, 2000); as an *outcome* that helps indicate the level of students' satisfaction including the effective design of curriculum, collaborative learning and using feedback, effective assessment of learning and understanding of teaching (Hénard and Roseveare, 2012; and Skelton, 2005); and an *initiative* that aims to enhance teamwork between teachers, goal-setting and course plans in order to improve student achievement. (Henard and Leprince-Ringue, 2009; Harvey, Burrows and Green, 1992).
- The structure and effectiveness of quality teaching at the university should be organized around some key principles to improve access for all students; understand the needs of the students; and implementation of programs for effective and active learning; create confident and provision of effective and efficient administrative services (Ellet, McMullen, Culross, Loup, and Rugutt , 1997).
- Institutional commitments to quality teaching at top leadership and departmental levels identify standards that promote good practices and scale them up across departments, and think up effective support that meets teachers and students' expectations (Skelton, 2007).

Components of student satisfaction in higher education are highlighted below.

- ***Student satisfaction*** is defined as the student's fulfilment response and individual overall experience between what was received and what was expected from a specific service provider to date as well as identifying their needs and expectations (Anderson & Sullivan, 1993; Anderson, Fornell & Rust, 1997; and Elliott & Shin, 2002).
- Students who received effective academic advising have positive perceptions of the institution and felt more satisfied (Elliott and Shin, 2002; Peterson, Wagner, and Lamb, 2001).
- The benefit of effective and collaborative relationship between teachers and students improve the student satisfaction processes and provides students with a sense of security and connectedness where students feel that they belong to the school and that the school belongs to them (Williams, Glenn, and Wider, 2008).
- If students are admitted to a college they have expectations, higher learning institutions should implement and maintain various academic support services that promote student success and increase their satisfactions (Miller, 2005; Seidman, 2005; Pascarella & Terenzini, 2005).
- Students conduct evaluations as a means to give feedback on the effectiveness of quality teaching from their teachers who must continue to be assessed regularly in order to understand the progress made which benefits students' satisfaction (Madu and Kuei, 1993 and Hau,1996).

Various theories and models have highlighted the importance of quality teaching in increasing student learning Satisfaction.

- **Theory of Involvement**

The greater the student's involvement in college, the greater will be the amount of student satisfaction and personal development. Students participation in school activities and interaction with faculty and other institutional personnel increase student achievements. Assessing student satisfaction provides a way that universities can focus directly on issues of quality development in order to ensure that educational standards are identified and implemented (Astin, 1999; Wiers-Jenssen, Stensaker and Grogard, 2002).

- **Walberg's Theory of Educational Productivity Model**

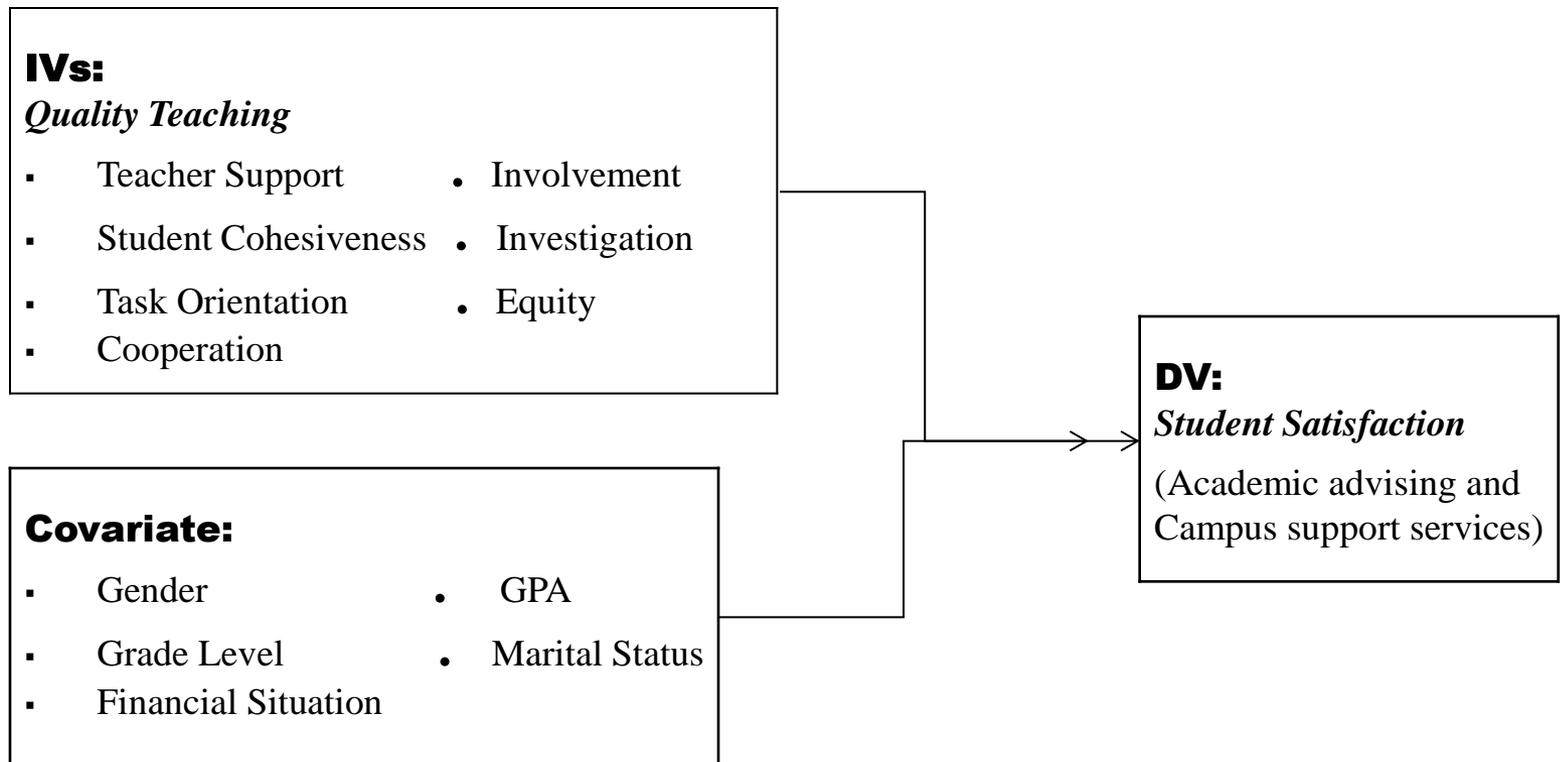
Enabling effective quality teaching on student learning should occur within seven elements including) student involvement; teacher support; student cohesiveness; task orientation; investigation; and equity with cooperation in the classroom environment that affect the productivity of education. These seven elements work together to improve student satisfaction (Walberg,1981).

- **Zandvliet Productivity Model**

Manipulating the student learning aspect which includes academic advising as well as administrative support of the student influences the overall quality teaching in higher education which generally tends to increase the productivity in education as well as impacting student satisfaction (Zandvliet, 1999).

# Conceptual Model

The graphic model below provides a visual representation and understanding of theoretical constructs relationship between the dependent, independent and covariate variables to assess the impact of quality teaching on student learning at the Public Universities in South Sudan



## Quantitative Research Design

This study examines the impacts of quality teaching on student learning satisfaction at the University of Juba in the Republic of South Sudan (ROSS).

- It will use quantitative research approach to verify whether the hypothesis is true as well as to examine the relationship of the variables being used to support the impact of quality teaching on student learning. Quantitative method involves the process of collecting, analyzing, interpreting and writing the result of the study (Creswell, 2013). This type of research method is being employed to ask narrow and specific questions to collect data from students by answering questionnaires. This research will also ask open ended questions to draw a comparative conclusion about the study instead of relying on survey.

The target populations in this study are students taking classes from September to July of 2015 and they will be recruited from the University of Juba, one of the five public universities in the Republic of South Sudan.

- University of Juba is selected as a sample representative because it has the largest populations across the regions.
  - Offers a full range of degree programs including Certificate, Diploma, Associate and Bachelor Degrees; and Postgraduate Courses in Masters and PhD programs.
  - Oldest institution of the 4 and employs eleven colleges including College of Medicine; College of Engineering; College of Applied Sciences; College of Natural Resources; College of Social and Economic Studies; College of Arts and Humanitarian Studies; College of Music and Arts; College of Law; College of Rural Development; College of Management; and College of Education.
  - Serves approximately 12 thousand students across the regions.
  - Main campus located in the capital city of Juba in the Republic of South Sudan.

This study will use *stratified random sample technique* to select 330 students for sample representatives from a cross-section of 11 colleges within the University of Juba in South Sudan. A stratified random sample is a representation of the population sample that requires the population to be divided into small groups, called strata and then a random sample can be taken from each stratum to represent their subgroups.

- Stratified random sample is being used to recruit 330 students for participation. The sample begins by selecting 11 classes for sample representative of the colleges within the university. One class will be selected as representative from each college including College of Medicine; College of Applied Sciences; College of Natural Resources; College of Rural Development; College of Engineering; College of Social and Economic Studies; College of Arts and Humanitarian Studies; College of Music and Arts; College of Law; College of Management; and College of Education within the university.
- The class size runs approximately 40-60 students. Due to this huge number, 30 students will be randomly selected for sample representatives across the 11 colleges at the University. 30 students will be selected as representatives from each class with the total of 330 students from the selected eleven colleges within the university. This is to ensure that half of the class participates in the study to collect sufficient information.

## Criteria for Selecting Participants

- Criteria for selecting the students for participations will include: students need to have completed their entire academic first year (freshman) through sophomore, at their current school. This will help insure that students being involved in the study are truly participants and acquainted with the university. The students must carry a satisfactory grade point average (GPA) of 2.00 or above to participate. For the purpose of this study data will be collected from a total of 330 students (30 students from each class of the 11 colleges) within the university.

This study uses quantitative method. The data will be collected from the students' questionnaire and 3 to 4 open ended questions will be provided at the end of each survey. Each question will describe scenarios and ask for the opinions or experience of the participants.

- April 2014: Display Letter of Research Endorsement Received from Dr. Kim, Dissertation Chairperson
- August 2014: Display Letter of Research Acceptance received from Dr. Riak, Deputy Vice Chancellor of University of Juba.
- December 2014: Dissertation Proposal Defense Presentation
- December 2014: Dissertation Proposal Approval received from Dr. Wenling, Director of PhD Program.
- December 2014: Dissertation Proposal sent for TUI IRB approval for research permission.
- Send a letter to a Vice Chancellor Dr. Akec, requesting a site visit, arranging a fixed time to conduct survey questionnaires and open-ended questions.
  - *What is Happening in this Class (WIHIC)* consists of 5 subscales and 56 items to answer a survey questionnaire structure using a 5-point scale assessing the quality teaching in the classroom to enhance students learning opportunities.
  - *Student Satisfaction Inventory (SSI)* consists of 7 subscale and 16 items to examine the impact of quality teaching on student satisfaction.
- Requesting to provide 11 faculty members to help supervise and hand out survey questionnaires to participants.
- Letter of recruiting participants will be sent
- Student Consent Form will be issued to the selected student.
- Researcher will travel to South Sudan for data collection.
- Data collection will be conducted at the university's classroom that is most suitable for participants.
- Data collection will take 3-4 weeks
- Student Consent Form will then be issued to the selected student.

Hypotheses	IV	DV	Statistical Method
<p>➤ <b>H<sub>null</sub></b>: There is no significant impact of quality teaching which is measured by Teacher Support, Student Cohesiveness, Task Orientation, Cooperation, Involvement, Investigation, and Equity on student satisfaction based on marital status, financial situation, grade level and gender along with their academic performance at the university.</p>	<p><b>Level 1: Covariates</b> Gender, Grade level, Financial situation, GPA and Marital status</p> <p><b>Level 2: IV</b> Teacher Support, Student Cohesiveness, Task Orientation, Cooperation, Involvement, Investigation, and Equity</p>	<p>Student Satisfaction</p>	<p>Hierarchical Regression</p>

- Data will be summarized manually by counting how many respondents chose each option on each item
- Count will be recorded on a blank copy of the questions.
- The mean scores of *WIHIC* and *SSI* students' survey data will then be coded into the application SPSS.
- The process begins by performing descriptive analysis to find general relationships among the variables.
- Hierarchical regression will be applied to this data to determine the strength of the relationship between the independent and dependable variables.
- By conducting hierarchical regression, this research will analyze and determine whether there is or no impacts of quality teaching on student satisfaction at the university.
- Data collected will be protected and stored in a safe locked bag.

## **Participant Rights**

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- TUI IRB application form will be submitted in order for the committee to determine whether the research meets the criteria to proceed;
- Student letter of recruitment will be issued either to agree or disagree to participate.
- Students' consent form will be prepared to clarify that they agree to be involved in the study.
- In order to protect participants' privacy no one else will access or obtain student information.
- Participants' names will not be displaced or used anywhere accept for the purpose of this study.

## Significance of the Study

- This study aims to provide specific guidance to help teachers improve effective teaching strategies by engaging students in active learning, creating effective curriculum which supports an increased learning experience, and developing an effective environment in which students have connections in the classroom.
- It will provide valuable information about the impact of the quality teaching on student satisfaction in classroom learning environments.
- Students may find it rewarding and helpful to have a chance to reflect as well as voicing their opinions on things that seem to limit access to their academic learning opportunities.
- It will benefit the 5 public universities in South Sudan by improving the strategies of quality teaching, create avenues to improve student learning satisfaction and develop effective classroom learning environment to ensure the provision of increasing students learning.
- It will provide the MoGE quick assistance in constructing viable quality teaching guidelines in order to increase student learning at the public universities in the Republic of South Sudan.
- It will be rewarding and helpful to build a strong academic foundation as well as sustaining learning opportunities for students in South Sudan.
- It will recognise that the development of educator skills and competencies is a central goal for improving the quality of higher education in South Sudan.

This study will require use of resources for data collection for both types because I will be traveling to Africa sometime in January 2015 and I have to visit the university campus to consult the participants.

- The issues of not using web-database for data recording means a secure filing system must be maintained.
- There is the challenge of not having internet access in South Sudan.
- This study of using mixed methods design will require time-consuming record keeping and multiple man-hours to complete.
- Using a Likert-type scale may be a limitation because respondents may not appreciate the nature of fixed-alternative questions.
- Students may also have difficulty interpreting some of the questions.

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