The Impact of Teaching and Learning Methods of English Course on Students' Satisfaction at Mogadishu University, Somalia

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Abstract

The purpose of this study is to explore the relationship between Teaching and Learning Approaches to English Course and Students' Satisfaction at Mogadishu University. This article surveys undergraduate students first year in academic year 2017/2018. The sample of 278 students, (150) male and (128) female was conducted. Structural equation modeling (SEM) was followed to examine significant correlations between the students' satisfaction and teaching and learning methods of the English course.

The results showed the positive relationship between students' satisfaction and teaching and learning approaches to English course. The author suggests to investigate other factors such as student background, learning environment, teaching resources and faculty motivation that may influence students' satisfaction with English course as well as examining other courses at Mogadishu University faculties to find out the level of students' satisfaction with the courses.

Key words: Students' Satisfaction, Teaching, Learning Methods, English Course, Mogadishu University.

Introduction

After the collapse of the central government in Somalia in 1991, there was a complete destruction of the country, including educational institutions, and educational gap emerged. The education system was not provided because of the security chaos surrounding the country. In response to educational needs, institutions were established to try to fill the educational gap, such as schools, institutes, and universities.

Mogadishu University is the cornerstone of private universities established in 1997 and has a good reputation in higher education in Somalia after the collapse of central government in 1991. Thousands of students graduated. The university was over 20 years since its foundation and developed a comprehensive five-year strategy to develop the university in various areas including academic affairs. English is one of the essential languages at the university. The university noted that this course needs to develop in terms of content and teaching methods and selected a new English curriculum. The author as a dean, faculty of Arts and Humanities, followed up English course lecturers to investigate how they apply the new English curriculum and conducted a field study which this paper was extracted.

Several studies related to the relationship between teaching, learning methods, and students' satisfaction were applied mainly; Teaching Quality and Students Satisfaction: The Intermediator Role of Relationship between Lecturers and Students of the Higher Learning Institutes(Journal & Sciences, 2015) and The Effect of Scientific Approach on Students' English Achievement for Junior High School Level in Riau Province, Indonesia(Hasan, 2018),The Quality of Teaching

The Impact of Teaching and Learning Methods of English Course
on Student's Satisfaction at Mogadishu University, Somalia

15

and Learning towards the Satisfaction among the University Students (Aziz & Yasin, 2017) and Student Satisfaction as an Indicator of Quality in Higher Education (Uka, 2014). Basing on this, this article tries to investigate the relationship between students' satisfaction and teaching and learning methods of the English course and to examine the hypothesis below:

Ha there is a positive relationship between students' satisfaction and teaching, learning methods of English course at Mogadishu University at significance level 0.05.

Satisfaction

Kotler and Clarke (1987) define satisfaction as a state felt by an individual who has expertise performance or an outcome according to his or her expectation. Satisfaction is a function of the relative level of expectations and perceives performance. In the method of learning and teaching, the lecturer has a great role in shaping the quality of teaching is employed and fulfilled (Betty-Ruth, 2017).

Students' Satisfaction:

Wiers-Jenssen, Stensaker, and Grogaard (2002) defined Student' satisfaction as students, assessments of the facilities offered by universities. According to (Elliott and Shin 2002) Student satisfaction is a frequently changing construct in the higher education environment because of constant interactions. Student satisfaction is a complex construct influenced by a variety of characteristics of students and institutions (Thomas and Galambos 2004).

English has achieved some kinds of global rank. It created an opportunity for social and economic functions in the lives of people from

many nations. English plays a vital role in the major aspects of life in this global era. It is the most widely spoken languages in the world so that English today is fast becoming a lingua Franca of international trade and commerce. (Hasan, 2018).

Likewise, Ramsden (1991), Rowley (1996), and Stringer and Irwing (1998), in their studies, reported that there was a relationship between the learning quality and students' perception of the teaching quality. Henning et al. (2001) discovered that the quality of teaching and students' emotional commitment to the institution was important to maintain the students' loyalty. (Aziz & Yasin, 2017).

Higher Education

Higher education is the education at a university level is supposed as one of the most vital tools for individual, social and economic development of a nation. The main purpose of higher education is a creation of knowledge and diffusion for the development of the world through innovation and creativity. Hence, many studies have been conducted to find the factors influencing student satisfaction in higher education (Weerasinghe, Lalitha, & Fernando, 2017). Higher education plays a vital role in the development of economic systems which depends on disseminating knowledge and innovation, promoting a more resource-efficient economy, greater environmental friendliness and competitiveness to raise cultural growth and social and territorial solidity. Furthermore, more universities have expanded their research topics and their educational programs through the years (Salvioni, Franzoni, & Cassano, 2017).

The Impact of Teaching and Learning Methods of English Course on Student's Satisfaction at Mogadishu University, Somalia

17

Teaching Approach in High Education

Teaching is a means to achieve educational goals. Hence, a lecturer must be able to manage the classroom, using teaching approaches and attitudes and characteristics of the faculty in handling the manner of effective teaching and learning, enhancing the lecture materials, and improve the ability of students to follow the course and master the educational goals they need to achieve (Buamona, 2017)

Good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning. Many researches support the notion that a good teacher and actions to be taken in the classroom play a vital role in provoking, effective and efficient learning on the students(Markley, 2004)

Teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes (Campbell 2004) English language teachers are key role in effective language learning cannot be overlooked. Special attention must be paid to this link between teachers and learners (Kariminia & Salehizadeh, 2007), .

Methodology

Sample, Data Collection and Measures

The participants in this article consisted of students at Mogadishu University , the first year 2018. Random sampling was used. 300 questionnaires were distributed, 278 respondents returned and have been left for analysis. The questionnaire was sent out through KoBo collect. The items of the questionnaire were rated using Likert-type scale (strongly disagree, disagree. neutral, agree and strongly agree).

Data Analysis

Package for Social Sciences (SPSS), version 20.0 was used for data analysis. The quantitative statistical methods were adopted. The structural equation model (SEM) analysis was applied for examining the model fit. To perform the SEM analysis, the researcher used Maximum Likelihood (ML) and estimated in AMOS whereas the fit index of the model was evaluated, including the chi-squared statistic by the degrees of freedom ($\chi 2$ /DF), root mean square error of approximation fit index (RMSEA) and comparative fit index (CFI).
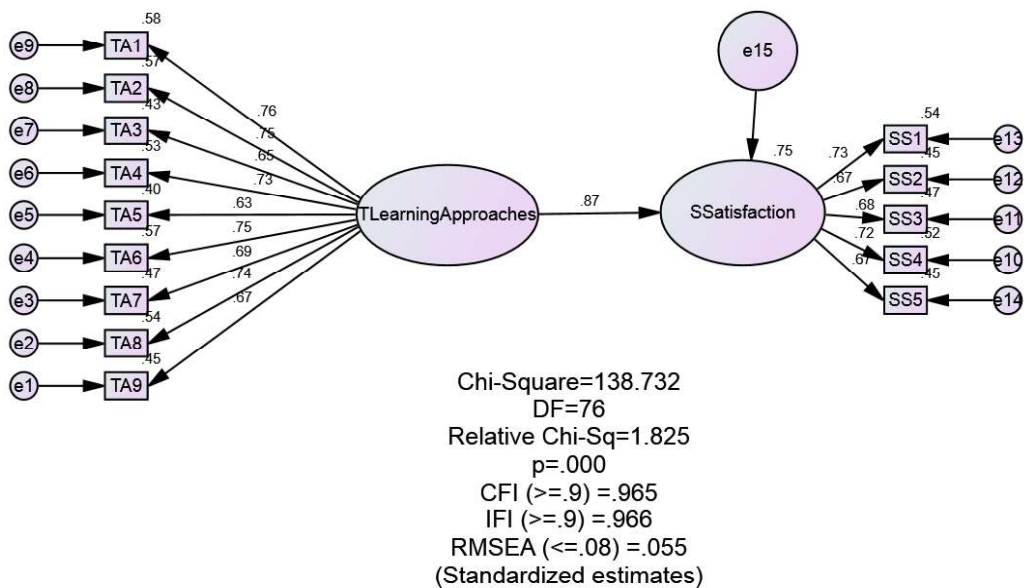
Findings and Discussion

Profile of Respondents

Table 1 shows the profile of respondents. Female respondents made up 46% of the sample while males made up 54%. The majority of respondents aged between 19-25 96%, while 3% aged between 26 - 31 and 1% were between 32 - 38.

TABLE 1. Demographic Profile of Sample (n=278)

	Frequency	**Percent %**
Gender		
Male	150	54
Female	128	46
Age		
19-25	268	96
26-31	8	3
32-38	2	1

The Impact of Teaching and Learning Methods of English Course
on Student's Satisfaction at Mogadishu University, Somalia

| 19 |

Figure 1 illustrates the impact of teaching and learning of English course to the satisfaction of Students at Mogadishu University. The path analysis of AMOS followed by researcher explored the degree impact of teaching and learning of English course on the students' satisfaction. The researcher tested model fit and result showed that the model was fitted at the table 2 below indicates:

Chi-Square=138.732
DF=76
Relative Chi-Sq=1.825
p=.000
CFI (>=.9) =.965
IFI (>=.9) =.966
RMSEA (<=.08) =.055
(Standardized estimates)

Figure 1 Model presentation shows the impact of teaching and learning approaches to English course on students' satisfaction at Mogadishu University

Table 2. Model Fit Estimation

Indicator	Estimate	Recommended
CMIN/DF	1.825	<0.5
CFI	0.965	> 0.9
IFI	0.966	> 0.9
RMSEA	0.055	<0.8

Table 2 describes the model analyzed by researcher has met the criteria of model *fit* due to the results of the measure of the conformity model which presents at the high level.

Table 3. Standardized Factor Loading, SMC, CR, AVE and Discriminate Validity

Construct	Standardized Factor Loadings	Squared Multiple Correlations	Composite Reliability	Average Variance Extracted	Discriminate Validity
Teaching &Learning Approaches					
TLA1	.76	0.5776			
TLA1	.75	0.5625			
TLA1	.65	0.4225			
TLA1	.73	0.5329	0.9	0.504	0.71
TLA1	.63	0.3969			
TLA1	.75	0.5625			
TLA1	.69	0.4761			

The Impact of Teaching and Learning Methods of English Course
on Student's Satisfaction at Mogadishu University, Somalia

21

Table 3. indicates standardized factor loading, SMC, CR, AVE and discriminate validity were convergent validity was attained if loadings of the measures to their respective constructs were at least 0.60 (Bagozzi & Yi, 1988; Kline, 2005). The table shows the range of loadings is between 0.63 and 0.76 thus convergent validity was established. All squared multiple correlations (R-square) must be at least 0.40 (Bollen, 1989), on this base the sum of SMC shows at 0.495. The composite reliability (CR) of all constructs must be above 0.6 (Bagozzi & Yi, 1988) hence the table revealed that CR is at (0.9 and 0.83) while average variance extracted (AVE) indicates at 0.5. Discriminate Validity made up at 0.71 thus this contributed convergent validity.

Table 4. The relationship between teaching and learning methods of English course and the students' satisfaction at Mogadishu University

Variables	R	Sig	Correlations
Satisfaction and Teaching and Learning Approaches	0.87	0.000	High

Table 4 shows the relationship between teaching, learning methods of English course and the students' satisfaction at Mogadishu University. The correlation between students' satisfaction, teaching and learning approach is 0.87 the sig value of .000 is less than at 0.05 level of significance, thus, the hypothesis which states that there is positive relationship between students' satisfaction and teaching, learning methods of English course at Mogadishu university at significant level 0.05 was supported and accepted.

Conclusion and Future Research

Students' satisfaction with the teaching approaches to English course, delivered by the lecturers at Mogadishu University was at the high level. Students possessed positive perceptions of the course. This implies that

Mogadishu University's five-year strategy for academic development is showing results, especially enhancing language skills, where the result of this study showed the positive relationship between students' satisfaction and teaching English course.

One of the main limitations of this paper didn't investigate other factors influencing student satisfaction with teaching English course, such as Student background of learning, faculty motivation, learning environment and teaching resource. Future research can thus be conducted with these factors to explore the relationship between student satisfaction and the mentioned factors. The researcher suggests the need to investigate articles related to other courses at Mogadishu University faculties.

The Impact of Teaching and Learning Methods of English Course
on Student's Satisfaction at Mogadishu University, Somalia

| 23 |

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