

**The Impacts of Quality Teaching on Student Satisfaction in Higher
Education in South Sudan**

A Dissertation

Presented to the Faculty of the College of Education

of Trident University International

in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy in Educational Leadership

by

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Cypress, California

2016

(Defended XXX)

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BIOGRAPHICAL SKETCH

Jacob Aguer Ajang's academic career started right after he landed on American soil in June 2001. He knew his academic dreams would be fulfilled. He received a Bachelor of Science in General Education from Grace University in December 2006 in Omaha Nebraska. After three years of academic rest, he continued and graduated with a Master of Arts in Human Services from Bellevue University in March 2011 in Bellevue, Nebraska. Shortly after he graduated with his master degree in July 2011, he resumed his studies and achieved his highest academic degree, the Doctorate of Philosophy in Higher Educational Leadership from Trident University International in June 2016 from Cypress, California.

Jacob is a South Sudanese by nationality and a citizen of the United States. He is one of the South Sudanese 3,500 Lost Boys who have been resettled as a refugee since 2000. He has lived in Omaha, Nebraska for 15 years of his residency in the United States. Jacob was born to parents with no educational background. Both his parents were farmers and raised cattle he is the first person from his family to receive this highest education.

Since his arrival in the United States, he has returned to South Sudan six times. Jacob has learned that there are only seven public universities in the whole country and two of the seven are closed because of insufficient funding. The remaining universities are not enough to serve an estimated population of 8.2 million people. Jacob has researched the operations and the backgrounds of the five public institutions of higher education and found they are facing challenges in providing quality teaching. He saw an opportunity to utilize the quality education he has been afforded here in America to increase and sustain that same quality of education in his homeland.

His self-motivation and determination have been his driving characteristics to remaining focused on his academic and career goals. Jacob has a very strong work ethic, willing to continuously learn, and strive to exceed expectations of any given situation. He is looking to feed his inner desire to continue to learn more skills. Jacob is exceptionally well organized and a resourceful professional working with the United States Department of Agriculture (USDA) as a Food Inspector, over ten years' customer service experience and a solid academic advisor; excellent analytical and problem solving skills; able to handle multiple projects while producing high quality work in a fast-paced, deadline-oriented environment.

Jacob's research skills and background include taking research courses during his master's program in *statistics research methods, analytical organizational financial research, organizational performance and structure, conflict resolution management, conflict mediation and much more*. He has been continuously going to school since he arrived in the United States in 2001. His 14 years of educational background and skills will prepare him to identify as well as propose an appropriate experimental understanding aimed at increasing student learning. Jacob believes he is fortunate to be here in the United States a country where there is opportunity to have achievable goals. He is so excited to be part of this educative community. He is privileged to share with you the important needs of quality teaching and student satisfaction in higher education for all the people of the Republic of South Sudan. He appreciates and honors the time everyone has dedicated to participate in the fulfillment of his study. He wants to assure everyone that this study is not politically motivated nor does it dramatizes or does it criticize any institution or organization's performance in particular.

DEDICATION

I wish to dedicate this research study to the Ministry of Higher Education and the five public universities in the Republic of South Sudan. I am excited to proclaim the rights and freedoms of every South Sudanese citizen to exercise the liberty of our New Country. I am calling everyone's attention to take pleasure and celebrate the ongoing liberation of our land. I am honoring our heroes, men and women, deceased friends, widows, orphans, disabled and everybody who has been claimed by this war to bring freedom to our country.

The oppression of the past made education unobtainable for the masses in South Sudan, now, we have been liberated and are freed to pursue that most noble of endeavors' education. We are a fledgling society and lack funding and trained educators willing and able to stand in the classroom. The improvement of quality teaching to increase student learning satisfaction performance in the Republic of South Sudan should be a priority for today and forthcoming generations. The power of higher education within Private and Public Universities in the Republic of South Sudan must be focused and make sure that all the people regardless of natural deformity, tribal differentiations, language variances, gender variations, age limitations, localities, marriage status, color and all other sorts of human discriminations must not be allowed or practiced to constrain the training of the mind for quality education for all people.

This, my dissertation, is my attempt to use the tools I have so graciously and aptly been endowed with to bring about the necessary improvements to higher education in South Sudan. In South Sudan we are a proud people who have fought hard for our independence and now wish to use our effort to become a thriving, financially stable and civilly grounded society. I rejoice that the future of the republic of south Sudan is in our hands.

It is critically significant that the love of mind for training is an advancement of human competency. The era of humanity was founded 2000 centuries ago. The growth of the human mind is a stage of brain development by characterizing and providing reasonable capacity to distinguish the stages of life. Perhaps, human existence incorporates the faith of a healthy mind to become an accurate thinker. The training of mind enables a man to receive information from across and around the world including historical as well as the necessary information regarding the present.

My message to the government of the Republic of South Sudan and beloved citizens: due to the ongoing war we need unity within the people and the government. Disunity among tribes or for whatever reason must be eradicated. Everybody needs to treat one another as partners, friends, and convey a sense of oneness. Our government needs to make sure that people are secured and resources are shared equally among its citizens.

ACKNOWLEDGMENTS

On behalf of my family, I would like to acknowledge them for their unwavering support and understanding as I appropriated myself for long periods of time to complete this intensive project; my wife, *Elizabeth Abuk Ajang*, I appreciate your encouragement and willingness to let me further my studies and earn this highest educational degree achievement. Your support has been exceptional and your unconditional love to our family as I traveled to South Sudan for data collection several times has been admirable. Your continuing guidance and assistance towards the journey of completing my study is deeply appreciated.

I owe much gratitude to my five daughters and son from the oldest to youngest including; *Athok, Ayak, Alek, Nyakiir, Apajok and my son Ajang Jacob Aguer*. You have been an imperative part of my plan for this successful achievement. Your willingness to take care of one another allowed me to do well in my classes. I fill with pride when you come around and wrap your arms around me and squeeze for a genuine and loving hug every time I come home from work. You are growing up with more love than I could have ever imagined.

Girls...words cannot express how much I love you and how proud I am always of you. I have been always motivated and moved by your impact on my life. As a father for the past 10 years, I have always seen how my relationship influences every aspect of your lives. I promise to always respect and provide you all the assistance you need to succeed. I am honored to raise you and I pray I set an example for you. I want to close with just one small simple wish you will remember that you are each the light of my life and the warmth in my heart.

I also want to pay my sincerest gratitude to the best person I ever call mom my mother and mentor (*Pastor Heidi McGinness*). Your presence and support to my family here in the

United States and at home in South Sudan has been absolutely gracious. Your deepest love ensuring that all the South Sudanese who have been claimed by the 21 years' war for slavery are released and returned to their loved ones. *Dr. Annelle Norman*, I am so pleased and can't imagine how I would have accomplished this great achievement without you. Your generosity and support for reuniting me with my family on the Christmas Day of 2008 is/was just a gift and nothing I could ever image possible. Curing and keeping my mother alive in South Sudan is another thing I could merely be appreciative of. I appreciate all the support and assistance you have given to my family as a whole.

Upper most, I am grateful to acknowledge my *Dissertation Committee* who has given me an immense amount of support during this critical time in my studies. I would like to thank my initial significant contributor Supervisory Committee Chairperson *Dr. Heeja Kim* for tirelessly working on my Dissertation Proposal discussing and sharing in correspondence between the study purpose-research questions, hypotheses, conceptual framework, variables and their measurements and statistical analysis. In Fall 2015, Dr. Kim faculty status with Trident University International changed from fulltime to part-time professor. Because of this status changed, Dr. Kim could not find enough time to work on my dissertation. In accordance, I would like to gratefully and honestly thank *Dr. Michael Wesolek* for accepting the chairmanship of my Dissertation Committee. Your guidance, understanding, patience, and most significantly, your friendship gave me the opportunity to work with you toward my Dissertation completion. Your mentorship was vital in restructuring the title of my study to be broader, revising research results to ensure the findings statistically answered the study hypothesis, and many other important details. Without your acceptance in providing

constructive feedback and unceasing encouragement, I would not have been able to complete this research dissertation.

I am very thankful to have strong Committee members including *Dr. Rhonda Parmley* who has established the Dissertation work plan for editing the overall organization of the proposal, organizing and expanding the background of the study; and finally, *Dr. Wenling Li* who has supervised and made recommendations throughout the process to ensure every information is correctly aligned with the research study. I valued your input and your ongoing collaboration with one another within the team. Thank you so much *Dr. Heidi Sato, Chairperson for the Institutional Review Board (IRB)* for the IRB official approval of my research study. I have appreciated all the support and help that the Trident University International personnel provided during the course of my program achievement.

I am deeply honor by the University of Juba administrative staff under his respectful leadership *Dr. John Akec, Vice Chancellor* for their assistances and support helping me handout survey questionnaires to students. I am also acknowledging *Prof. Riak, Deputy Vice Chancellor* for taking an active role and responsibility to write the letter of research acceptance to be conducted at their university. I am grateful for your respectful leadership and your persistence in ensuring this research came into fulfillment.

I would like to thank my *coworkers* at The Nebraska Medical Center for their understanding, friendship and teamwork for allowing me to take time off work to complete my studies. My friend and a coworker (*Dave Crum*), thank you so much for being a part of this journey with me. Your presence to ensure that my work assignments meet the standards was thoughtful and I greatly prized it.

Finally, but not least, I want to pay my gratitude to *Jim Thompson* for standing with me supporting and watchfully looked after my family while I was gone for data collection to South Sudan. Your friendship has been great and I couldn't see anyone else to provide such loving care as you. May gracious God be with you all and forever to ensure we are saved and living in the adventurous world.

TABLE OF CONTENTS

	PAGE
BIOGRAPHICAL SKETCH:.....	iii
DEDICATION:.....	v
ACKNOWLEDGMENTS:.....	vii
TABLE OF CONTENTS:.....	xi
LIST OF TABLES:.....	xv
LIST OF FIGURES:.....	xvi
ABSTRACT:.....	xvii
CHAPTER ONE: INTRODUCTION.....	1
Abbreviations and Acronyms.....	3
Definition of Terms.....	4
Problem Statement and Research Questions.....	5
Research Primary Question.....	9
Background of Public Education in South Sudan:.....	9
Brief Historical Context.....	9
Current Model Education.....	14
Higher Education in South Sudan:.....	16
Leadership Structure within the Ministry of Higher Education:.....	21
The Functions of Each Directorate.....	22
Institutional Accreditation:.....	24
Summary:.....	25
CHAPTER TWO: LITERATURE REVIEW:.....	26
Defining Quality Teaching:.....	26
<i>Quality Teaching on Student Satisfaction:.....</i>	<i>28</i>
<i>Impacts of Quality Teaching on Institutional Culture:.....</i>	<i>29</i>
<i>Evaluation of Quality Teaching</i>	<i>30</i>
Quality Teaching Initiatives in other Countries:.....	31
Involving University staff for Effective Quality Teaching:.....	32
Students Satisfaction:.....	33
<i>Academic Advising:.....</i>	<i>34</i>

<i>Campus Support Services</i>	35
Summary.....	35
Theoretical and Conceptual Framework.....	36
Theory of Involvement.....	36
Walberg Productivity Model.....	37
Zandvliet Productivity Model of Education.....	37
Model of Conceptual for Quality Teaching on Student satisfaction.....	38
Conceptual Framework.....	38
Walberg Educational Model on the Variables' Relationship.....	39
Gardiner Model for Improving Quality of Learning.....	40
Hypothesis.....	41
Summary.....	41
CHAPTER THREE: RESEARCH METHODOLOGY	43
Quantitative Research Design.....	43
Qualitative Research Design.....	44
Data Collection.....	45
Data Analysis.....	46
Procedures and Participants' Considerations.....	47
Sample and Setting.....	47
Criteria for Selecting Participants.....	48
IRB Research Permission and Ethical Considerations:.....	49
Participants.....	49
Research Instrument.....	51
Quality Teaching data.....	51
Student satisfaction data.....	53
Reliability and Validity:.....	55
Variables:.....	57
Data Entry into SPSS.....	61
Analysis of the Data.....	62
Summary.....	67

CHAPTER FOUR: RESEARCH RESULTS.....	68
Descriptive Statistics Analysis:.....	68
<i>Frequency Demographic Finding:</i>	70
Descriptive Statistics of WIHIC and SSI.....	74
Pearson Correlation Statistics.....	77
Independent t test Statistics:.....	79
Hierarchical Regression Statistics:.....	83
Qualitative Data.....	92
Summary:.....	108
CHAPTER FIVE: DISCUSSION.....	118
Discussions of Key Findings:	119
<i>Pearson Correlation Findings:</i>	119
<i>Independent Sample t-test Findings:</i>	119
<i>Hierarchical Regression Findings:</i>	121
<i>Qualitative Data Analysis:</i>	122
Limitations:	124
Recommendations:	126
Summary:	129
REFERENCES.....	132
Appendix A: Request Letter for Research Participation:.....	139
Appendix B: Letter of Endorsement:.....	140
Appendix C: Letter of Research Acceptance:.....	141
Appendix D: Protecting Human Research participant Certification:.....	142
Appendix E: Request Letter for Student Participation:.....	143
Appendix F: University of Juba Student Consent for Survey:.....	144
Appendix G: Survey Instruments:.....	146

LIST OF TABLES

Table 1.1: GDP Per Capital of East African Countries:.....	12
Table 1.2: Ministry of Higher Education Leadership:.....	22
Table 3.1: WIHIC scales brief description:.....	53
Table 3.2: SSI scales brief description:.....	55
Table 3.3: Variables and Their Measurements:.....	56
Table 3.4: Statistical Analysis/Variables for Testing Hypothesis:.....	64
Table 4.1: Frequency Distribution Demographic Participatory Information:.....	69
Table 4.2: WIHIC and SSI Descriptive Statistics:.....	75
Table 4.3: Correlation Statistics:.....	78
Table 4.4: Independent Samples Test:.....	80
Table 4.5: Model 1: Demographical and Independent Variables Entered:.....	84
Table 4.6: Model 2: Hierarchical Regression Analysis:.....	85
Table 4.7: Model 3: Hierarchical Regression Analysis:.....	87
Table 4.8: Summary of Statistical Significance.....	113
Table 4.9: Qualitative Data Analysis Summary.....	115

LIST OF FIGURES

Figure 1.1: Map of South Sudan.....	10
Figure 1.2: Budget Expenditure Proposal.....	13
Figure 1.3: South Sudan Map Labeled Major Cities and Universities.....	21
Figure 2.1: Conceptual Framework Model.....	39
Figure 4.1: Gender Percentage Sample.....	71
Figure 4.2: Grade Level Percentage Sample.....	71
Figure 4.3: GPA Percentage Sample.....	72
Figure 4.4: Marital Status Percentage Sample.....	73
Figure 4.5: Financial Situation Percentage.....	73

The Impacts of Quality Teaching on Student Learning Satisfaction in Higher Education in South Sudan

Jacob Aguer Ajang, Ph.D.
Trident University International, 2016

Abstract

The purpose of this quantitative research study was to examine the impact of quality teaching on student satisfaction in higher education in South Sudan (with the data being collected at University of Juba), one of five public universities in the country. The objective of the study was 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. The primary data source was a stratified random sample of 267 students selected for sample representatives from a cross-section within eight colleges of the University of Juba. The data were collected by using survey instruments: What Is Happening in This Class (WIHIC); Student Satisfaction Inventory (SII) and ask open ended questions to summarize the data survey questionnaires. Qualitative open ended questions were asked to help gain a clear understanding and summarize the data survey questionnaires. The students' demographical sample of (n=267) participants comprised by gender; where males covered the majority sample of 95.1% and only 4.9% of the sample were female. In terms of grade level: 82.4% of students were in 2nd year; 12.4% were in 3rd year; and 4.5% were in 4th year. In terms of GPA: 63.7% students indicated to have 2.0 GPA; 28.1% have 3.0 GPA; and 8.2% have 4.0 GPA. In term of marital status: 95.5% students were unmarried and 4.5% were married. In terms of financial situation: 87.3% participants indicated they were unemployed and 12% indicated that they were employed.

In order to answer the primary research question, details of Hierarchical regression analysis indicates that the variance accounted for the demographical predictors equaled 2.4% was not significant ($F(5, 257) = 1.275, p.275$), they were not predictors of student satisfaction. The variance accounted with the independent variables (predictors) 8.7 % ($F(7, 250) = 7.13, p \leq .05$), the regression model was significant. The finding from this study provides the Ministry of Higher Education quick assistance in constructing the effectiveness of quality teaching at top leadership and departmental levels identify standards that promote good practices to meet students' expectations and implement programs for effective learning.

CHAPTER ONE: INTRODUCTION

The purpose of this study was to examine the impact of quality teaching on student satisfaction at the University of Juba in the Republic of South Sudan (ROSS). The presence of quality education in the Republic of South Sudan higher education would be explained as the overall implementation of university policies, practices, structures, finances and resources to ensure continuous improvement of quality practices in the academic institutions. Previous research by Harvey and Green (1993), indicate that quality teaching is a plain and systematic review process of an institution or program to determine acceptable standards of education and infrastructure are being maintained and enhanced. Therefore, as discussed from the literature review, quality teaching is the link to whether specific teaching practices are supporting students' learning satisfaction of a broad range of social development and specific academic skills.

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).

Given the importance of student satisfaction levels at higher educational institutions, there has been a growing interest in examining factors affecting students' satisfaction. College students' learning satisfaction has been conceptualized in a number of ways by researchers. For example, college students' satisfaction was conceptualized as "satisfaction with college experience" (Elliott & Healy, 2001), "satisfaction with quality of instruction" (Aman, 2009), "satisfaction with advising" (Corts, Lounsbury, Saudargas, Tatum, 2000; Elliott, 2003; Olson, 2008; Peterson, Wagner, and Lamb, 2001), "satisfaction with assessment" (Kane, 2005; Ross, Batzer, & Bennington, 2002), "satisfaction campus-wide" (Benjamin & Hollings, 1997), and "satisfaction with an academic department" (Corts et al., 2000). The above studies indicate that there is a growing body of literature on student perceptions of satisfaction.

A study by Thomas and Galambos (2004) stated that students are regarded as consumers of higher education. University students' satisfaction is important to institutional success in that effective institutions have satisfied customers because this satisfaction supports the enrolment of additional students or 'customers. A study by Wiers-Jenssen (2002) examined how overall student satisfaction can be broken down into broader aspects of student's learning experience. The analysis found that quality of teaching (academic and pedagogic) to be a crucial determinant of student satisfaction.

This idea is also supported by various theories and models that highlighted the importance of quality teaching in increasing student learning. To enable proper learning process, basic elements provided should be appropriate, adequate and functioning properly. The element of flexibility in the classroom will promote cooperation, interaction and collaboration between students and teacher. According to Matai and

Matai (2007), the design of the physical environment has a significant effect on the behavior and in turn, can form a particular social organization. The physical classroom setting can also affect quality teaching on student learning, ideas, values, attitudes and culture and if properly planned, positive learning environment will affect the learning process (Sanoff, 2000).

In order to implement quality teaching on student learning in the classroom, teachers need to plan the layout and learning space in order to meet the learning goals and provide a comfortable learning environment for students. A research from Tessmer and Harris (1992) stated that lack of completeness of educational equipment will lower motivation and creativity of teachers and students as well as limiting learning and teaching activities. By ensuring the physical classroom learning in good condition and meet the needs of teachers and students, the effectiveness and the success of the teaching and learning process could be improved.

Abbreviations and Acronyms

CPA: Comprehensive Peace Agreement

DET: Department of Education and Training

GDP: Gross Domestic Product

GoSS: Government of South Sudan

IAD: International Agencies for Development

IRB: Institutional Review Board

JGMU: John Garang Memorial University

MDG: Millennium Development Goals

MHESS: Ministry of Higher Education in South Sudan

MoGE: Ministry of General Education
NSW: New South Wales
QT: Quality teaching
RSS: Republic of South Sudan
RU: Rumbek University
SD: Socio-economic Development
UA: University Administration
UBEG: University of Bahr el Ghazal
UJ: University of Juba
UNU: Upper Nile University
USAID: United Agency for International Development

Definition of Terms

This section defines the meaning of most words that were used throughout the dissertation. After defining the meaning of words in this study the participants or readers could have clues as to what the terms mean.

Republic of South Sudan: The newest country to receive its independence on July 9th, 2011. It is a landlocked country situated in East-Central Africa.

Quality teaching: A strategy of providing and supporting students' learning to obtain successful academic skills at the institution.

Institutional Review Board: A committee designed by Trident University International to approve, monitor and review the purpose of my research study.

United States Agency for International Development (USAID): Works to support a number of international development projects and programs, including the RoSS Ministry of Education in an effort to improve educational quality teaching for students by improving the educational system, providing funding assistance and monitoring access to quality higher education.

Organizational Structure: Activities that include coordination of information and supervision of goals to ensure that the expectations of an organization are being met.

University Administration: The body (vice chancellor, registrar, counselor and e.tc) that works to oversee the institutional operations of the university.

Vice-Chancellor: The senior academic executive officer that works to provides strategic directions at the university.

Problem Statement and Research Question

Problem statement

The primary problem that was addressed and discussed in this study were the challenges facing students in the classrooms including overcrowding as well as a lack of learning materials, unqualified teachers, un-unified curriculum, and very little time actually spent teaching in the classroom.

Several challenges 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. 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; (6) unqualified teachers; and (7) 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 would increase the global awareness of this newly formed country. These challenges are discussed in the study literature review.

USAID was one of the organizations involved during the Forum. USAID chose to focus on infrastructure and research capabilities among the country's public universities. The research reports summarized that, "The five public universities are under-staffed, under-funded and lack adequate infrastructure. The universities do not have enough well-equipped secondary schools to feed the current five universities. South Sudan's infrastructure is not up to par yet. In the immediate post conflict era, the priority of the education sector must therefore be, first and foremost, to consolidate the present universities by building their infrastructure, investing in their staff development programs, and improving their teaching and research capabilities" (USAID, 2010, p. 4).

Another participant organization was the World Bank (2012). Their report summarized that "Poverty and lack of government funds greatly limits the extent to which education can be improved. The government of South Sudan lacks the money and institutional framework to offer much help. The inability of the government to fund

schools leads to high education costs that most families cannot afford. These efforts are hampered by a lack of funding. Education is the second poorest funded cluster in South Sudan. This will be a loss for the new country's plans for economic development and prosperity" (p. 7).

Dr. John Akec, formerly Vice Chancellor at the Northern Bahr El Ghazal University, participated during the forum and encouraged the Action Plan (AP) to address the uppermost concern of the universities programs and status. He opined that, "There is a lack of regulations and policies that control and assure the quality of higher education. He raised sensitive concerns that are facing the public universities at the moment: not enough lecturers, our lecturers are poorly paid, and lack of accommodation for the staff and students. He said you cannot have a university worth the name without addressing these vital matters. If education is not reprioritized immediately there will be a chance of generation missing out to receive higher education" (Akec, 2011, p. 3).

Other challenges faced in the classrooms include language disparities and un-unified curriculum, teacher absenteeism as well as teachers who are untrained was cited by Gyan Adhikari, South Sudan Director of Plan International Agency for Relief, in Lake State. "While each classroom learning space is designed to support 50 students in each session, they are crowded with over 200 students per session. Overcrowding and a lack of learning materials and teachers are big challenges in most parts of the country. Very little time is actually spent learning in the classroom. Even when teachers are present, there is a good chance that the teacher is untrained. Estimates show that as many as 7,500 teachers are not qualified to teach. Currently, some of the teachers lack English or the capability to teach in English" (Adhikari, 2014, p. 2).

According to Faye (2010), “The universities are not yet equipped with the facilities to operate with so many students. Available facilities for on-campus housing are insubstantial and this can be a deterrent to parents sending daughters to receive a university education. Safety and protection worries are still an issue at this level of education for women. The complete lack of latrines for women on campus can be another barrier to higher education. Some women have found that having higher education is also an obstacle to their marriage prospects. Some traditionalists believe that women should not be educated and others are dissuaded by they assumed increase in dowry price that would come with a more educated woman” (p. 9).

In summary, the objective of the forum was to address current challenges affecting the sustainability of quality teaching and to implement avenues to increase students’ learning in the classroom. The lack of funding sources has contributed to a low infrastructure, ineffective system, and poor provision of quality education as well as large populations not having gone to school. Also, there is insufficient revenue being generated internally by the universities. The universities offer most administrative services to students free of charge such as application for admission, academic transcript request, housing rent, food and other students support amenities. However there are so few students studying at the universities because of unsubstantial on-campus housing, insecurity, lack of toilets and many other issues that diminish students’ learning outcomes. All of the above mentioned issues have limited students’ ability to access and achieve quality academic learning.

The Ministry of General Education (MoGE) is working hard to ensure quality teaching to increase student satisfaction. The USAID is involved and committed to

providing assistance as well as bringing South Sudan educational improvement up to international standards by building classrooms, sending textbooks, and training teachers in areas affected by conflict..

Primary Research Question of the Study

Here, the research seeks to answer this vital question:

***RQ:** Is there any impact of quality teaching on students' learning satisfaction in higher education in South Sudan?*

This question was of a concern and needed to be studied. South Sudan is a new born nation. This study attempted to ensure that a quality teaching practice is a means that gives students opportunities to gain access to quality education. It must provide and serve in the spirit of guaranteeing constituency for the rights of every student.

Background of Public Education in South Sudan

This discussion presents a brief history of higher education in South Sudan and its growth to its present period. It will exclusively cover several areas including the brief historical context, current state of education, current state and description of higher education and much more to ensure that students are being provided with responsive care.

Historical Context

South Sudan is a home to around 60 indigenous ethnic and 80 linguistic tribal speaking groups. According to the South Sudan geography (2009), South Sudan is located in Eastern Africa with plains in the north and center and highlands in the south with a total land size of about 400,367 or 644, 329 Sq/Km and a population of about 11 million people, according to the 2013 census. "It is bordered by Central African Republic, Democratic Republic of the Congo, Ethiopia, Kenya, Sudan and Uganda. The

White Nile is the major source of water distribution that supports agriculture and large wild animal populations in the country” (p. 1). Below is the map of South Sudan, showing towns, cities, and disputed areas on its borders.

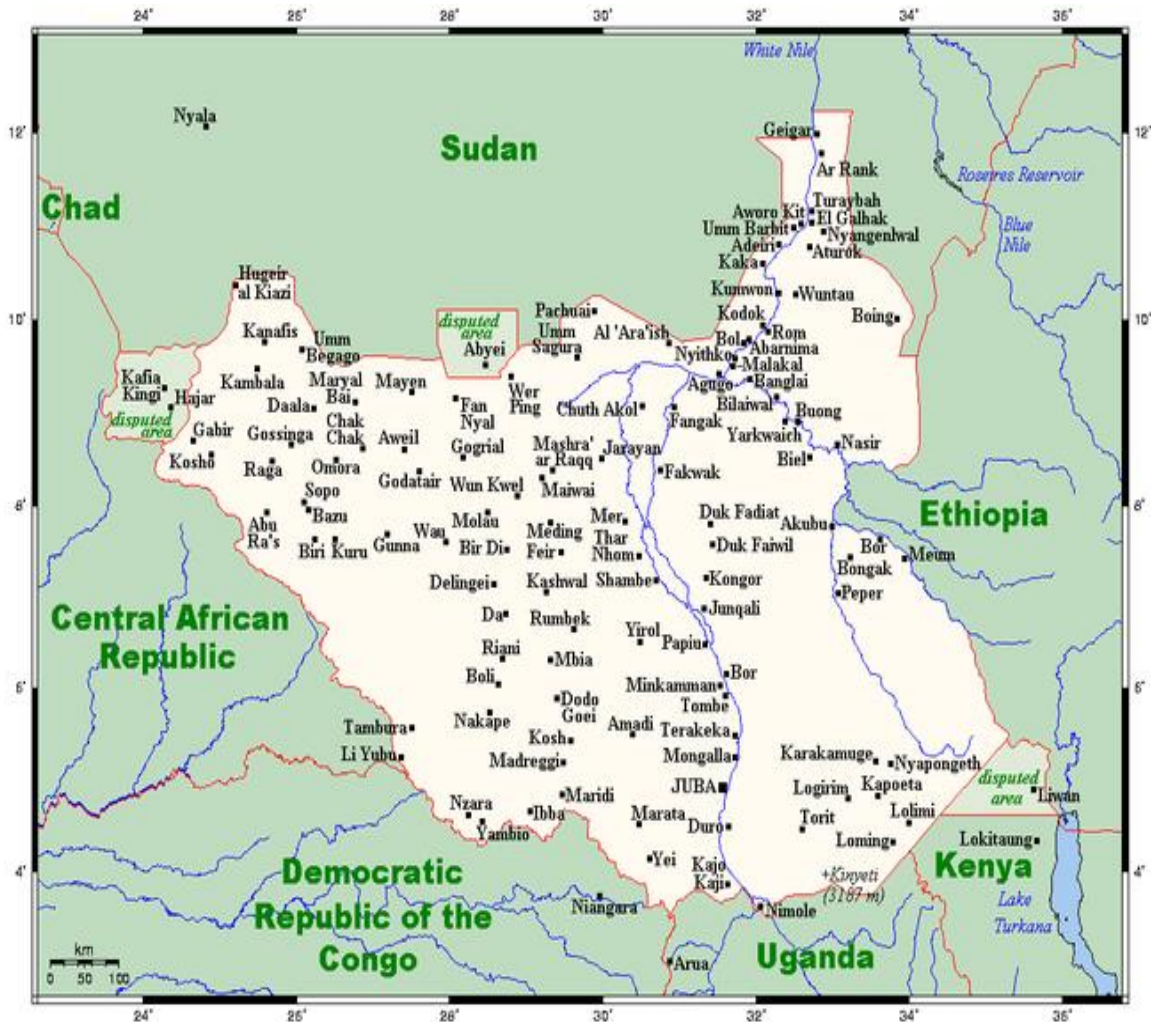


Figure 1.1. Map of South Sudan.

South Sudan is the world’s 55th newest country, achieving its independence on July 9th, 2011 after two long wars between the North and South Sudan during which 2.5 million people from the South died. Due to this ongoing violence, the international

community engaged and intervened to bring both North and South Sudan into peace talks. The peace agreement was launched and effectively signed as a Comprehensive Peace Agreement January 2005 as was voted by 98% to conditionally liberate the South from the North. On July 9, 2011, South Sudan was officially granted its independence and became one of the 55 countries in the Africa region.

The country is divided into ten states, which correspond to three historical regions: Bahr el Ghaza; Equatoria; and Greater Upper Nile. The ten states are further subdivided into 86 counties. The political system is a multiparty democracy. Since its independence, the country has numerous issues to sustain its economic development and democratic governance at all levels. The provision of higher education is still under development as the current Minister of Ministry of General Education (MoGE), Dr. John Ghai, is working together with the President, His Excellency Salva Mayardit along with other neighboring countries to ensure that, “all the five public universities have enough quality trained teachers, provide scholarships and build adequate classrooms to increase learning for students” (Ministry of General Education and Instruction, 2012, p. 6).

The National Bureau of Statistics (NBS), formerly known as the Southern Sudan Centre for Census, Statistics and Evaluation (SSCCSE), is the official statistical agency of the Government of South Sudan. It is mandated to collect, analyse and disseminate all official economic, social and demographic statistics. According to NBS (2011) press release, “South Sudan oil exports contributed to higher Gross Domestic Product GDP per capita than in neighboring countries *GDP per capita of South Sudan in 2010 was SDG .3,564, equivalent to USD 1,546*” (p. 1). The government is still trying to find ways to help distribute resources and improve its economic infrastructure for development. These

resources are not being distributed equitably due to the ongoing conflict that continues disrupting economical and educational infrastructure in the country.

This is high compared with its East African neighbors (see table 1.1). The relatively high GDP per capita figures can largely be explained by oil production. Exports of oil amounted to 71% of the total GDP in 2010.

Table 1.1

GDP per capita of East African Countries in 2010, current USD

South Sudan	1,516
Ethiopia	350
Kenya	769
Rwanda	548
Tanzania	527
Uganda	503
Burundi	189

Source: South Sudan National Bureau of Statistics (NBS) (2011, p. 2)

In July 2014, the South Sudan Minister of Finance, Honorable Agrey Tisa Sabuni, proposed an annual budget for 2014 – 2015 during the parliamentary conference. During the conference, Hon. Sabuni briefed the parliament that this year’s budget will be smaller compared to last year’s budget because there is a significant drop in oil production due to the current crises. The war has affected the oil production in both united and Upper States. These states have the major oil production where we mostly rely.

The first budget proposal was issued to fund the government employees and three ministries including Ministry of Defense, Ministry of Education, and Ministry of Health. The budget expenditure proposal was determined based on the size and spending of the

ministry. 4.378 billion South Sudanese Pounds (SSP), equal to 39% of the overall budget spending, was issued to the government employees such as soldiers serving in the National Army and other organized forces; 3.13 billion SSP 35% of the budget was issued to the ministry of Defense; 622 million SSP 7% was issued to the Ministry of Education to pay teachers and provide support to public universities infrastructure; and 451 million SSP 5% budget was accounted for the Ministry of Health (Unknown Author, reported on South Sudan Tribute News Agency (2014).

Below is the chart showing the 2013 Budget Expenditure Proposal for the four ministries in South Sudan. The numbers in the pie chart below represent the percentage of the overall budget proposal that was given to each ministry to fund the government employees and three ministries including Ministry of Defense, Ministry of Education, and Ministry of Health.

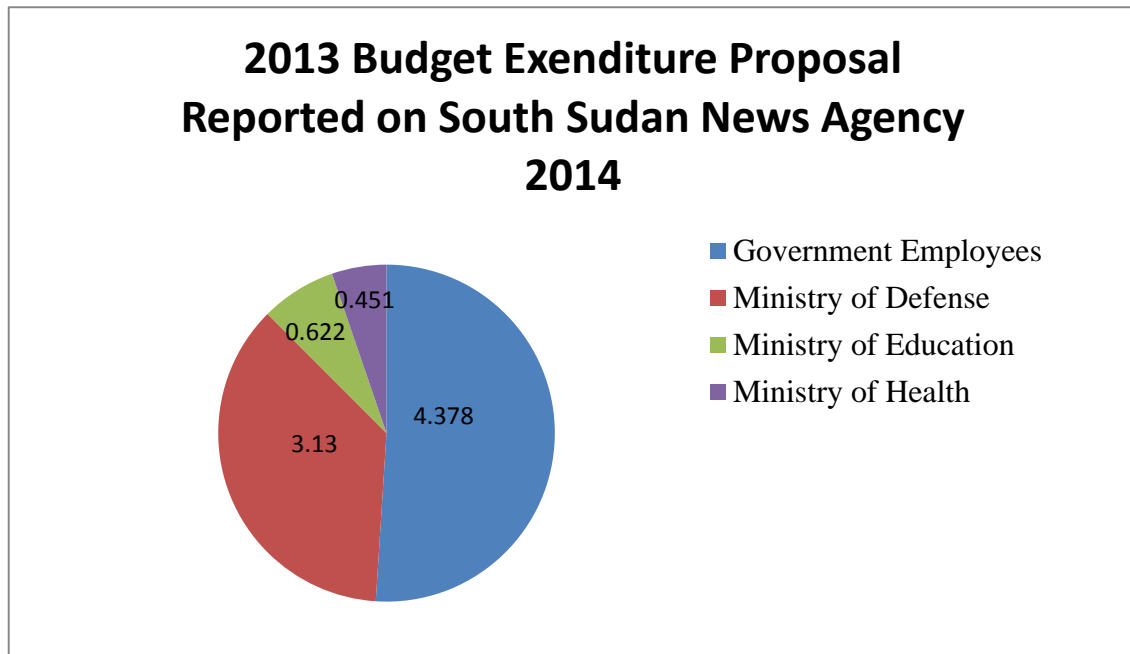


Figure 1.2. Budget Expenditure Proposal.

Current Model of Education

The current model of education in South Sudan is eight years of primary education, followed by four years of secondary education and then four years of university education, an 8-4-4 model (Abango, 2012, p. 6). In practice, many schools follow the curriculum of neighboring countries such as Ethiopia and Kenya with the results that some schools may offer six or seven grades of primary and three, four, or six grades of secondary school. The primary language for teaching instruction is done in English. The Republic of South Sudan just received its independence in 2011. The country is trying to adopt and ensure a better educational system from its neighboring country, in a matter of time the implementation of structuring the overall education will be in place.

John Bith Aliap, South Sudanese citizen and founder of South Sudan.Net, News Agency in Adelaide, South Australia raised a concern about the reconstruction and building education for the future of South Sudanese. He stated, “Free education for all should be adequate to create an infrastructure of people prepared to do necessary jobs in the Republic of South Sudan rather than hiring foreign workers from neighboring countries such as Uganda, Kenya and Ethiopia. Education has responsibilities not only for teaching literacy, numeracy and other important skills, but also for instilling sound and desirable civic and social values that may prepare the present generation of young South Sudanese to become productive future citizens that uphold human rights values and principles by respecting the rule of law and to be purely committed toward their national welfare” (Aliap, 2011, p. 2).

The Ministry of General Education and Instruction (MoGEI) made it clear to the public that they cherish education for all our people equally and aim to provide a lifelong education for all children and adults of South Sudan. “Education is intended to be relevant and based on the needs of the people to enable them to be responsible and productive citizens” (MoGEI, 2011, p. 6). The following levels of education are to be provided to help prepare and develop children for academic opportunity in either public or private education:

Early Childhood Education: Is a two year program that comprises pre-school, nursery and kindergarten, it serves as an introduction to the child to gain experience of education at the age of 3 to 5.

Primary Education: Is an eight year school program that is comprised of Lower Primary from 1 to 4 and Upper Primary from 5 to 8, it begins at the age of 6 going to 14.

Secondary Education: Is a four year school program.

Alternative Education: Is a non-numbered school system that consists of 7 programs including: 1) *Accelerated Learning*; 2) *Community Girls’ School*; 3) *Basic Adult Literacy*; 4) *Intensive English Course*; 5) *Interactive Radio Instruction*; 6) *Pastoralist Education* and 7) *Agro-forestry program* to help provide educational opportunities for those who have missed or dropout to finish their basic education.

Special Needs Education: Is a non-number program that helps provide learning opportunities to those who have special needs in any human deformity.

Higher Education: Is either a two or four year program that consists of 4 levels including: 1) College; 2) University; 3) Teacher Training Institute and 4) Vocational Program.

Currently illiteracy rates are high in the country. According to the United Nations International Children's Emergency Fund (UNICEF) it is estimated that more than eighty percent of the South Sudanese population cannot read or write. The challenges are particularly severe for female children. South Sudan has proportionately fewer girls going to school than any other country in the world. Less than one percent of girls complete primary education. Only one schoolchild in four is a girl and female illiteracy is the highest in the world. "With a 16% female literacy rate, South Sudan ranks lowest in the world. In 2005, the female: male enrollment rate in primary school was 35:100. Education is a priority for the South Sudanese and they should be keen on making efforts to improve the education system" (UNESCO, 2011, p. 2).

Higher Education in South Sudan

The development of higher education in South Sudan can be traced back to January 9, 2005 after the CPA was signed to grant South Sudan a referendum to obtain its independence. The two decades of conflict made education unobtainable for most people. Since the war erupted adults and children were displaced and have not had the opportunity to attend university or vocational training schools.

During the commencement of the South Sudan independence, the President, His Excellency Salva Kiir Mayardit, publicly announced that there are five public universities in the region which are operational to provide higher education for students including:

- *University of Juba in Juba founded in 1975 and fully relocated to South Sudan in 2011.*
- *University of Bahr El-Ghazal in Wau, established in 1991*
- *Upper Nile University in Malakal, created in 1991*
- *John Garang Memorial University in Bore Town, initiated in 2006*
- *Rumbek University in Rumbek, founded in 2010.*

The first 4 universities including; *University of Juba, University of Bahr El-Ghazal, Upper Nile University and John Garang Memorial University* were founded and incorporated into public universities before the independence of South Sudan. The remaining university was founded and incorporated into public universities after the independence of South Sudan. The four universities were established for the same reason based on the population living in the area as well as to respond to the educational needs to educate the citizens of South Sudan.

University of Juba is the largest and main campus located in the capital city Juba in the Republic of South Sudan. Due to the second longest civil war between the south and north from 1983 – 2005, the university was based in Khartoum the capital city of Sudan. After the independence of South Sudan in 2006, the government officially agreed to take charge and operate under their own educational system. It is under the administration of a Vice Chancellor. This university offers a full range of degree programs and higher education opportunities: Certificate, Diploma, Associate and Bachelor Degrees; and Postgraduate Courses in Masters and PhD programs. It also offers on-line and long distance learning programs in the postgraduate studies.

Currently, this university has 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. The university is headed by and under the administration of the Vice Chancellor. Students and teachers live in campus's housing. There are approximately 10,000-12,000 undergraduate and graduate students and an academic staff of 600-700.

University of Bahr El-Ghazal is located in Wau, South Sudan and was established in 1991. This is the second largest university about 650 Kilometers away from the capital city of Juba. It is under the administration of a Vice Chancellor. Currently, this University offers only undergraduate programs in Public Health, Economics and Social Studies, and Education and Veterinary Sciences. The students and teachers live on campus. Students at the university have the opportunity to participate in the Student Economics Forum (SEF) sharing and discussing topics related to the progress of the country economics. There are approximately 1000-2000 undergraduate students and 60 academic teachers.

Upper Nile University is located in Malakal, the second largest city in South Sudan. It was also founded in 1991. The university's main campus is located in the town of Malakal, Upper Nile State on the banks of the White Nile River. This location lies approximately 650 kilometers (400 mi), by road, north of Juba, the capital and largest city in that country. This university maintains the following Colleges including College of Agriculture, College of Animal Production, College of Education, College of Forestry,

and College of Medicine and Public Health. The Upper Nile University is an institute of research that offers only undergraduate degrees. There are about 800 students and 60 academic teachers.

John Garang Memorial University of Science and Technology is the newest university in the country and is located in Bor Town, Jonglei State on the banks of the White Nile River. This location lies approximately 185 kilometres (115 mi), by road, north of Juba, the capital and largest city in that country. There are approximately 1200 – 1500 students and 105 academic teachers. It was officially founded and incorporated as one of the top 5 public universities in the Republic of South Sudan in 2006, just shortly after the Comprehensive Peace Agreement was signed in 2005. The university maintained six faculties, with plans for new ones to be opened in the future. The following colleges are currently in operation including College of Agriculture, College of Environmental Sciences, College of Sciences and Technology, College of Management Sciences and College of Education.

It was purposely introduced to educate upcoming generations of citizens to honor and memorialize beloved national leader, Dr. John Garang De Mabior. For 22 years Dr. Garang supported Southern Sudan in the civil war against the Northern Government of Sudan. He served as Vice President of Sudan and the President of the South Sudan People's Liberation Army beginning July 9, 2005. He was hijacked and killed in a plane crash on July 30th, 2007. John Garang Memorial University offers programs at the undergraduate level including research and outreach in agricultural and natural resources. These departments are supported by the Norman Borlaug Institute for International Agriculture at Texas A&M University and Iowa State University. The work of these

partner universities is to improve applied agriculture and provide mentorship and fellowship opportunities by working collaboratively with faculty, technicians and students on project implementation. This partnership is only being provided to John Garang Memorial University because Dr. John Garang De Mabior is a Ph.D. graduate from Iowa State University.

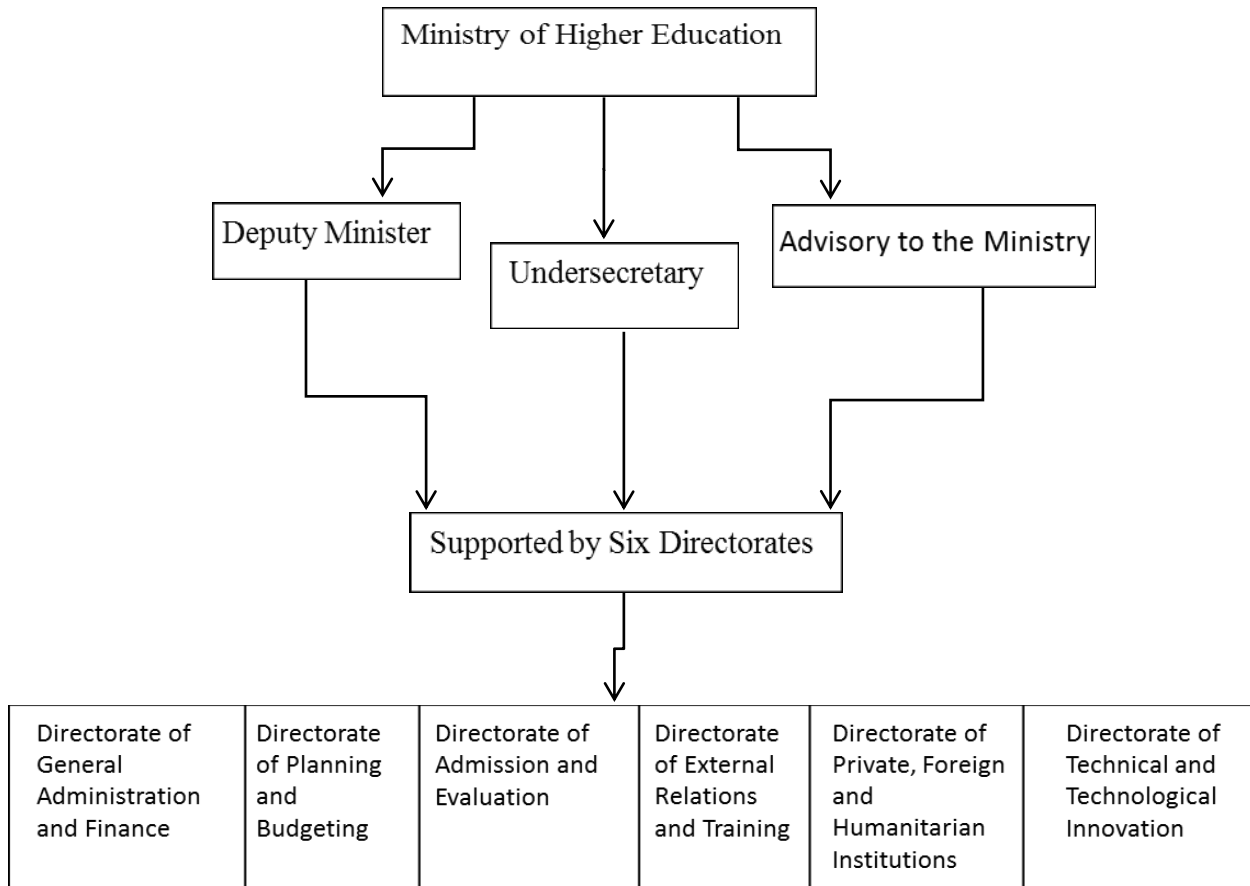
Rumbek University is located in Rumbek, Lake State and was founded in 2010. The university is temporarily housed on the property campus of Rumbek Secondary School. A permanent building is still under construction and will be moved once the construction is completed. It is about 377 Kilometers away from Juba city. It was established when the President of Sudan Omer Al-Bashir visited Rumbek and decided to offer a university in the town just after the independence of South Sudan. It is the smallest university with 500 students and 40 academic teachers. As of July 2011, the university has operated with only two Academic faculties including Education and Economics and Social Studies.

In an effort to improve student satisfaction at the universities quality of teaching is being implemented. Within the five public universities, Sawahel (2011), “the Ministry of Higher Education is working to establish research institutions and develop a high quality school, establish a Strategic Planning Council including a Higher Education Council to serve as a think-tank and focus on issues needing scientific research, set up the South Sudan Research Council (SSRC) to monitor research projects and activities of research, develop curricula to reflect the needs of society, building staff capacity, producing textbooks and resource materials, policy mainstreaming and institutionalization, and professional skills, facilitating distance learning and creating

Table 1. 2

Ministry of Higher Education Leadership Structure

RSS MoGEI Organogram (MOGEI, 2011, p. 6)



The Functions of Each Directorate

The function of each directorate in relation to provide support to the Ministry of Higher Education is explained below. These directorates are technical and professional units whose their work is to establish a legal policy framework for higher education institutions as well as are in charge of strengthening national tertiary institution by monitoring, evaluating and developing policy framework for quality education.

Directorate of General Administration and Finance

This Directorate supports the Ministry to ensure efficiency and effectiveness in service delivery to the people of South Sudan. It is responsible for the coordination of general administration, personnel management and locating of services, financial management, disbursement, accounting and internal audit, implementation of policies.

Directorate of Planning and Budgeting

This Directorate is responsible for promoting efficient and effective policy, develop strategic plan, coordinate budget, monitor, evaluate and report the implementation of the budget.

Directorate of Admission and Evaluation

This Directorate is responsible for enhancing equity in access; prioritize national goal in admission, oversee admission of private tertiary institutions, create awareness on procedures, evaluation certificate equivalence, custodian of students data and statistics, liaison with the curriculum and examination secretariats, standardization of foreign certificates, ensure affirmative action, evaluates foreign certificates and its equivalence.

Directorate of External Relations and Training

This Directorate is responsible for building human resource capacity for socio-economic development, supervise the implementation of scholarship; provision of infrastructure, education facilities and infrastructure; Update periodical data students, supervise study abroad students and foreign students studying in South Sudan; strengthen cultural relations; oversee exchange programs and distance education programs; liaison with partners and bilateral donors.

Directorate of Private, Foreign and Humanitarian Institutions

This Directorate is responsible for accreditations of private, foreign and philanthropic tertiary institutions and its programs, supervise management, including administration/finance, professional certification of graduates offered therein, provide information regarding recognition, identify areas of collaboration, and develop research policy.

Directorate of Technical and Technological Innovation

This Directorate is responsible for development of technology policies, addressing the needs for industrialization, supervise management of science-technological-base institutions and programs, establishment of institutions, develop programs and policies, oversee the management, enhance access mobilize finance and technical resources, identify areas of cooperation with line ministries, private sector, partners and bilateral donors and programs establishment Analysis.

Institutional Accreditation

The Ministry of Higher Education intends to regulate the expansion and improvement of tertiary institutions by establishing the National Council for Higher Education (NCHE). The NCHE is in charge of strengthening national tertiary institutions by monitoring, evaluating and developing policy framework. It is also responsible for reviewing the curriculum and programs to make it relevant to the needs of South Sudan as well as of the global market. The National Forum held on September 2010 agreed that the NHCE should be given more responsibility in making decisions in matters related to Higher Education (Prepared by Directorate of Planning & Budgeting, Ministry of Higher Education, Science & Technology – RSS, 2010, p. 3). The universities are issued

accreditation certifications by providing them with instructive guidelines to ensure every university either public or private attempts to adhere to the goal of providing basic education to all learners.

Summary

As specified above, this study highlighted the current conditions of higher education in South Sudan and developed means of implementing quality teaching standards in the curriculum of the public universities. The purpose was to consider the implementation of quality teaching practices and find ways university leaders, teachers, students and stakeholders would alter their thinking about many aspects of campus offerings, facilities, operations, services and academic programs. The structure of current system of higher education in South Sudan needs to be restructured to a modern system. For a school to be a model learning organization, all faculty members should be professional engage in providing quality education in the classroom.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study was to ensure that the quality of teaching to increase students' satisfaction and achievements in South Sudan higher institutions is provided. This study implements improvements to create a network of institutions capable of providing regular support to students' satisfaction. Many developed countries that have completed research showing how quality teaching leads to increasing student learning. Important components of quality teaching in higher education are highlighted below.

Defining Quality Teaching

Quality teaching has been an issue across the world. As there is no universal definition of quality teaching that has been approved by educators. In this sense some scholars regard quality teaching primarily as an outcome, process and others as an initiative.

Inglis (2005) describes Quality Teaching as a *process* of how one can identify and make sure quality teaching is effective by regularly comparing aspects of performance (functions or processes), identifying gaps in performance, seeking fresh approaches to bring about improvements in performance, following through with implementing improvements, and following up by monitoring progress and reviewing the benefits (p. 26). O'Reagan and Keegan (2000) carried out the same idea as they described four steps toward quality good practices as: 1) understanding in detail one's own processes; 2) analyzing the processes of others; 3) comparing your own performance with that of others analyzed; and 4) implementing the steps needed to close the performance gap (p. 5). Hénard and Roseveare (2012) define "quality teaching as an *outcome* that helps increase students' learning satisfaction. It involves several dimensions, including the

effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation , etc.), soliciting and using feedback, and effective assessment of learning outcomes” (p. 7). Skelton (2005) supported this idea by “stating that in any given culture, understandings of teaching excellence may change, but before trying to foster change, a higher education institution should first consider what it currently regards as teaching excellence and review how the institution works” (p. 14).

Henard & Leprince-Ringue (2009) defines “quality teaching as an *initiative* that aims to enhance teamwork between teachers, goal-setting and course plans. In order for student satisfaction to be enhanced, the focus of quality teaching initiatives should not always be on the teacher; it should encompass the whole institution and the learning environment” (p. 4). According to Harvey, Burrows and D. Green (1992) “improving teaching relevance means adapting the assessment of students accordingly. Almost all the initiatives set out by the institutions covered in the sample reflect their efforts to refine student assessment provide greater support to faculty and redefine program contents. The quality teaching policies or centers dedicated to quality teaching also embrace the students” assessment. Most of the initiatives taken in academic affairs consist of adapting programs to more vocational-content curricula, combining several disciplines, or promoting collaborative work by students and new pedagogical tools such as IT-based teaching” (p. 11). All these trends are shaking the traditional ways of assessing student progress.

Harvey and Green (1993) distinguish four definitions of quality that can help us to understand what Quality Teaching might be. “First, quality as “excellence”- the

traditional conception of quality- is the dominant one in many old elite higher education institutions. Second, quality can be defined as “value for money”- a quality institution in this view is one that satisfies the demands of public accountability. Third, quality may be seen as “fitness for purpose”- the purpose being that of the institution, for instance getting students to learn sciences efficiently. The last definition listed by Harvey & Green is that of quality as “transforming”. According to this definition, Quality Teaching is teaching that transforms students’ perceptions and the way they go about applying their knowledge to real world problems” (p.11).

Quality Teaching on Student Satisfaction

In order to improve student learning satisfaction, institutions still find it difficult to demonstrate the direct impact of quality teaching on student learning satisfaction. Prior research revealed that institutional commitments to quality teaching at top leadership level and at departmental level calls for leaders and staff to identify benchmarks, promote good practices and scale them up across departments, and think up effective support that meets teacher and student expectations. Skelton (2007) research summarized that the “concept of quality teaching is highly dependant on an institutional policy that reflects the will of the leaders and heads of departments to better understand the teaching process and the experiences initiated by teams or individual teachers. Their commitments will promote the quality teaching spirit and allow operational implementation to have ownership of their activities and therefore a high level of accountability. This framework allows the institution to monitor support, track teacher and student satisfaction, and study the impact on the learning process” (p. 38).

Green (1993) also supported this idea that being able to work together with the entire staff and the students is an advantage for the institutions. To get the staff involved in reflection or in any kind of debate is simply easier. In the various layers of authority, the decision-making process is straightforward and more inclusive, and feedback is more widely circulated. Green summarized that in order to “enrich the students' learning experience; all components of the education delivery process must function seamlessly. At the Open University of Catalonia (UOC), all quality teaching initiatives within the faculties, the directors of studies (deans) and directors and administrators of each program are in charge of monitoring the coherence of initiatives within their areas and designate one person responsible for quality in their teams” (p. 24).

Other research analyzed the role of the faculty members, students, the department, the central university and the state. Kuh (2009) research summarized that the “senior management must be committed to capturing all the dimensions that affect quality teaching. The participation of faculty deans is vital, as they are at the interface between institutions' decision-making bodies and teachers on the job. They encourage the cross-fertilization of strategic approaches, build and support communities of practice, and nurture innovation in everyday practice in the classroom. Encouraging bottom-up initiatives from the faculty members, setting them in a propitious learning and teaching environment, providing effective support and stimulating reflection on the role of teaching in the learning process all contribute to quality teaching” (p. 5).

The Impacts of Quality Teaching on Institutional Quality Culture

Research by Harvey and Stensaker (2007) revealed that quality culture must not be considered as a concept to be used for meeting challenges, but as a concept that helps

to identify challenges. Quality teaching might foster confidence in the institution among prospective teachers. Using an institution-wide learning strategy helps the institution to define an identity. It also helps to promote types of learning, rather than to provide a catalogue of courses that is very similar from one university to another. Harvey and Stensaker believe that at Tohoku Fukushi University, teaching is the vehicle that transmits values to students. Quality culture allows the university to focus on the quality of teaching through the shared philosophy of Buddhism, (p. 70).

The Evaluation of Quality Teaching

The evaluation helps teachers and leaders alike to understand the gains and progress to be made in order to benefit students' learning. Madu and Kuei, (1993) called for the use of student evaluations as a means to give feedback on the effectiveness of quality teaching on their teachers. Hau (1996) presented that quality teaching's goal is the continual improvement of the teaching level and the continual removal of learning defects. Many have understood that showing results is a communication tool that will ultimately have an impact on reputation" (pp. 77-94).

Chalmers (2007) research revealed that the performance evaluation currently used by higher education institutions is generally chosen because they are readily quantifiable and available. Part of the success of quality teaching support depends on acceptance by the teachers and the use of the instruments at their disposal in their teaching activities. Some institutions have implemented evaluation systems to monitor the policies and mechanisms that support the quality of teaching; often by setting a range of activity indicators (e.g. number of teachers attending training courses and the level of involvement are often measured)" (p. 67).

Ellet, McMullen, Culross, Loup, and Rugutt (1997), who conducted a research study at Louisiana State University on learning environments for quality teaching, found that, “Student self-reports of their learning and learning efficiency, was significantly related to their personal perceptions of the learning environment. The structure and effectiveness of learning environment is organized around some key principles to improve access for all students; incorporate equity and promoting cultural diversity, understand the requirements of the student; design, development, and implementation of programs for effective and active learning; create confident and committed staff with strong competencies; manage and maintain the technical infrastructure; evaluate for continuous improvement; provision of effective and efficient administrative services and support the needs of students” (p. 68).

Quality Teaching Initiatives in other Countries

In Europe Higher Education, transnational debates on the quality teaching in higher education (and therefore of teaching) also encourage institutions to implement mechanisms to raise the profile of quality teaching. European Association for Quality Teaching in Higher Education(ENQA) (2008) summary report indicates that at the Free University of Berlin, an evaluation tool for academic courses has been developed, which meets the criteria of the Bologna Process. The students are asked to rate the impact of each course on competences they gained, and these ratings (on aggregated level) will be used to evaluate each course. The students’ benefit from the course is judged more important than how much they liked the lecturer” (p. 32).

In Australia Higher Education, the case of the Australian-based project on Teaching Quality Indicators seems unique in the breadth of its scope and its operational

expectations for universities. The project-angle used by the universities of applied sciences of the sample tries to capture the teaching-learning process by a wide array of criteria. Bradley (2008) summarized the finding of his research that for Laurea University, transforming the teaching culture encompasses the institution's whole area of operation by developing educational process, quality control and competence management" (p. 11).

In the United States, the University of Arizona, the University Teaching Centre provides diverse programs and services to support instruction. Individual, departmental and university-wide programs and services are designed to offer professional development opportunities to faculty, department heads, teaching assistants and instructional support staff. Darling-Hammond (2000) reported that the Centre supports classroom learning environments, promotes learner-centered teaching, be accessible to the university community and always support the university's mission to be the nation's top learner-centered research university. The Centre collaborates with other instructional support and resource units on campus and reaches out to other universities and colleges to cultivate faculty development partnerships that foster a community of learners" (p. 21).

Involving University Staff for Effective Quality Teaching

Several institutions consider that involving the staff in the evaluation of quality teaching initiatives enables the faculty to understand the implementation of increasing students' learning satisfaction. Madu and Kuei et al (1993) reported that the effective collaboration requires appropriate platforms for discussion that involves the deans, human resources director, and director of curriculum, provost, full-time faculty and adjunct faculty" (p. 30-35).

Students Satisfaction

In this study, student satisfaction is defined as the student's fulfillment response. It is the individual overall subjective evaluation and experience of a product/service feature, the product/service itself and between what was received and what was expected from a specific service provider to date (Anderson & Sullivan, 1993; Anderson, Fornell & Rust, 1997). Students can be best attracted and retained through identifying their needs and expectations (Elliott & Shin, 2002).

According to Elliott and Shin et al (2002) Students, who received effective, meaningful academic advising, felt more satisfied. Further, Peterson, Wagner, and Lamb (2001) found that effective academic advising played a role in a student's positive perceptions of the institution. In academic institutions, satisfaction is defined as the extent to which students are satisfied with a number of college-related issues such as quality of instruction and Campus Support Services.

In this study, students' satisfaction is examined as a *dependent variable* being affected by two academic related factors including academic advising and campus support services. As a *dependent* variable, satisfaction is explained by a number of academic- related factors such as advising, quality of instruction, and class size (Corts et al., 2000; Elliott, et al., 2003; Peterson, et al., 2001). Several researchers have identified and empirically tested factors affecting or that are correlated with students' satisfaction. Since students' satisfaction has been conceptualized in a variety of ways by researchers, several factors have been examined that affect college students' satisfaction.

Academic Advising

The most crucial aspect of a student's learning satisfaction and engagement with an institution of higher learning is the relationship with his/her advisor. Academic advising should be a process in which faculty and staff interacts with students as they develop, allowing and helping them realize what decisions should be made and subsequent actions taken to achieve their educational and career goals. Pascarella and Terenzini et al (2005) purport that academic advising plays a role in students' decisions to persist and also affects their chances of graduating. Many students who depart prematurely from college often state a poor academic advising experience, and one of the main components of any retention program is an excellent advising program (Tuttle, 2000). It is important to remember that academic advising is much more than just scheduling courses and registering students for classes.

Hunter and White (2004) suggest, the only organized and structured attempts in which university faculty or staff have sustained interactions with students. When one considers the mentoring and counseling aspect of academic advising, it becomes obvious that helping students realize their purpose in higher education and why they are pursuing their current educational goals do not simply occur in one or two visits; hence, academic advising is a process that occurs over time with students building relationships with their advisors. Williams, Glenn, and Wider (2008) elaborate on the benefits of these types of relationships stating "This relationship can improve the student satisfaction processes and provides students with a sense of security. The relationship also provides a sense of connectedness where students feel that they belong to the school and that the school belongs to them" (p. 17).

Campus Support Services

A number of colleges and universities offer students a wide variety of services and resources intended to promote persistence by providing academic assistance (Pascarella & Terenzini et al., 2005). Both Miller (2005) and Seidman (2005) contend that if students are admitted to a college, then they should have expectations for that college to provide services that will help them succeed. It is important for institutions of higher learning to implement and maintain various academic resources that promote student success and increase student persistence because these resources are needed by a significant number of students who are not adequately prepared for the academic challenges they will face at the university.

Schools that truly desire to increase student persistence should implement and advocate the usage of “responsive, learner-centered support services, such as peer tutoring and special labs for writing and mathematics” (Kuh, 2005). Most of the academic support services are tutoring centers which offer academic assistance in a variety of areas, such as speaking, writing, and mathematics. Usually, students are able to schedule appointments with the centers, discuss the academic challenges they experience, and the staff at these centers are able to provide assistance to them.

Summary

In summary, a new country like South Sudan should start on the correct footing by striving to promote more efficient quality teaching to increase student satisfaction. The aim was to ensure that every student has access to receive quality education he/she desires regardless of age, special needs, and gender. In order to be most effective in sustaining positive student satisfaction and engagement in learning as well as increasing

academic performance, all the components in ensuring that students are schooled in an environment that allows them to focus on educational activities. These efforts should be consistent and continual throughout the academic year and throughout each student's educational career.

Theoretical and Conceptual Framework

There have been numerous empirical and conceptual research studies that support the impacts of quality to increase student learning satisfaction. Various theories and models have highlighted the importance of quality teaching in increasing student learning. Quality teaching is evident when students become able to demonstrate or explain how, why, and where their learnings are valuable to determine students' learning. Quality teaching assists in the development of students' skills and increasing their learning achievements. Among these are *Theory of Involvement*, *Walberg Productivity Model*, *Zandvliet Productivity Model of Education* and *Model of Conceptual for Quality Teaching on Student Learning Satisfaction*.

Theory of Involvement

According to Astin (1999) "Student involvement refers to the quantity and quality of the physical and psychological energy that students invest in the college experience. According to the theory, the greater the student's involvement in college, the greater will be the amount of student satisfaction and personal development. This model suggests that involvement takes many forms, such as absorption in academic work, participation in extracurricular activities, and interaction with faculty and other institutional personnel. Astin believes that measures of student satisfaction can also assist in identifying and implementing areas for development. Wiers-Jenssen, Stensaker, & Groggaard (2002),

assessing student satisfaction provides a way that universities can focus directly on issues of quality development in order to ensure that educational standards are high.

Walberg Productivity Model

The importance of quality teaching has been highlighted by Walberg (1981). In his model, Walberg has identified seven elements including student involvement, teacher support, student cohesiveness, task orientation, investigation, equity and cooperation in the classroom environment that affect the productivity of education and those seven elements work together to improve student achievement. According to Walberg, the relationship among the seven elements of a classroom learning environment influences the impact of quality teaching and production of student learning. These factors are very important and mutually interact and directly impact quality teaching on student learning. Based on these elements, Walberg believes that to enable effective quality teaching on student, learning should occur by involving seven elements and must be properly understood by a teacher.

Zandvliet Productivity Model of Education

Zandvliet (1999) has put forward a model as a result of a study conducted on high-tech learning environment. This model shows the relationship among student involvement, teacher support, student cohesiveness, task orientation, investigation, equity and cooperation in the classroom environment as it contributes to student learning achievements. This model also suggested that by manipulating the student learning aspect that influence the overall quality teaching in the classroom, we may be able to generally increase productivity in education.

Model of Conceptual for Quality Teaching on Student Satisfaction

Gardiner (1989) also suggests this model displays the relationship between the factors that influence students in technology for quality learning. This shows that a student is influenced by all aspects in the classroom learning environment. Rose (2000), suggested that teachers can establish a positive relationship with their students by communicating with them and properly providing feedback to them. Respect between teacher and student with both feeling enthusiastic when learning and teaching. Having established a positive relationship with students will encourage students to seek education and be enthusiastic about being in school.

Conceptual Framework

The graphic model below is a visual representation of the relationship between variables that are being used in the quantitative research approach. The purpose of this diagram is to provide a visual representation and understanding of theoretical constructs relationship between the dependent, independent and covariate variables to assess the impacts of quality teaching on student learning at the Public Universities in South Sudan.

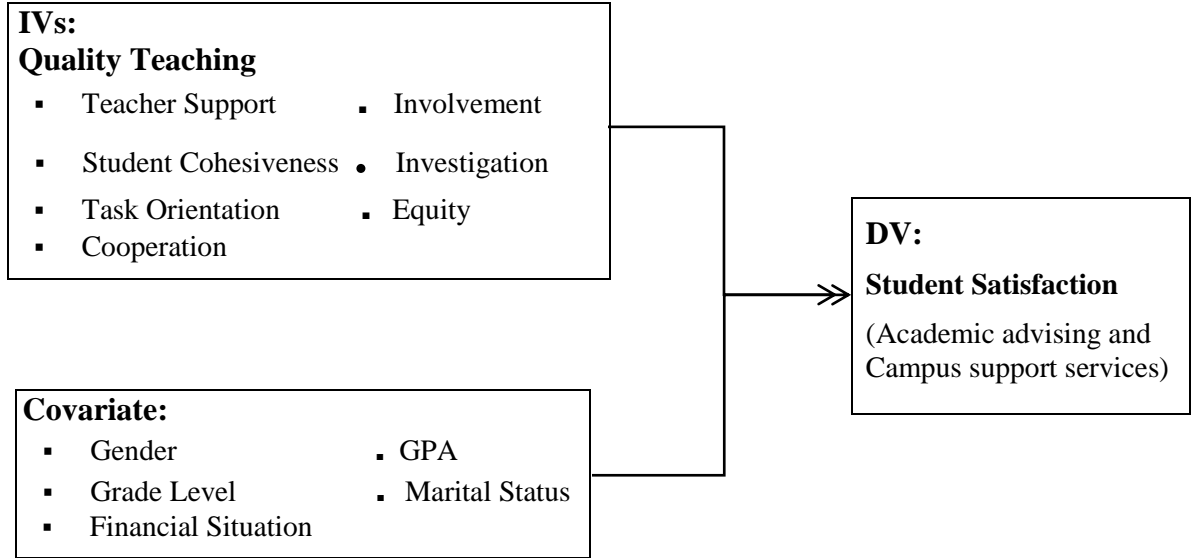


Figure 2.1. Conceptual Model

Walberg Educational Productivity Model on the Variables' Relationship

According to Walberg, the seven aspects interact with each other and need to be understood and manipulated by a teacher as much as possible to increase student achievement. These elements are very important and mutually affect substantially in terms of determining the quality teaching and production of effective learning on increasing student achievement as indicated below:

- Students sense belonging when they receive attention from the teacher and others and participate actively in class concerns.
- Students' survival needs are met when the school environment is kept safe and free from personal threat.

- Students sense power when the teacher asks them to participate in making decisions about topics to be studied and procedure for working in class or assign them responsibility for class duties.
- Students experience fun when they are able to work and talk with others, engage in interesting activities and share their accomplishments.
- Students sense freedom when the teacher allows them to make responsible choices concerning what they will study, how they will do so, and how they will demonstrate their accomplishments.

Gardiner Model for Improving Quality of Learning in the Classroom

According to Gardiner, quality of learning requires that attention be given to the “Personal learning Environment” (Ellet, McMullen, Loup, Culross and Rugutt et al., 1997) of students. Indeed, learning is enhanced for students in higher education settings that address students’ personal learning environment needs. Ellet, Loup, Culross, McMullen and Rugutt found that a good environment for learning is defined, among other characteristics, as follows:

- Students have knowledge of the goals of the class
- Students know what work must be done for the class
- Students perceive the teacher to be fair, the pace to be good
- Students participate in-class
- Students relate to other students
- Students can receive help from the teacher if needed

Hypothesis

This study was empathizing and focusing on the impact of delivering quality teaching, specifically by examining how students perceive their perspective classroom learning and satisfaction. Based on the recent research conducted, there is never a report made on how the universities are delivering quality teaching and how students perceive their learning magnitudes. The focus of quality teaching can be observed by evaluating and assessing the impact of quality teaching on student learning satisfaction in the classroom environment from the following hypothesis below:

H_{null}: 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.*

Summary

The aspects of good quality teaching that this study explored were also examples of “No Child Left Behind (NCLB) law proposed by the congress and was signed into law by President George W. Bush in 2002. The purpose of NCLB was to ensure that all the children in our society receive quality and affordable education. The main feature of NCLB was to require, “Greater accountability requirements by imposing adequate yearly progress standards for schools and local education agencies” (Takahashi, 2012). This research summarizes that it is crucially important for educational leaders and teachers to communicate their visions and how they improve the lives of students in our society. The educational reforms perspective of South Sudan should challenge schools to share

effective strategies on how they prepare their students to win the future. The university academic staff should put their visions to work by reshaping their visions to make sure their job performance demonstrates accountability and success to increase students' achievements.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter outlines the research methodology procedures that were used in the study including the research designs, procedures and participants' selection, criteria for selecting participants, IRB research permission and ethical considerations, overview of research instruments of data collection, discussions of the research steps to minimize threats to the reliability and validity study, description of variables being studied, timing period, discussion of research limitations, overview of the data collection method, statistical analysis used to collect quantitative data to answer the research question and the last section provides summary of this chapter.

Quantitative Research Design

This study examined the impacts of quality teaching on student learning satisfaction in higher education (Data being collected at the University of Juba), in the Republic of South Sudan (ROSS). The goal of using quantitative research approach for this study was 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 was employed to ask narrow and specific questions to collect data from students by answering questionnaires.

This research study used quantitative experimental researches to identify a sample population of 267 participants to address new approaches for quality teaching and practices in higher education. Three quantitative data analyses were employed including:

Analysis of Pearson correlation was conducted to test whether there was a relationship exists among the 9 variables in the study.

Independent t test was run to compare the Means, Std. deviation and levels of significant differences of student satisfaction (DV) across Covariate Variables. Student satisfaction was the main variable being tested against the students' demographic variables of: (1) Gender (*0= female and 1= male*); (2) Marital status (*1= unmarried and 2= married*); (3) GPA (*1= 2.0, 2= 3.0 and 3=4.0*); (4) Financial situation (*1= unemployed and 2= employed*) and (5) Grade level (*1= second year, 2= third year and 3= fourth year*).

Hierarchical regression analysis was run to examine the perspective of variables being studied pertaining to students' academic satisfaction. In order to answer the primary research question, details of Hierarchical regression analysis to predict levels of student satisfaction after controlling for the variables of interest in this study was provided to determine the predictive qualities of quality teaching (*teacher support, student cohesiveness, task Orientation, cooperation, involvement, investigation, and equity*) on student satisfaction after controlling for participants *gender, grade level, financial situation, academic performance and marital status*. Control variables are often demographics which are thought to make a difference in scores on the dependent variable. Predictors were the variables in whose effect our research question is really interested, but whose effect we want to separate out from the control variables.

Qualitative Research Design

The research question guiding this study was: "*Is there any impact of quality teaching on students' learning satisfaction in higher education in South Sudan?*" In

seeking to gain a better understanding, students answered open-ended questions in order to report experiences of quality teaching in their own words. Interviews were a qualitative research methodology used to get a better understanding of firsthand experiences (Creswell, 2009). Information obtained using a qualitative approach in this setting was useful to increase understanding of student's experiences of quality teaching at the public universities in South Sudan.

Data Collection

In this study, qualitative open-ended questions with students gave the researcher the ability to gain more depth in the details of the classroom instructions and programs available at the university (Creswell, 1998). This study contains two qualitative approaches: *Section 1: What Is Happening in This Class (WIHIC)* and *Section 2: Student Satisfaction Inventory (SSI)* open-ended questions' results, with findings categorized into themes that allow for detailed responses. The students were asked to summarize their stories in their own words. This was to ensure that the data received were framed in the language of the students' rather than the researcher. Students were given the capability to review the contents of their transcripts in an attempt to validate the data through "member checking" (Creswell, 2003). The opportunity to follow up with participants in the midst of the study also allowed the researcher the opportunity to better determine what factors go into the capacity to connect to students. Responses from the students were used to develop a report on the impact of quality teaching in higher education.

In the survey informed consent form, the participants were informed that there are open-ended questions provided at the end of survey to share individual stories. There are 3-4 questions provided at the end of each survey instrument:

- *Appendix F: Section I: Open Ended Questions.*
- *Appendix F: Section II: Open Ended Questions.*

These questions were asked to allow students a voice in sharing their own situation to help understand the perspective of the problem being studied. They were also used to help generate data necessary for a comprehensive understanding of a problem as well as improve the accuracy of quantitative data collection.

Data Analysis

In order to analyze qualitative data, the researcher chose to employ grounded theory approach outlined by Creswell (1998) for data analysis, which included identifying key words and phrases, organizing the information thematically, interpreting the meaning of phrases, and analyzing the meaning for what they revealed. Strauss and Corbin (1998) describe data analysis as a process of breaking down, organizing, and reassembling data to develop a different understanding of phenomena. Glaser originated the basic process of grounded theory method described as the constant comparative method where the analyst begins analysis with the first data collected and constantly compares indicators, concepts and categories as the theory emerges.

In using grounded theory, the collected data were examined closely with three different levels of data analyses. Creswell (1998) described the three-level process of data analysis in grounded theory as follows. Analysis begins with *open coding* – categorizing the information and examining properties and dimensions of the data. Next is the analysis of *axial coding* – which is aimed to make conceptual connections between a category and its subcategories. Then, concepts and sub-concepts are further defined by *selective coding* – identifying a story line and writing a story that integrates the categories in the axial

coding and presents the conditional proposition or hypotheses. The initial purpose of using coding in this study is to break down the responses in order to finalize the report and capture and reflect the relationship among related concepts identified during the data analyses.

Procedures and Participants' Considerations

Sample and Setting

The target populations in this study were students taking classes from a year prior to September through July of 2015 and they were recruited from the University of Juba, one of the five public universities in the Republic of South Sudan.

This university was selected as a sample representative because it has the largest populations across the regions. It offers a full range of degree programs including Certificate, Diploma, Associate and Bachelor Degrees; and Postgraduate Courses in Masters and PhD programs. It is the 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. It serves approximately 12 thousand students across the country. Its main campus is located in the capital city Juba in the Republic of South Sudan. It is at least the most established university of the five because it provides development of staff programme, recruitment of competent academic staff and implementing research studies for knowledge development to increase student learning. Other universities will be excluded based on their operations status and the fact that they are not operational due to limited funding resources.

This study used *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 was used to recruit 330 students for participation. The sample began by selecting 11 classes for sample representative of the colleges within the university. One class was 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 Peace and Development; 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 were randomly selected for sample representatives across the 11 colleges at the University. 30 students were selected as representatives from each class with the total of 330 students from the selected eleven colleges within the university. This was to ensure that half of the class participated in the study to collect sufficient information.

Criteria for Selecting Participants

Criteria for selecting the students for participation included: students needed to have completed their entire academic first year (freshman) through sophomore, at the University of Juba. This helped ensure that students being involved in the study were 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 were collected from a total of 330 students (30 students from each class of the 11 colleges) within the university. Participation for students who met the study criteria was voluntary.

IRB Research Permission and Ethical Considerations

The Institutional Review Board (IRB) research permission (*see Appendix D: IRB Research Letter of Approval*) was received from the Trident University International (TUI) IRB Committee chairperson. The purpose of acquiring the IRB permission was to ensure that the committee examines the initial research plans involving human subjects and provided individuals the opportunity to give informed consent and that they are not exposed to unreasonable risks as a consequence of their involvement in the study (Labaree, 2010). TUI IRB application form was submitted in order for the committee to determine whether the research met the criteria to proceed.

It was vitally important to exemplify that confidentiality for my participants were protected. Participants should ensure that they are genuinely happy to be involved in the research and their rights will be protected (Swain 2008). Confidentially for every participant in the study was assured throughout and no personal identifiable information was used, data were kept in a locked suitcase bag and was destroyed after a reasonable period of time. Students' consent form was prepared to clarify that the participants agreed to be involved in the study.

Participants

Participation was voluntary only to students who were selected and agreed to participate. Upon approval of the research proposal, the researcher traveled to South Sudan, Africa for data collection. Before traveling to South Sudan, a letter requesting a

site visit and arranging a fixed time to conduct survey questionnaires was sent to a Vice Chancellor Dr. Akec, at the University. In the letter, the researcher also asked if the Vice Chancellor could provide 11 faculty members to help supervise and hand out survey questionnaires to participants. The researcher invited and welcomed all the participants to take part in the study. He also explained in the letter details and information about the purpose of the study. Every participant was asked to read and sign a student consent form (*see Appendix E: University of Juba Student Consent for Survey*). In order to protect participants' privacy no one else was able to access or obtain student information. Participants' names were not displayed or used anywhere except for the purpose of this study.

The surveys and open ended questions took no longer than forty-five minutes. All the study data were conducted through questionnaire surveys, and open ended questions. The open ended questions were appropriate for this study as the purpose was to collect as much information pertaining to the participants' perspectives on the impact of quality teaching.

Out of 330 students selected to participate in the study, the researcher was able to distribute 300 questionnaires to ten Colleges 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 Peace and Development; College of Music and Arts; College of Management; and College of Education. The College of Law was unreachable. 300 questionnaires distributed, the research was able to collect 267 questionnaires. The College of Medicine and Natural Resources failed to return their questionnaire to the researcher.

Research Instruments

The data were collected using the students' survey instruments including *What is Happening in this Class* (WIHIC) and Student Satisfaction Inventory (SII) provided in (see *Appendix F: Survey Instruments*). Also, 3 to 4 open ended questions were provided at the end of each survey describing scenarios and asking for the opinions or experience of the participants. Using the two surveys simultaneously allowed students to reveal areas of agreement on how their university satisfied and addresses discrepancies for improvements. Further details and explanations are provided below:

Quality Teaching Data

To assess students' satisfaction for the quality teaching of their learning environment in the classroom, the *What Is Happening in This Class* WIHIC questionnaire developed by Fraser, Fisher and McRobbie (1996), consisted of 7 scales and 56 items was administered to all 267 students of participating classes within 8 the colleges of the University of Juba. The seven scales are Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation and Equity. The WIHIC instrument used a five-Point Likert-type response scale to identify those actions teachers and students take that promote the climate for learning in the classroom (see *Appendix F-Section 1: What Is Happening in This Class (WIHIC)*). The students were asked to provide their responses on a five-point Likert scale of: Never (1), Seldom (2), Sometimes (3), Often (4) and Always (5).

The descriptive statistics information provided in table 8 indicates the total number of valid responses (N=267) for WIHIC. No missing data - all the participants responded to every question. The WIHIC survey questionnaires were used in this study to

examine what was essential to student in determining quality teaching in the classroom to increase student learning at the University of Juba. The reliability of the WIHIC survey items was examined using Cronbach measure of internal consistency. A reliability analysis indicates the overall instrument ($n=7$ items), Cronbach's alpha preformed at a good level ($\alpha=.701$), no item was removed.

According to WIHIC descriptive statistics report analyses, the respondents' average mean scores were calculated by dividing the scale mean by the number of items in the scale. The 7 items of WIHIC with the highest mean score to the lowest include: task orientation with a mean of 4.3633 ($SD=.59902$); equity with a mean of 4.3446 ($SD=.65846$); student cohesiveness with a mean of 4.0941 ($SD=.48495$); cooperation with a mean of 3.9448 ($SD=.71528$); involvement with a mean of 3.7233 ($SD=.61528$); investigation with a mean of 3.5276 ($SD=.74046$) and teacher support with a mean of 2.9874 ($SD=.65771$), Table 3 shows scales complete with a brief description of each scale.

This report was statistically computed from the WIHIC students' responses on a five-point Likert scale of: Never (1), Seldom (2), Sometimes (3), Often (4) and Always (5). This was to identify actions teachers take that promote the climate for learning in the classroom to improve the quality learning at the university.

Table 3.1

WIHIC Scales Complete with a Brief Description of each Scale

<i>Scale</i>	<i>Descriptions of each scale</i>
1. Student Cohesiveness	This is the degree to which the student knows there is help and they are supportive of one another.
2. Teacher Support	Assesses to what extent a teacher helps, befriends, trusts and is interested in a student to support their learning.
3. Involvement	This is the degree to which students have attentive interest, participate in discussion, do additional work and enjoy the classroom activities.
4. Investigation	It is the degree to which there is emphasis on the skills and of inquiry and their use in problem solving and investigation.
5. Task Orientation	The degree to which it is important to complete activities planned and to stay on the subject matter.
6. Cooperation	It is the degree to which students cooperate rather than compete with one another on learning tasks.
7. Equity	It is the degree to which students are treated equally by the teacher.

Student Satisfaction Data

The *Student Satisfaction Inventory SII* developed by Noel-Levitz (2006), survey questionnaire was administered to measure students' satisfaction with their college experiences (*see Appendix F-Section II: Student Satisfaction Inventory (SSI)*). The SSI is a 15-item instrument that uses a 7-point Likert-type ranging from (1) not satisfied at all, (2) not very satisfied, (3) somewhat satisfied, (4) neutral, (5) somewhat satisfied, (6) satisfied

and (7) very satisfied. It consists of 2 wide varieties to examine student satisfaction at the university such as academic advising and campus support services to improving the quality of their lives and learning at the university.

The descriptive statistics information provided in table 4.1 indicates the total number of valid responses (N=267) for SSI. No missing data - all the participants responded to every question. The SSI survey questionnaires were used in this study to examine what was essential to student in determining quality teaching in the classroom to increase student learning at the University of Juba.

According to SSI descriptive statistics report analyses, the respondents' average mean scores were calculated by dividing the scale mean by the number of items in the scale. Based on the SSI mean scores from the highest to the lowest include: academic advising with a mean score of 5.3684 ($SD=1.09733$) and campus support services with a mean score of 3.7063 ($SD=1.45781$), Table 4.1 shows scales complete with a brief description of each scale.

This report was statistically computed from the SSI on a 7-point Likert-type ranging from (1) not satisfied at all, (2) not very satisfied, (3) somewhat satisfied, (4) neutral, (5) somewhat satisfied, (6) satisfied and (7) very satisfied. This was to identify actions teachers take that help to improve the quality of learning to increase student satisfaction at the university.

Table 3.2

SSI Scales with a Brief Description of each Scale

<i>Scale</i>	<i>Description of the scale</i>
1. Academic Advising	Assesses the comprehensiveness of the academic advising program. Academic advisors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as on their approachability.
2. Campus Support Services	Assesses the quality of support programs and services that students utilize in order to make their educational experiences more meaningful and productive. This scale covers areas such as tutoring, the adequacy of the library and computer labs, and the availability of academic and career services.

Reliability and Validity

The establishment of validity and reliability in this study was crucial to conduct quality teaching study that employed quantitative research approaches. Both reliability and validity were the instruments used to help decrease errors that arisen from measurement problems in the research study (Ivankova, 2002). Reliability refers to the degree to which a protocol consistently measures what it is supposed to measure, and validity refers to the degree to which a protocol accurately measures what it is attempting to measure (Gay, Mills, & Airasian, 2006). Reliability was used to check and ask participants to revise the questionnaire on more than one occasion. Some of the questions were asked in more than one way to assess internal consistency. Acceptability was used

to ensure internal consistency to determine reliability by asking participants how they found answering the questionnaire.

Validity was used to determine the strategies to check the accuracy of the findings. To validate the findings, member checking was used to determine the accuracy of the findings through taking the final report or specific descriptions or themes back to participants to determine accuracy (Creswell, 2009). It was also used to establish and ensure participants reviewed their transcripts for verification. Validity helped analyze data through a process of judging students' answers to the questions. Each participant was to agree with his or her transcript.

Tables 3.3 below present the variables and their levels of measurements including the variables types and the sources of data collection for analyses.

Table 3.3

Variables and Their Levels of Measurement

Variable	Data Type	Score Category/Range	Source of the Data (Item # of the Survey)
• Gender	Nominal- dichotomous	Female =0 Male =1	Appendix F:Section 1
• Marital Status	Nominal- dichotomous	1. Unmarried 2. Married	Appendix F:Section 1
• GPA (academic performance)	Interval	(Scale 0.0-4.0)	Appendix F: Section 1
• Financial Situation	Nominal	1. Unemployed 2. Employed	Appendix F: Section 1

• Grade Level	Ordinal	1. Second year 2. Third year 3. Fourth year	Appendix F: Section 1
• Quality Teaching Independent Variable	Continuous	Likert Scale 1 (never)-5(always) Student cohesiveness (items 1-8) Teacher support (9-16) Involvement (17-24) Investigation (25-32) Task Orientation (33-40) Cooperation (41-48) Equity (49-56)	Appendix F: Section 1: WIHIC – Item # 1- 56
• Student Satisfaction Dependent Variable	Continuous	Likert Scale 1(negative)-7(positive) Academic advising (items 1-8) Campus support services (10-15)	Appendix F- Section 2: Item # 1-15

Variables

This study used three types of variables including *independent variables* as the variable that is varied or manipulated by the researcher; *dependent variable* is referred to the status of the outcome in which the research is interested and *Covariate Variables* possibly predict the outcome of the study. As this study used hierarchical regression to report the finding it was important to include the covariate variables in order to obtain the

accuracy of using difference of variables in the study. As follows, a set of categorizing measures of these variables' types is described in detail.

Independent Variable

This study proposed quality teaching variable which can be operationized into seven different ways (*see table 3 above for a full description of each dimension*) to enhance student learning and achievements.

Quality Teaching. Quality teaching was assessed as an independent variable (continuous) for the empirical analysis of this research. It was conceptualized in this study as the totality of increasing every student accomplishment, teacher design structures of teaching, understanding for learning and development. In order to implement and ensure the practice of quality teaching on student learning, university should recognize the role of teachers in supporting student learning, design a student growth learning center and ensure research-based instructional and assessment strategies that motivate, engage and maximize the learning of all students.

Quality teaching involves students and teacher. Students come to attain learning, while a teacher comes to deliver learning to students. Fraser et al (1998) defines quality teaching in terms of the extent to which teachers engage his/her students in active learning as well as connecting their prior knowledge to promote self-sufficiency to interaction and make choice for their own learning. Both students and teacher should feel safe and respect for one another and make learning attractive and functional. It contains seven subscales that identify those actions teachers and students take that promote the climate for learning in the classroom. The quality teaching was operationalized to

promote interactions between the teacher and students and how the teacher expresses concern and care for his/her students for quality learning.

Dependent Variable

This study projected student learning as the variable for dependent variable (continuous). It is described in detail as followed:

Student Satisfaction: was used a dependent variable (continuous). It directly describes what a student is expected to study as a result of participating in academic activities or experiences at the university. It describes what students will be able to know, do or value as a result of their educational experience. It was conceptualized in this study as the totality of increasing every student achievement in areas that include academic advising and campus support services (*see Table 3.2 above for a full description of the deminsions*) to improve the quality of their lives and learning at the university. In order to implement and ensure the practice of quality teaching on student learning, university should recognize the role of ensuring research-based instructional and assessment strategies that motivate, engage and maximize the learning of all students.

In this study, student satisfaction was operationalized in terms of the extent to which academic advisors/faculty members engage their students in active learning as well as assessing the quality of the university support programs to increase their learning achievements.

Covariates

This study included Covariate Variables such as *gender, grade level, financial situation, marital status and GPA (academic performance)*. The covariate variables were

used as complementary to explain a statistical true relationship between independent and dependable variables.

Financial situation: *Financial situation* is a nominal (unemployed=1 and employed=0). It was used in this study to determine its impact on student learning satisfaction at the university. The financial living condition of students at the university was undetermined and varied because there were those employed and unemployed studying at the university. The university offered no scholarships to pay students' tuitions. The government pays half of the tuition while students are expected to pay for the other half. This study assessed the level of students' learning satisfaction based on their financial situation at the university.

Marital Status: *Marital Status* is nominal (unmarried=1 and married=0): It was used in this study to determine its impact on student learning satisfaction. This research assessed whether the marital status causes a different view to report on their levels of satisfaction at the university.

Gender: *Gender* is nominal (male=1 and female=0) and the subsequent *GPA* (academic performance) is an interval (Scale 0.0-4.0) for each are covariate variables. They were used to measure student academic achievement at an educational institution. Male and female students were likely to report varying levels of satisfaction with the quality of teaching, academic advising and student support services at the university. This study assessed the level of student satisfaction based on gender along with their academic performance at the university.

As characterized in table 7, a total of 267 students participated in the study to examine the impact of quality teaching at the University of Juba, one of the five public

universities in the capital city of Juba in the winter of 2015. The demographical sample of (n=267) participants comprised by gender; where males covered the majority sample of 95.1% (n=254) and only 4.9% of the sample were female (n=13). In terms of grade level, a sample of (n=265) students indicated their grade levels: 82.4% of students were in 2nd year (n=220); 12.4% were in 3rd year (n=33); and 4.5% were in 4th year (n=12). In terms of GPA (academic performance), a sample of (n=267) students participated in the study: 63.7% indicated to have 2.0 GPA (n=170); 28.1% have 3.0 GPA (n=75); and 8.2% participants shown to have 4.0 GPA (N=22). Based on demographical marital status, a sample of (n=267) include: 95.5% participants were unmarried (n=255), 4.5% were married (n=12). In terms of financial situation, a sample of (n=265) include: 87.3% participants indicated they were unemployed (n=233) and 12% indicated that they were employed (n=32). Missing data excluded in the report.

Data Entry into SPSS

The variables of covariate (gender, grade level, financial situation, marital status and GPA (academic performance)), independent variables (student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity), and dependable variables (academic advising and campus support services) were entered into the Statistical Package for Social Science (SPSS) Graduate Pack 21.0 Statistics Data Editor on Variable View.

The data collected from 267 students were entered into the Statistics Data Editor by opening (SPSS) sheet. Analysis of the data began by calculating the means of the seven categories (student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity) of quality teaching and two categories (academic

advising and campus support services) of student satisfaction. The mean of each category was calculated by adding the sum of scores on a 5 scale from each of the 8 items divided by the number of 7 categories. The same thing was also done to find the mean scores of two categories (academic advising and campus support services) of student satisfaction by adding the sum of scores on a 7 scale from 8 items of academic advising and also adding scores on a 7 scale from 7 items of campus support services divided by the number of 2 categories.

Mean Scores Calculations

Lastly, the mean score of quality teaching was calculated by adding the sums of the mean scores of the seven categories divided by 7. Likewise, the student satisfaction mean score was calculated by adding the mean scores of two categories divided by 2. This entry was performed by using SPSS sheet and analyzed by transforming, compute variable target variable (type variable name in the space provided) and finally, went to numeric expression (by selecting and copying all the variable types and labels, and then pasting them in the box) to calculate the mean score of a certain variable.

Analysis of the Data

This section outlines the statistical analysis of data and answers the research hypothesis. The goal was 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 at the University of Juba in the ROSS. The data was collected using the students' survey instruments including WIHIC and SII provided in (see *Appendix F: Survey Instruments*). Also, 3 to 4 open ended questions were provided at the end of each survey describing scenarios and asking for the opinions or experience of the participants.

Using the two surveys simultaneously allowed students to reveal areas of agreement on how their university satisfied and addressed discrepancies for improvements.

Descriptive Statistics

The data was gathered from 267 students for sample representatives from a cross-section of 8 colleges within the University of Juba in South Sudan. The descriptive statistic was used to help summarize the mean, standard deviation, and number of observation for each of the variables used in this study. The categorical variables including *gender, grade level, financial situation, marital status and GPA* used frequency to report the number of participants and percentage. The frequency procedure works better to report categorical data and produce tables of counts for each participant.

The continuous variables used scale level of WICHIC and SSI to report the mean and standard deviation. Mean score is the sum of scores divided by the number of scores. Standard deviation measures the dispersion of the score around the mean. The item average mean and average standard deviation were calculated for each of the scales of the WICHIC and SSI questionnaire to determine the impact of quality teaching on student satisfaction.

Table 3.4

Statistical Analysis/Variables for Testing Hypothesis

Hypotheses	IV	DV	Statistical Method
<ul style="list-style-type: none"> H_{null}: 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>Level 1: Covariates Gender, Grade level, Financial situation, GPA and Marital status</p> <p>Level 2: Teacher support, Student cohesiveness, Task orientation, Cooperation, Involvement, Investigation, and Equity</p>	<p><i>Student Satisfaction</i></p>	<p>1. Pearson Correlation (test interrelationships <i>p</i> among variables)</p> <p>2. Independent t test (test and compare means of dependent variables across all variables being studied)</p> <p>3. Hierarchical Regression (test hypothesis)</p>

This study used Pearson correlation, independent t test, and hierarchical regression to report data analysis. These three analyses are described in details below.

Pearson Correlation analysis

This study used Pearson correlation analysis to determine whether variables being studied are interrelated to each other. The value of correlation coefficient is always between -1 and +1. The +1 indicates that two variables are perfectly related in positive senses, whereas -1 shows that two variables are related negatively related. Meanwhile, 0 indicates there is no relationship between the two variables. This type of analysis was employed to measure the relationship among categorical variables including (gender, GPA, marital status, financial situation and grade level), and continuous variables such as (student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity), and (academic advising and campus support services) variables to determine if relationships exist to impact quality teaching on student satisfaction at the University of Juba in the Republic of South Sudan.

Independent t test analysis

Independent t test was run to examine and compare the means of student satisfaction: (academic advising and campus support services) across or among the specified values of covariate including: gender, GPA, marital status, financial situation and grade level.

Hierarchical regression analysis

Hierarchical regression analysis was employed to address the research question and evaluate if there was 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. It was important to use hierarchical regression in this study to see whether the dependent variables included have effect on the independent variables as to evaluate the impact of quality teaching on student satisfaction at the university.

Timing Period

During the Winter Quarter 2015, the researcher requested a Leave of Absence to travel to South Sudan, Africa for six weeks data collection. The researcher took off on February 17, 2015 for Africa and first landed in Nairobi. A week and half later, researcher then left Nairobi and arrived in Juba, South Sudan on February 28. The collection of data took three weeks to complete. The second week of his arrival in Juba, South Sudan, he contacted the University of Juba, Deputy Vice Chancellor Dr. Riak to make arrangements and also located the 11 head of departments or colleges to help him hand out surveys. During the third week, the researcher distributed survey questionnaires to the colleges' departments.

Early during the fourth week, the WIHIC, SSI survey questionnaires and qualitative open-ended questions investigations was carried out to collect data for the study from the students. The interview session took between 55 minutes. In the midst of the third week, the researcher collected surveys.

Toward the end of week four, the researcher established credibility by member checking and sending participants their transcripts for review and verifications. Participants were given second chances to correct or keep their answers for final verification. During the sixth week the researcher flew back to Nairobi preparing for his

trip to return to the United States on March 31st, 2015. The research took Spring Quarter 2015 off and then during the Summer Quarter 2015, he enrolled and started to conduct data analysis.

Summary

This methodological chapter three described procedures used in the study including the research design and hypothesis, description of the procedures and participants' selection in the study were provided. Criteria for selecting participants was discussed, IRB research permission and ethical considerations, and overview of specific research instruments for data collection were discussed. Discussions of the research steps to minimize threats to the reliability and validity study were included in this study. Description of variables being studied was discussed. Timing period for the data collection was provided. Discussion of research limitations was discussed. Overview of the data collection methodology was included and statistical analysis used to collect quantitative data to answer the research question if there was no significant impact of quality teaching; which was 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. This research also asked open ended questions to draw a comparative conclusion about the study instead of relying on survey.

CHAPTER FOUR: RESEARCH RESULTS

The research results' presentations in this chapter four are organized into three sections: (1) *Descriptive statistic data* is presented in the tables for demographic and independent variables; (2) *Presentation of the data analyses addressing the null hypothesis includes: Pearson correlation, Independent t test and hierarchical regression;* and (3) *WIHIC and SSI Open-ended questions' discussions.*

In order to investigate the impact of quality teaching on student satisfaction across gender, grade level, financial situation, marital status, and GPA in the classroom learning environment; a Pearson correlation, independent t test, and hierarchical regression were conducted. The set of independent variables consisted of seven learning scales assessed by the WIHIC. Also, other several background variables such as the three-level grade-level variable (Second, Third year and Fourth year), the two-level gender variables (female and male), a two-level marital status (Unmarried and Married), the two-level financial situation (Unemployed and Employed) and three-level GPA (academic performance Scale 2.0, 3.0 and 4.0) were included in the study to investigate different factors that might impact quality teaching on student satisfaction. The set of dependent variables consisted of student satisfaction (academic advising and campus support services).

Descriptive Statistics Analysis

The data collected from participants was analyzed using the Statistical Package for Social Science (SPSS) Graduate Pack 21.0 Student Software. The data analysis began by processing descriptive statistics including frequency, mean and standard deviation and employing correlation and hierarchical regression analysis of the study using the SPSS

Software. Analysis of the survey data supplied by WIHIC and SSI was done to identify the major findings for the impact of quality teaching on student satisfaction at the University of Juba. Given the depth of the data and variety of reports provided, a broad approach was taken to examine the quantitative findings.

Below in table 4.1 is the summary information for the frequency distributions review of 267 samples that participated and returned their questionnaires.

Table 4.1

Frequency Distribution Demographic Participatory Information

Variables	N	%
Gender		
Female	13	4.9
Male	254	95.1
Grade Level		
2 nd year	220	82.4
3 rd year	33	12.4
4th year	12	4.5
GPA (Academic Performance)		
2.0	170	63.7
3.0	75	28.1
4.0	22	8.2
Marital Status		
Unmarried	255	95.5
Married	12	4.5
Financial Situation		
Unemployed	233	87.3
Employed	32	12.0

Note: As shown in the table breakdown above, the sample descriptive of participants (n=267), N: represents the number of students or participants and %= represents the percentage of students participated in the study.

Frequency Demographic Finding

As characterized in table 4.1, a total of 267 students participated in the study to examine the impact of quality teaching at the University of Juba, one of the five public universities in the capital city of Juba in the winter of 2015. The demographical sample of (n=267) participants comprised by gender; where males covered the majority sample of 95.1% (n=254) and only 4.9% of the sample were female (n=13). In terms of grade level, a sample of (n=265) students indicated their grade levels: 82.4% of students were in 2nd year (n=220); 12.4% were in 3rd year (n=33); and 4.5% were in 4th year (n=12). In terms of GPA (academic performance), a sample of (n=267) students participated in the study: 63.7% indicated to have 2.0 GPA (n=170); 28.1% have 3.0 GPA (n=75); and 8.2% participants shown to have 4.0 GPA (N=22). Based on demographical marital status, a sample of (n=267) include: 95.5% participants were unmarried (n=255), 4.5% were married (n=12). In terms of financial situation, a sample of (n=265) include: 87.3% participants indicated they were unemployed (n=233) and 12% indicated that they were employed (n=32). Missing data excluded in the report.

Demographic Findings Overview

The demographical descriptive statistics provided in Pie Chart below indicate that a large percentage of the sample attending the university was males at the time of research completion. This translates that there were fewer females than males attending the university.

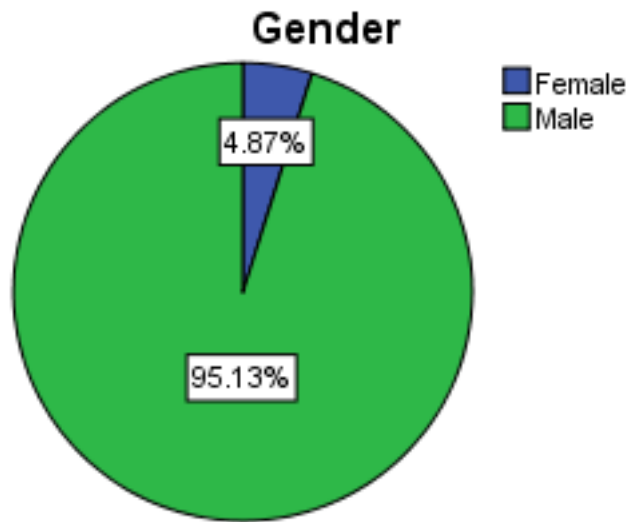


Figure 4.1: Gender Demographic

In terms of grade level reports, it is showing that majority of students in 2nd year have the highest percentage, followed by 3rd year, while students in 4th year have a low percentage.

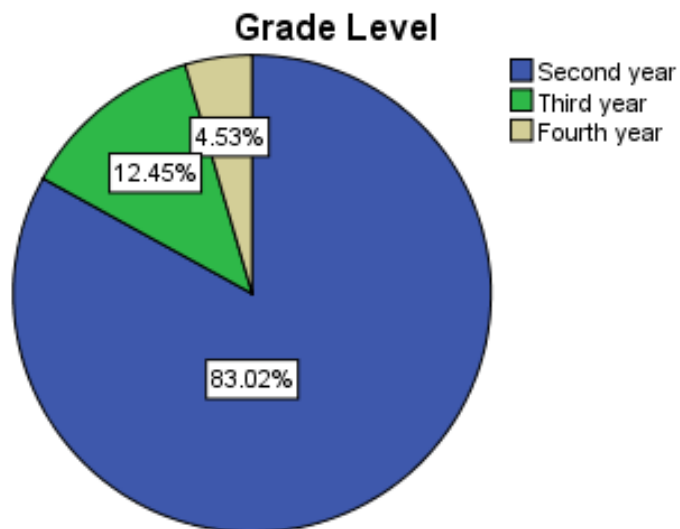


Figure 4.2: Grade Level Demographic

Based on the students GPA reports, it is showing that majority of students with GPA of 2.0 have the highest percentage, followed by 3.0, while students with GPA 4.0 have a low percentage.

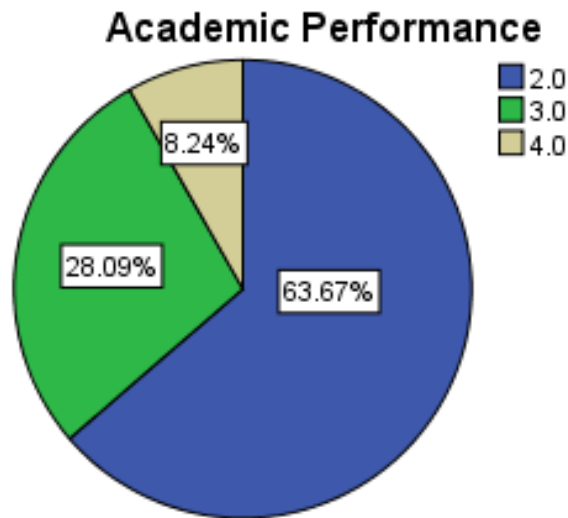


Figure 4.3: Academic Performance Demographic

According to the marital status, it indicates that majority of students attending the university were unmarried at the time of research completion. This means that there was a lower number of students married and attending the university.

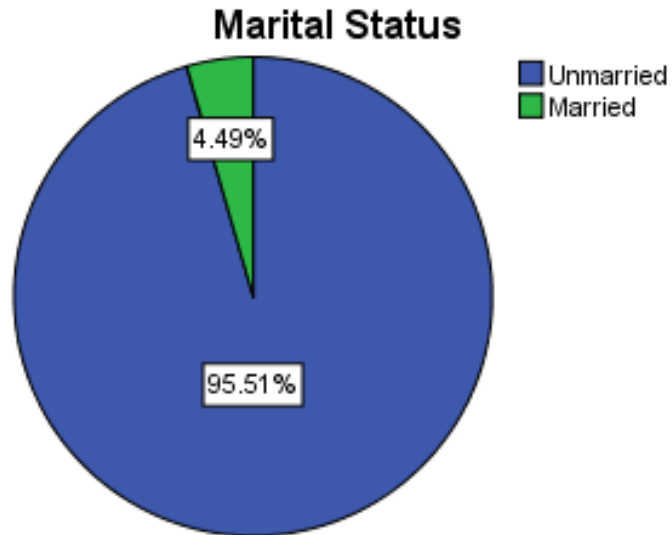


Figure 4.4: Marital Status Demographic

The financial situation of participants in the study indicated that majority of students attending the university were unemployed. This indicates that there were a lower number of students employed while attending the university.

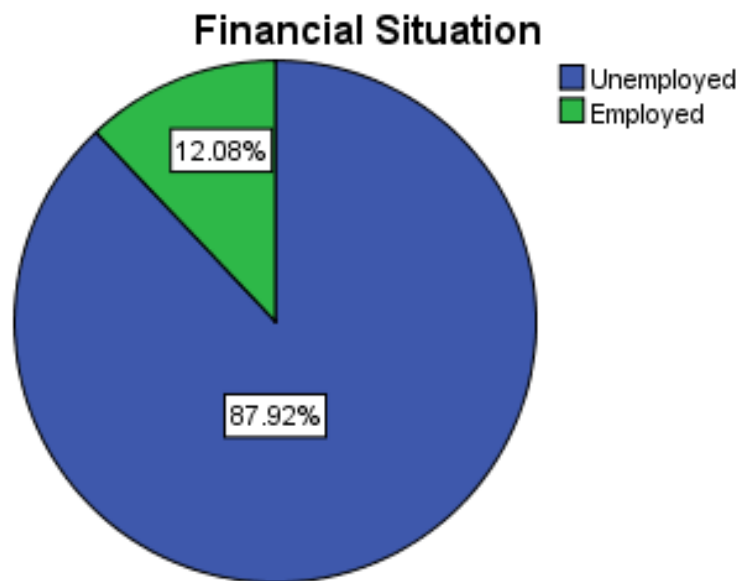


Figure 4.5: Financial Situation Demographic

Descriptive Statistics of WIHIC and SSI

The analysis shown in table 4.2 below describes the descriptive information about the WIHIC and SSI questionnaire. These include mean, standard deviation, and number of participants in the study.

A mean score of each 7 items WIHIC was obtained by dividing the total of all the scores on each item by the number of individual cases involved; whereas a mean score of each two items SSI was calculated by summing respondents' rating and divided by the number of respondents.

Standard deviations were calculated to show variability in the responses. This means that the larger the standard deviation, the greater the variability or the smaller the standard deviation the less variability in the responses.

Table 4.2

WIHIC and SSI Descriptive Statistics

<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
1. Quality Teaching	267	3.8550	.38494
Teacher Support		2.9874	.65771
Student cohesiveness		4.0941	.48495
Task orientation		4.3633	.59902
Cooperation		3.9448	.71528
Involvement		3.7233	.61528
Investigation		3.5276	.74046
Equity		4.3446	.65846
2. Student Satisfaction		4.5586	.88822
Academic Advising		5.5131	1.14326
Campus Support	267	3.6041	1.14885
Services			

Note: N=number of respondents, M= mean and SD= standard deviation.

WIHIC and SSI Descriptive Statistics Finding

The descriptive statistics information provided in table 4.2 above indicates the total number of valid responses (N=267) for WIHIC and SSI. No missing data - all the participants responded to every question. The two surveys were used in this study to examine what was essential to student in determining quality teaching in the classroom to increase student learning at the University of Juba. As provided in the first section,

quality teaching shows to have a mean of 3.8550 ($SD=.38494$). Quality teaching was the main variable being examined by the 7 items of WIHIC. The 7 items of WIHIC (quality teaching) were found to have means and SD including: teacher support was found to have a mean of 2.9874 ($SD=.65771$); student cohesiveness has a mean of 4.0941 ($SD=.48495$); task orientation has a mean of 4.3633 ($SD=.59902$); cooperation has a mean of 3.9448 ($SD=.71528$); involvement has a mean of 3.7233 ($SD=.61528$); investigation has a mean of 3.5276 ($SD=.74046$); and equity has a mean of 4.3446 ($SD=.65846$).

The second section provides SSI to have a mean of 4.5586 ($SD=.88822$). Student satisfaction was examined by the two items of SSI including: academic advising was found to have a mean of 5.5131 ($SD=1.14326$) and campus support services has a mean of 3.6041 ($SD=1.14885$). A total of 267 respondents answered the WIHIC and SSI questionnaire.

Descriptive Statistics of WIHIC and SSI Findings Overview

According to WIHIC descriptive statistics report analyses shown in table 8 above, the respondents' average mean scores were calculated by dividing the scale mean by the number of items in the scale. The 7 items of WIHIC with the highest mean score to the lowest include: task orientation with a mean of 4.3633 ($SD=.59902$); equity with a mean of 4.3446 ($SD=.65846$); student cohesiveness with a mean of 4.0941 ($SD=.48495$); cooperation with a mean of 3.9448 ($SD=.71528$); involvement with a mean of 3.7233 ($SD=.61528$); investigation with a mean of 3.5276 ($SD=.74046$) and teacher support with a mean of 2.9874 ($SD=.65771$). This report was statistically computed from the WIHIC students' responses on a five-point Likert scale of: Never (1), Seldom (2), Sometimes (3),

Often (4) and Always (5). This was to identify actions teachers take that promote the climate for learning in the classroom to improve the quality learning at the university.

Based on the SSI mean scores from the highest to the lowest include: academic advising with a mean score of 5.3684 ($SD=1.09733$) and campus support services with a mean score of 3.7063 ($SD=1.45781$). This report was statistically computed from the SSI on a 7-point Likert-type ranging from (1) not satisfied at all, (2) not very satisfied, (3) somewhat satisfied, (4) neutral, (5) somewhat satisfied, (6) satisfied and (7) very satisfied. This was to identify actions teachers take that help to improve the quality of learning to increase student satisfaction at the university.

Pearson Correlation Statistics

The table 4.3 below indicates statistical correlations among 9 variables in the study. Pearson correlation was run to test whether there was a relationship exists among variables. Based on the table, very significant Pearson correlations appear between/among nine variables as described in the table. (1) *Student Cohesiveness* appears to be related with 7 variables including (Teacher Support, Involvement, Task Orientation, Investigation, Cooperation, Equity and Campus Support Services); (2) *Teacher Support* appears to be related with 5 variables including (Involvement, Task Orientation, Investigation, Equity and Academic Advising); (3) *Involvement* appears to be related with two variables including (Student Cohesiveness and Teacher Support); (4) *Task Orientation* appears to be related with 3 variables including (Student Cohesiveness, Teacher Support and Involvement); (5) *Investigation* appears to be related with four variables including (Student Cohesiveness, Teacher Support, Involvement and Task Orientation); (6) *Cooperation* appears to be related with four variables including (Student

Cohesiveness, Involvement, Investigation and Task Orientation); (7) *Equity* appears to be related with four variables including (Student Cohesiveness, Teacher Support, Involvement and Task Orientation); (8) *Academic Advising* appears to be related with three variables including (Teacher Support, Cooperation and Equity); and (9) *Campus Support Services* appears to be related with three variables including (Student Cohesiveness, Involvement and Cooperation). All the correlations for each are listed in the table below.

Table 4.3

Correlation Statistics (N = 267) report for all variables in the study

<i>Variables</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
1. Student Coh	–						
2. Teacher Support	.264**	–					
3. Involvement	.580**	.438**	–				
4. Task Orientation	.248**	.206**	.177**	–			
5. Investigation	.281**	.184**	.430**	.276**	–		
6. Cooperation	.301**	.099	.381**	.297**	.374**	–	
7. Equity	.249**	.280**	-.265**	.229**	-.014	-.034	–
8. Academic Advi	.067	.263**	.039	.094	-.073	-.129*	.488**
9. Campus Sup Serv	-.159**	-.037	-.195**	-.026	-.062	-.149*	.005

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

Independent t test Statistics

Based on this study, the Independent t test was run in order to compare the Means, Std. deviation and levels of significant differences of student satisfaction (DV) across Covariate Variables. Student satisfaction is the main variable being tested against the students' demographic variables of: (1) Gender (*0= female and 1= male*); (2) Marital status (*1= unmarried and 2= married*); (3) GPA (*1= 2.0, 2= 3.0 and 3=4.0*); (4) Financial situation (*1= unemployed and 2= employed*) and (5) Grade level (*1= second year, 2= third year and 3= fourth year*).

Table 4.4

Independent Samples Test Comparing Means of Student Satisfaction across Covariate Variables

<i>Compare levels of Student Satisfaction in:</i>		<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
1. Gender	Female	13	4.6085	.63153	.207	265	.836
	Male	254	4.5560	.90023	.285	14.618	.780
2. Marital Status	Unmarried	2553.0	4.5310	.87769	-2.358	265	.019
	Married	12 4.0	5.1443	.94766	-2.198	11.905	.048
3. GPA	2.0	170	4.5813	.86367	.731	243	.466
	3.0	75	4.4919	.92390	.712	133.37	.478
	4.0	22	4.6104	.97951	-.505	32.758	.617
4. Grade level	2 nd Year	220	4.5504	.89138	-.449	251	.654
	3 rd Year	33	4.6239	.76417	-.504	46.115	.617
	4 th Year	12	4.3430	1.12584	.628	11.764	.542
5. Financial situation	Unemployed	233	4.5582	.89924	-.522	95	.603
	Employed	32	4.5645	.83996	-.505	32.758	.617

*Note: Values related to the T-Test as shown in the table (df) stands for Degree of freedom; (t) represents the t-value, and (Sig.2-tailed) value referred to the p value. *Independent t-test significant at the 0.05 level (2-tailed)*

Independent Sample t-test Finding

The Independent Sample t-test as indicated in the table above compares the means of student satisfaction across covariate variables in the study. As reported in the table, the analyses includes: the number of participants, mean score per each item, Std. Deviation, t-value, degree of freedom and the p value. The t-test was run to determine whether there is a significant difference in student satisfaction across the groups of gender (female and male); marital status (unmarried and married); GPA (2.0, 3.0 and 4.00); grade level (2nd year, 3rd year and 4th year) and financial situation (unemployed and employed). The results from t-test show that there are significant differences ($p < 0.05$) on all scales except marital status. Below is the summary of the analyses:

Based on student gender, there was a significant difference in the score for female ($M=4.09$, $SD=.63$) and male ($M=4.6$, $SD=.90$) conditions; $t(265) = .21$, $p=.836$. These results suggest that, male students have the highest mean score and a highest Std. Deviation, while females have the lowest mean score and lowest Std. Deviation. Based on the students' gender participations in the study, there were many male students ($n=254$) and fewer female students ($n=13$).

In term of student marital status, there was a significant difference in the score for unmarried ($M=4.5$, $SD=.88$) and married ($M=5.2$, $SD=.95$) conditions; $t(265) = -.236$, $p= 0.019$. These results suggest that, married students have the highest mean score and a highest Std. Deviation, while unmarried students have the lowest mean score and lowest Std. Deviation. Based on the students' marital status participations in the study, there were many unmarried students ($n=255$) and married students were ($n=12$).

In term of student GPA, there was a significant difference in the score for 2.0 (M=4.6, SD=.87); 3.0 (M=4.5, SD=.92), and 4.0 (M=4.6, SD=.98) conditions; $t(243) = .731, p = 0.47$. These results suggest that, student with a GPA of 4.0 have the highest score, followed by 3.0 and 2.0. Based on the students' GPA participations in the study, students with a GPA of 2.0 were many (n=170), students with a GPA of 3.0 were (n=75) and students with a GPA of 4.0 were (n=22).

In term of student grade level, there was a significant difference in the score for 2nd year (M=4.6, SD=.90); 3rd year (M=4.6, SD=.76), and 4th year (M=4.3, SD=1.13) conditions; $t(251) = -.449, p = 0.65$. These results suggest that, students in a 3rd year have the highest mean score and lowest SD, students in a 2nd year have the second highest mean score and second highest SD, and students in a 4th year have the lowest mean score and highest SD. Based on the students' grade level participations in the study, students in a 2nd year were many (n=220), students in a 3rd year were (n=33) and students in a 4th year were (n=12).

Based on students' financial situation, there is a significant difference in the scores for unemployed (M=4.6, SD=.90) and employed (M=4.6, SD=.84) conditions; $t(95) = -.522, p = 0.61$. These results suggest that, unemployed and employed students at the time of study have almost the same mean scores, while Std. Deviations show a significant difference: unemployed students at the time study have the highest Std. Deviation, while employed students have the lowest Std. Deviation. Based on students' financial situation's participations in the study, unemployed students were (n=233 and employed students were (n=32). In analyses, missing data were excluded.

Hierarchical Regression Statistics

In order to answer the primary research question, details of hierarchical regression analysis to predict levels of student satisfaction after controlling for the variables of interest in this study is provided on Table 4.5. Model 1. This analysis was run to statistically examine the set of demographical variables (*financial situation, academic performance, grade level, gender and marital status*) entered in block 1 and independent variable (*teacher support, student cohesiveness, task Orientation, cooperation, involvement, investigation, and equity*) entered in block 2. Three Models of hierarchical regression analysis were presented with Satisfaction as the dependent variable. Control variables are often demographics which are thought to make a difference in scores on the dependent variable. Predictors are the variables in whose effect our research question is really interested, but whose effect we want to separate out from the control variables.

Hierarchical regression analysis identifies two blocks of variables: a set of control variables entered in the first block and a set of predictor variables entered in the second block. SPSS shows the data statistical results (Default entry, Model Summary and Coefficients, etc.) as each block of variable was entered into the analysis.

Using the default entry method below, with all the variables in Block 1 (demographics) entered together, followed by independent variables as a predictor in Block 2. As a result, we get the following output showing in the table:

Table 4.5

Model 1: Demographical and Independent Variables Entered

<i>Model</i>	<i>Variables Entered</i>	<i>Variables Removed</i>	<i>Method</i>
1	Financial Situation, Academic Performance, Grade Level, Gender, Marital Status		Enter
2	Task Orientation, Involvement, Equity, Teacher Support, Cooperation, Investigation, Student Cohesiveness		Enter

- All requested variables entered.

The table 4.5: Model 1 above confirms that the five demographic variables entered in step 1 include: financial situation, academic performance, grade level, gender, marital status, and independent variables in step 2 include: task orientation, involvement, equity, teacher support, and cooperation, investigation and student cohesiveness.

The table 4.6: Model 2 shows the relative contribution of each block of variables to investigate the variability in the dependent variable that can be accounted for all the predictors together. The change in R² is a way to evaluate how much predictive power was added to the model by the addition of another variable in step 2. The results of hierarchical regression analysis predicting student satisfaction from independent and demographical variables all together in step 2 are reported. Table 19 shows the model is statistically significant. A review of the ANOVA table *p*-values indicate in block 2 is statistically significant *p*<.05.

Table 4.6

Model 2: Hierarchical Regression Analysis Evaluating Predictors of Student Satisfaction

Measure	R	R ²	ΔR^2	ΔF	df1	df2	Sig.
Block: 1	.156 ^a	.024	.024	1.275	5	257	.275
Block: 2	.432 ^b	.187	.162	7.129	7	250	.000

a. *Predictors:* (Constant), Financial Situation, Academic Performance, Grade Level, Gender, Marital Status

b. *Predictors:* (Constant), Financial Situation, Academic Performance, Grade Level, Gender, Marital Status, Task Orientation, Involvement, Equity, Teacher Support, Cooperation, Investigation, Student Cohesiveness

The hierarchical regression analysis results shown in *Table 4.6: Model 2* above indicates that the model is considered statistically significant. In block 1, the variance accounted for (R^2) with the demographical predictors: financial situation, academic performance, grade level, gender and marital status equaled 2.4% which was not significantly different from zero ($F(5, 257) = 1.275, p=.275$) indicating that financial situation, academic performance, grade level, gender and marital status were not predictors of student satisfaction. The overall model was not significant.

Next, in block 2, the variance accounted for (R^2) with the predictors variables: task orientation, involvement, equity, teacher support, cooperation, investigation and student cohesiveness equaled 18.7 % ($F(7, 250) = 7.129, p<=.05$) indicating that marital

status, teacher support, involvement and equity were predictors of student satisfaction. The overall model remained significant.

When block 2 was evaluated, the predictive power of the task orientation, involvement, equity, teacher support, cooperation, investigation and student cohesiveness predictors variable changed the predictive model's variance. The results of block 2 shows that the addition of task orientation, involvement, equity, teacher support, cooperation, investigation and student cohesiveness increased the variance slightly from 2.4 % to 18.7 %, this increase change the overall model significance so the overall variance $R^2 = 2.4\%$, ($F(12, 250) = 7.13, p < 0.001$) demonstrates a significant predictive model. This means that the first set of students' demographics alone was not significant, but the second set was significant. There is as much as increase of 16.3%, as you can see. Therefore, independent variables increase the predictive power of the model, controlling for the demographical variables, the null hypothesis is rejected.

The coefficients as shown in Table 4.7: Model 3 below provides the unstandardized and standardized coefficients necessary for constructing a predictive regression equation. In order to provide one clear explainable coefficient table, the first block is a set of demographic variables, and second block is a set of demographical and independent variables. The research decided to keep a combined coefficient table for both demographics and independent to report a complete variables entry.

Table 4.7

Model 3: Summary of Hierarchical Regression Analysis for Variables predicting Student Satisfaction

<i>Measure</i>	<i>Constant</i>	<i>B</i>	<i>Beta</i>	<i>T</i>	<i>Sig.</i>
<i>Block 1</i>	4.029				
Gender		-.001	.000	-.005	.996
Marital Status		.644	.152	2.430	.016
Academic Performance		-.063	-.045	-.732	.465
Grade Level		-.048	-.028	-.448	.654
Financial Situation		-.002	-.001	-.012	.990
<i>Block 2</i>	2.968				
Gender		.186	.045	.775	.439
Marital Status		.645	.152	2.569	.011
Academic Performance		-.031	-.022	-.382	.703
Grade Level		-.016	-.009	-.154	.878
Financial Situation		-.023	-.008	-.146	.884
Student Cohesiveness		-.040	-.022	-.299	.765
Teacher Support		.217	.160	2.406	.017
Involvement		-.285	-.197	-2.383	.018
Task Orientation		-.009	-.006	-.096	.923
Investigation		-.007	-.006	-.083	.934
Cooperation		-.117	-.095	-1.383	.168
Equity		.443	.330	5.169	.000

Dependent Variable: Student Satisfaction

The *Table 4.7: Model 3* above show hierarchical regression analysis full report. A two block hierarchical regression was conducted with Student Satisfaction as the dependent variable. Gender, marital status, academic performance, grade level and

financial situation were entered at block one of the regression. Student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation and equity were entered at block two.

This analysis was conducted to assess survey respondents to examine their understanding about the impact of quality teaching among the 7 categories on student satisfaction based on demographics status. Based on the students' survey responses, four out of the twelve variables being studied indicated to have statistically significant impact on quality teaching to increase student learning. The hierarchical regression analysis as indicated in the table above revealed that teacher support, involvement, marital status, and equity slightly contributed significantly to the prediction of Student satisfaction in block two. The positive coefficient sign suggests that these variables are better predictors of student satisfaction.

Equity's survey responses on whether students perceived to be treated equally by their teacher. Hierarchical regression analysis results revealed that students agreed to be treated equally. Equity's survey contributes to statistically significant prediction of student satisfaction, $B = .330$, $t(250) = 5.17$, $p < 0.001$, that means the null hypothesis was rejected. Therefore, students believe that they receive positive and equally treatment that impact their learning satisfaction from their teacher in the class.

The statement from *involvement's survey responses* on whether students have attentive interest to participate in class discussions, do additional work and enjoying their classroom activities. The results from this analysis statistically shows that students agreed to have interest in class discussions and considerably involved to participate in other given activities as assigned to them by their teacher. Involvement's survey contributes to

statistically significant prediction of student satisfaction, $B = -.197$, $t(250) = -2.38$, $p < 0.05$, that means null hypothesis was rejected. This analysis concluded that students involve in group discussions and participated in other related class activities that impact their learning satisfaction.

The students' survey responses onto (*teacher support*) what extent a teacher helps, befriends, and trusts and whether he/she feels interested in to provide support and impact their learning satisfaction. Here, the results from hierarchical regression revealed students agreed to absolutely received support that help them achieve their academic. Teacher support's survey contributes to statistically significant prediction of student satisfaction, $B = .160$, $t(250) = 2.406$, $p < 0.05$, that means null hypothesis was rejected and concluded that student received affirmative teacher support that impact their learning satisfaction.

Marital status's responses assessed whether students have different views to report their levels of learning satisfaction at the university. The results show that students did agree to have interest in class discussions and considerably involved to participate in other given activities as assigned to them by their teacher. Marital status's survey contributes to statistically significant prediction of student satisfaction, $B = .152$, $t(250) = 2.57$, $p < 0.05$, that means null hypothesis was rejected. This analysis concluded that students have the same views in reporting their levels of satisfaction at the university. The other four categories of quality teaching that do not show statistically significant satisfaction to impact students' satisfaction are described below:

The students' survey responses evaluate (*student cohesiveness*) whether students know there are help available and being supportive to one another in the classroom. The

hierarchical regression analysis revealed that students did not agree there is help available and supportive to one another in the classroom. The analysis shows there was no statistically significant satisfaction, $B = -.022$, $t(250) = -.30$, $p = 0.77$, hypothesis was not rejected and concluded that students seemed not to receive any support that impact their learning satisfaction.

Investigation students' survey responses evaluate whether students have emphasis on the skills and of inquiry that they can be able use in problem solving. The hierarchical regression analysis revealed that students did not agree they have skills to use for problem solving in their classroom. The analysis shows there was no statistically significant satisfaction, $B = -.006$, $t(250) = -.083$, $p = 0.93$, hypothesis was not rejected and concluded that students did not have the skills they need to use for problem solving.

Task orientation students' survey responses evaluate whether it is important to complete activities as planned and to stay on the subject matter in the classroom. The hierarchical regression analysis revealed that students did not agree they complete activities as planned as well as staying on the subject. The analysis shows that there was no statistically significant satisfaction, $B = -.006$, $t(250) = -.10$, $p = 0.92$, hypothesis was not rejected and concluded that students did not have any planned to complete tasks given to them in the classroom.

Cooperation's survey responses evaluate whether students collaborate rather than compete with one another in the classroom. The hierarchical regression analysis revealed that students did not agree to work together. The analysis shows that there was no statistically significant satisfaction, $B = -.095$, $t(250) = -1.38$, $p = 0.17$, that means null hypothesis was not rejected and concluded that students compete rather than cooperating

in the class. The other four demographics that do not show statistically significant satisfaction to impact students' learning include:

First, *gender*: Male and female students were likely to report their levels of satisfaction. The analysis shows that there was no statistically significant satisfaction, $B = .045$, $t(250) = .78$, $p = .439$, hypothesis was not rejected. Second, *financial situation*: The financial living condition of students at the university was undetermined and varied because there were those employed and unemployed studying at the university. The analysis revealed that there was no statistically significant satisfaction, $B = -.008$, $t(250) = -.15$, $p = .884$, hypothesis was not rejected. Third, *GPA* was used to measure student academic achievement at the educational institution. The regression analysis revealed that there was no statistically significant satisfaction, $B = -.022$, $t(250) = -.38$, $p = .703$, hypothesis was not rejected. Forth, *grade level* was used to report student academic level at the university. The hierarchical regression analysis revealed there was no statistically significant satisfaction, $B = -.009$, $t(250) = -.15$, $p = .878$, that means null hypothesis was not rejected.

Hierarchical Regression Finding Overview

In conclusion of hierarchical regression analysis, based on table 4.7 above, in block 1, the variance accounted for (R^2) with the demographical predictors: financial situation, academic performance, grade level, gender and marital status equaled 2.4% which was not significantly ($F(5, 257) = 1.275$, $p = .275$). In block 2, the variance accounted for (R^2) with the predictors variables: task orientation, involvement, equity, teacher support, cooperation, investigation and student cohesiveness equaled 18.7% ($F(7, 250) = 7.129$, $p \leq .05$). The results of block 2 shows that the addition of predictors

increased the variance slightly from 2.4 % to 18.7 %, this increase change the overall model significance so the overall variance $R^2 = 2.4\%$, ($F(12, 250) = 7.13, p < 0.001$). This means that the first set of students' demographics alone was not significant, but the second set was significant. There is as much as increase of 16.3%, as you can see. Therefore, independent variables increase the predictive power of the model, controlling for the demographical variables, the null hypothesis is rejected.

Qualitative Data Analysis

In order to summarize the responses, out of 267 participants in this study, only 136 students provided their answers to the open-ended questions. Further, 79 out 136 students left some of the questions unanswered or did not successfully provide clear descriptions to the question.

In accord with procedures outlined by Creswell (1998), the researcher followed grounded theory data analyses coding procedures to grasp what the data might indicate and identified many issues that were of importance to the respondents. The researcher tried to classify answers that had similar descriptions to the questions. The students' answers were organized and broken down into manageable units to discover what is important and what is to be learned. He used only the first name of each student and academic year to ensure the privacy of the student. The researcher provided at least 5 of the students' answers to every question in order to maintain clarity and promote brevity.

Section I: WIHIC Open-ended Questions

To summarize WIHIC questionnaires, 4 open-ended questions were provided at the end of the survey to assess the impact of quality teaching in the classroom that enhance student learning opportunities. The advantage of using open-ended questions in

this research was to ensure the students provided complete views on the perspective of quality teaching at the university. For each question, students were asked to describe in his/her own words what the classroom was like for them. Some of these open-ended questions were subdivided for clarification purposes in order to allow students to provide further detailed explanations.

1: In what ways does the teacher for this class meet your description of “quality teacher”?

Question 1 asks students to provide ways on how their teacher impacts their learning achievements. There are so many ways that a quality teacher would be described. For example, a quality teacher in this research could describe how he/she helps students in the classroom develop skills to regulate their academic performance and maintain interest in his/her students learning activities. A teacher must work to provide warm, supportive relationships, experience enjoyment and excitement to impact student learning, feel comfortable in the classroom, and experience appropriate levels of self-sufficiency. Here, students describe their own perspectives on how each observed a quality teacher in a few sentences.

Andrea a 4th year student provided a full explanation of how her teacher in the class met the description of “quality teacher.” She said, “very honest and approachable at any time; competent to live and teach under any circumstance; very fluent in both Arabic and English languages, making him to be understood by the students easily.” *Thomas* who did not provide his academic year said, “He meets my description of “quality teacher” by professionally imparting his knowledge to us as a class and also stimulates the class with the manners of

his/her teaching.” *Mathew* a 4th year students said, “The teacher for this class always tries to explain to us in clarity the topic of the day’s lecture. He asks questions at the end to make sure that we have understood what he taught and always feels concern if any of the student did not get it.”

Continuous, Mangar a 2nd year student said, “Lecturers in our school of management are committed to their duties.” He pointed out a concern that some lectures need projectors or slide shows, but because classes have no electricity, it is impossible to show slides. *Odera* a 4th year student said, “The teacher teaches well and he is always punctual.” *Puot* a 4th year student said, “A quality teacher is determined on his/her approaches and ways on how he/she tackles topics with best researched summary.” *Ladu* a 4th year student said, “Not all that because sometimes he couldn’t explain clearly the concepts of a topic on discussion according to the relevant source. Second, his literature could not possibly be found as he gives little or limited references.”

Natalina who did not show her academic year said, “He is qualified in giving out the information from the subject. He gives examples and asks whether the student understood him or not. His punctuality is really encouraged.” Lastly, *Martino* a 4th year student said, “A quality teacher does a lot by making sure that the students understood her subject. In the first place, she must revise the overview of what he/she taught in the previous lecture to make sure the students understand the connections between the topics.”

1a. In what ways could s/he improve?

Question 1a asks students to further explain their perspective on how a teacher can make improvements for quality teaching. This research shares that teachers can improve their quality teaching to increase students' achievements by providing specific teaching goals such as increasing students' comfort, developing problem-solving skills, and encouraging participation. They can also ensure all students are given a full opportunity to practice for a successful class discussion. Discussion is an excellent tool for developing students' reasoning skills because it gives you access to their thought processes and an opportunity to guide students to a higher level of thinking. Here, students described their own perspectives on how a teacher could improve in a few sentences.

Ladu a 4th year student said a teacher can improve by “providing relevant examples and citing the source of information.” *Vascoa* 4th year student said, “He should improve on searching more relevant problem-solving techniques.” *Majok* a 2nd year student said, “She can improve her explanation by giving more examples to allow students to understand the subject.” *Odera* a 4th year student said, “By giving more courses work or assignments.” *Magwied* a 2nd year student said, “By continue to cooperate with both students that have different backgrounds (Arabic and English) so to avoid misunderstanding among students which sometimes lead to students dropping their courses.” *Martino* a 4th year student said, “She could improve by supporting students to develop intellectual understanding possible by simplifying the subject she was teaching and also by breaking down some of the terminologies into simplest forms.” *Arhea* who did not provide his academic year said, “He should be optimistic and have a positive outlook toward his/her professional work as a teacher.”

2: Explain how your teacher utilizes 45-55 minutes class teaching period?

Question 2 asks students to provide their perspectives on how their teacher utilizes 45-55 minutes of a class teaching period. This research study describes that a teacher can utilize 45-55 minutes of a class teaching period by scheduling all class activities (e.g. lab experiment minutes, lecture's minutes, group and individual projects' minutes, field trips' minutes, guest speaker's minutes, and many other methods). Here, students described their own perspectives on how a teacher utilizes 45-55 minutes of a class teaching period in a few sentences.

Deborah a 4th year student said, "This is where she applies social control as a mean to control the class by making a role call to ensure student attendance and she also makes reflections on previous chapters." *Okimo* a 4th year student said, "He always begins by asking questions that are concerned and happening today, current political, social and economic problems and looking at the world affairs."

Delta a 4th year student said, "He sometimes utilizes 45 minutes on asking questions on current affairs." *Bol* a 4th year student said, "He utilizes his period fully as needed with effectiveness and efficiency, but sometimes he cannot attend the class up to two weeks and his teaching method is faster that I cannot understand the topic until I revise with my colleagues." *Mamer* a 4th year student said, "She lectured and emphasized on main points. She asked questions and gives us opportunity to discuss." *Dusuman* who did not provide her academic year said, "He lectures and also gives updates on relevant events around the world regarding the course."

3: In what ways does your teacher support you to be the best student possible in this class?

Question 3 asks students to describe ways on how their teacher supports them to be the best students in the class. In this study, a teacher can possibly support students to be the best in the classroom by placing his/her emphasis on students' interests, motivations, and points of view. He/she should also engage students in activities and facilitate those activities so that learning opportunities are maximized. Here, students described their own perspectives on how a teacher supports them to be the best students in a few sentences.

Muorweldit who did not provide his academic year said that his teacher can support him to be the best students in the class through a “good approach, advice and guidance.” *Manytai* a 3rd year student said his teacher can support him with morals and being emotionally involved. *Bol* a 2nd year student said his teacher can support him “by giving test and assignment after every lecture in order to keep students busy for studies and ready for examination.” *Reuben* a 4th year student said that his teacher can support him “by encouraging me even if I am wrong in answering a question that he asks and also support me to participate in the class.” *Joseph* a 2nd year student said, “He encourages our learning by giving us questions to go and work them out in groups which help us to have the most of our times focusing on academic issues.” *Malek* who did not provide his academic year said his teacher can provide support by giving full information on lecture and also ask questions the next day in the beginning of session.

3a. In what ways does s/he encourage your learning?

Question 3a provides additional explanation to question 3 above on how to encourage student learning. This question asked students to describe ways on how their teacher encourages their learning strategies in the classroom. A teacher should encourage student learning by sharing the responsibility of learning more equitably and appropriately. He/she should assign students in teams to work together on presenting case studies. He/she should clearly establish expectations about student participation. He/she should also establish a question box and reward team and/or individuals with best question of the week or month. Here, students described their own perspectives on how a teacher should encourage learning in a few sentences.

Paul a 2nd year student said, “He/she can encourage us through his/her teaching by telling students to read hard and work for the benefit of the nation.” *Amied* a 2nd year student said his teacher can encourage him “through assignments and tests he gives.” *Helda* a 4th year student said his teacher can encourage him “by encouraging group discussions and also through researched references.” *James* who did not provide his academic year said his teacher can encourage learning “by giving assignments and moral encouragement.” *Akol* a 2nd year student said his teacher can encourage learning “by giving tests to evaluate our understanding and properly teaching.” *Taban* a 4th year student said his teacher can encourage learning “by giving open discussions in the class and through his class attendance.”

3b. In what ways, if any, does your teacher encourage you to make choices within your class and learning?

Question 3b provides additional explanation on ways the teacher can encourage his/her students to make choices within the class and learning. This study states possible ways to help teachers encourage students to make choices and learn within the class by asking students to spend time writing down the most important thing they learned at the end of the session or one question they have as a result of the lecture. They can also ask students if they need clarification and look over the students' notes from time to time to see how well students understand. Here, students described their own perspectives on how a teacher can encourage them to make choices within the class and learn in a few sentences of their own.

Majok a 4th year student said his teacher can encourage him to make choices and learning “by giving questions with free choices or many questions but to choose one.” *Masmino* a 4th year student said, “No such advice.” *Peter* a 4th year student said that the teacher can “provide more options and allow me to choose what is best for my career” as his answer to the question. *Deng* a 4th year student said, “By supporting me to be the best student.”

3c. Describe ways in which your teacher treats all students fairly/equally. For example, does s/he give as much attention to your questions as well as other students' questions in your classroom?

Question 3c asks students to describe ways in which their teacher treats all students equally or he/she gives as much attention to your questions as well as other students' questions in your classroom. This study states that treating all students fairly involves teachers being able to control their emotions. Teachers can make sure their emotions cannot interfere with the students' learning. The bottom line is to do what is best for the

students. Here, students described their own perspectives on how their teacher should treat them equally and give attention to their questions in the classroom in a few sentences.

Denis a 4th year student said, “Our lecturer is just a person; he treats all students equally regardless of their ethnicity, religious and academic performance.” *Dhieu* a 4th year student said, “Our teacher treats us equally. He does not divide the students because he knows what he is doing. He allows everyone to ask questions. He also gives chances to everyone to interact with other students and teachers in the meeting hall.” *Kenyi* a 4th year student said, “Not really, but to some extent she does.” *David* a 4th year student said, “He treats students fairly by giving chances of answering questions to those who do not want to participate in answering questions in the class.” *Martin* a 4th year student said, “The teacher considers everyone’s feelings in the class.”

4: Describe how your teacher’s attendances affect your learning in this class?

Question 4 asks students to describe how their teacher’s attendance affected learning in the class. This study provides ways on how teacher’s attendance affected students’ learning in the class. The teacher’s absences affect students’ achievement and also hurt learning. Teachers are the most important people to determine students’ academic success. A good attendance from the teacher supports quality learning and helps create conditions for students to work together effectively. Teachers who take responsibility for their attendance bring improvement and engagement processes to provide dynamic classroom learning. Here, students described their own perspectives on how their teacher’s attendance affects their learning in this class.

Alex who did not provide his academic year said, “Regular attendance from the teacher motivates one to work hard and stimulates interest in learning.” *Sagin* a 2nd year student said, “It actually encourage me to read more than once and this can improve academic skills.” *Valarya* a 2nd year student said, “He/she should be a good example to students by ensuring perfect attendance.” *Christopher* who did not provide his academic year said, “Teacher attendance enhances my learning and increases my motivation in acquiring more knowledge.” *Kisanga* a 4th year student said, “Most of the time my teacher does not attend class and sometimes does not come on time.”

Section II: SSI Open-ended Questions

By summarizing SSI questionnaires, 3 open-ended questions were provided at the end of the survey to assess students overall experience between what was received and what was expected from the university to enhance students’ learning opportunities. Some of these open-ended questions were sub-divided for clarification purposes to allow students to provide additional detailed justification. The benefit of using open-ended questions in this research was to ensure students provide their personal views on the perspective of their academic satisfaction at the institution. For each question, students describe in their own words what this university’s services are like for them.

1: What is the important factor (s) for you to decide to enroll?

Question 1 asks each student to describe the important factors that led his/her decision to enroll at the University of Juba. This study indicates that there are several factors that every student would consider when deciding to enroll at the academic institution. Most importantly, students want to make sure they are happy with the person

who will be advising them and influence their program progress that will affect the quality of life in the program. Students would choose a school that offers classes at night, on the weekends, or online. Students want to make sure the school has highly qualified professors to get the best possible education they need. Their goal is to ensure they are receiving their academic skills from highly educated professors that not only have experience teaching, but also real world skills. Students also want programs with great reputations and impressive research opportunities. Availability of dorms and athletics (soccer games, basketball games, field events, debate clubs, leadership clubs and dozens of other sports activities) would influence student enrollment because on-campus living and having fun are all part of the college experience. Here, students described their own perspectives on what factors led them to decide to enroll at the University of Juba.

David a 4th year student said that he decided to enroll at the University of Juba “to acquire knowledge and use it for transformations of our society in a traditional way of doing things to a modern and prosperous society.” A 3rd year student who did not provide his/her name said, “Teachers are not well educated and skills trained to influence students learning at this university; but many of us here are just attending this university because our choices are limited. There are no other universities to choose from.” *Peter* a 4th year student said “I came to this university to increase my knowledge and to change the condition of my living condition.” *Kisanga* a 4th year student said “I came to this university to get trained very well about my field of profession.”

2: What is the learning dynamics like at this university?

Question 2 asks students to describe what the learning dynamics are like at the University of Juba. This study states that a university is a social institution that provides knowledge, preserves it and passes it on to learners. An institution that provides good learning dynamics should be well-planned and encourage a valuable role in course lectures, seminars, quiz sections, labs, and a variety of other settings. The lesson plans should include class activities that have been developed and introduced to incoming students. Once these learning activities are made available at the university, students can be encouraged to learn. Discussing and informing students about the university learning dynamics would prepare and encourage them to establish goals. The university learning dynamics should be one that offers students with set expectations to work on. Here, students described their own perspective on what the learning dynamics are like at the University of Juba in their own words.

Bol a 2nd year student describes what the learning dynamics are like at the University of Juba: “Qualified professor/teacher to teach students on their different fields of studies. Availability of library would also help comfort students in finding book to read.” *Malual* a 2nd year student said that the learning dynamics in this university is “not steady and smooth because teachers do things on their own ways without cooperating with students as learners. To tell the general view the learning dynamics is likely scary because students do not have access to find books in the library to use for references.” *Marko* a 2nd year student said, “Ironically, the university system of giving lectures, asking questions and answering those questions, giving assignments and testing remained the same always and with no new styles/practices.”

Denis a 4th year student said, “The learning dynamics in this university is not satisfying or favorable to me. The university is poorly structured and academic staff can be absent anytime they want. No accountability is being issued to anyone to ensure they are obligated to do their job.” *Peter* a 4th year student said, “Learning dynamics or environment in this university is not very supportive because things like electricity, water and many other basic needs that are essential for human life are not available on the university campus.” *Kisanga* a 4th year student said the learning dynamics in this university has a “disorganized administration system and curriculum, untrained teachers in the university, poor hygiene and many other problems. Learning dynamics in the university need to be put in place to ensure accuracy in the school system.”

2a. In what ways could this university improve opportunities for collaborative learning?

Question 2a asks students to describe ways on how the university improves their opportunities for collaborative learning. This research states that collaborative learning at the university should always incorporate those students to be the primary focus of learning. Another way to incorporate collaborative learning at the university is to structure and develop approaches for problem solving. These should involve students, teachers, academic staff and other educators to work together in groups to discuss concepts and find ways for problem resolution. The benefits of collaborative learning help students to develop higher-level thinking, oral communications, self-management, leadership skills, promote interaction between/among student-faculty, increase student confidence and responsibility and increase student understanding for their backgrounds.

Below, students described their own perspectives on how this university could improve opportunities for collaborative learning.

Dhieu a 4th year student said the university could improve opportunities for collaborative learning, “by establishing a link, exchanging ideas and information with lecturers from other universities.” *Alex* who did not provide his academic year said, “Building more libraries as this library is not enough. The laboratory is not enough to support students learning. Practicing experiments could help increase learning opportunities for students. The academic staff should organize seminars and forums with other universities for both students and staff by establishing a research center.” *Betty* who did not provide her academic year said this university could improve opportunities for collaborative learning “by creating relationships with other international universities and by having a constant or regular school calendar that cannot be affected by any conditions that may arise.” *Majok* a 4th year student said, “Building hostels for students to stay together so as to share knowledge, involvement in school activities (e.g. sport games and club activities) and putting students in groups during class assignments to discuss topics and communicate/share their answers.” *Helda* a 4th year student said, “There must be a good relationship between/among teachers and students at the university.” *Kenyi* a 4th year student said, “Get enough well-trained teachers or professional lecturers, obey university’s calendar year, organized administration for the university and the student unions put in place could improve opportunities for collaborative learning.”

2b. How does this university balance individual learning with collaborative learning?

Question 2b asks students to describe how this university could balance individual learning with collaborative learning. This study identifies labels for the university to balance individual learning with collaborative learning by bringing learners together for shared learning and achieving goals. The learning goals could be introduced to learners to make sure that they take responsibility to achieve them. These learning goals can be specific to individual courses and activities, or can be those that guide an entire teaching and learning initiative. These collaborative learning activities can be made available for individuals at the university as long as educators are willing to provide contributions to the learning goals. Also, a comprehensive collaborative learning at the university could succeed when diverse backgrounds and experiences of learners are welcomed in such a way that they help inform the group's collective learning. Here, students described their own perspectives on how this university could balance individual learning with collaborative learning.

Deng a 4th year said, "I have not realized any balance between individual learning and collaborative learning in this university. Students are not being included to take responsibilities on how to organize and operate learning activities in this university." *Butrus* a 4th year student said, "By finishing a lesson being taught on time and allowing students to share ideas to understand if they were listening or not." *Kisanga* a 4th year student said the university never seems to balance individual learning with collaborative learning, "Poor balanced." *Martin* who did not provide his academic year said the university could balance individual

learning with collaborative learning, “through academic support and services to help meet the needs of students.”

3: Alternatively, in what ways, if any, do your faculties inhibit your learning or treat students unequally in this university?

Question 3 asks student to provide their alternative views as to what ways, if any, does faculty inhibit their learning or treat students unequally at the university. This research study indicates that treating students unequally in the classroom or on the university campus could lower students’ academic achievement. At the university compound or in the classroom, faculty and staff should engage in meaningful learning activities that prepare students for academic success. At the core of improving quality teaching and learning at the university, faculty and staff need to accurately determine what their students have to learn as a result of teaching practices. This study summarize that teachers should be held accountable to treat their students equally. They should not create a situation that causes division or seems harmful to the students. Good teaching cannot happen without providing equal treatment to students in the classroom. Below, students described their own perspectives on what ways, if any, did their faculty inhibit learning or treat them unequally at the university.

Dhieu a 4th year student said, “No, our faculties treat students equally in this university. Everybody here attending the college came for the same reason to be educated and help the society.” *Denis* a 4th year student said, “There is no unequal treatment of students in my faculty.” *Majok* a 4th year student said, “No, I don’t think unequal treatment exists in this university.” *Sagin* a 2nd year student said, “Nothing like that.”

Summary

The results presentation in Chapter four presented data collection procedures and statistical analysis techniques employed for in this study. The analysis was organized into four sections: descriptive statistic data was presented in the tables for demographic and independent variables, Pearson correlation, Independent t test and Hierarchical regression to discuss and addresses the null hypothesis and results from qualitative data analysis.

Descriptive Statistic Summary

The data collected from 267 participants was analyzed using the Statistical Package for Social Science (SPSS) Graduate Pack 21.0 Student Software. The data analysis began by processing descriptive statistics including frequency, mean and standard deviation. Analysis of the survey data supplied by WIHIC and SSI was done to identify the major findings for the impact of quality teaching on student satisfaction at the University of Juba. The set of independent variables consisted of seven learning scales assessed by the WIHIC. Also, other several background variables such as the three-level grade-level variable (Second, Third year and Fourth year), the two-level gender variables (female and male), a two-level marital status (Unmarried and Married), the two-level of financial situation (Unemployed and Employed) and three-level GPA (academic performance) and three-level GPA (academic performance Scale 2.0, 3.0 and 4.0) were included in the study to investigate different factors that might impact quality teaching on student satisfaction. The set of dependent variables consisted of student satisfaction (academic advising and campus support services) as by the SSI.

Summary information for the frequency distributions review of 267 samples is provided in table 4.1. Descriptive information about the WIHIC and SSI questionnaire

are shown in table 8: mean, standard deviation, and number of participants in the study. The total number of valid responses (N=267) for WIHIC and SSI, no missing data - all the participants responded to every question.

Pearson Correlation Summary

Pearson correlation was run to test whether there was a relationship exists among variables. Summary of the statistical correlations among 9 variables in the study are shown in table 4.2. Based on the analysis, very significant Pearson correlations appear between/among nine variables as described in the table.

Independent Sample t-test Summary

Independent t test was run to compare the Means, Std. deviation and levels of significant differences of student satisfaction (DV) across Covariate Variables. Student satisfaction is the main variable being tested against the students' demographic variables of: (1) Gender (0= female and 1= male); (2) Marital status (1= unmarried and 2= married); (3) GPA (1= 2.0, 2= 3.0 and 3=4.0); (4) Financial situation (1= unemployed and 2= employed) and (5) Grade level (1= second year, 2= third year and 3= fourth year). As reported in table 4.3, the analyses includes: the number of participants, mean score per each item, Std. Deviation, t-value, degree of freedom and the p value. The results from t-test show that there are significant differences ($p < 0.05$) on all scales except marital status.

Hierarchical Regression Summary

The hierarchical regression statistical analysis procedure used to answer the hypothesis question: 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. The variance accounted for (R^2) with the demographical predictors: financial situation, academic performance, grade level, gender and marital status equaled 2.4% which was not significantly different from zero ($F(5, 257) = 1.275, p=0.275$), indicating they were not predictors of student satisfaction. The variance accounted for (R^2) with the independence predictors: task orientation, involvement, equity, teacher support, cooperation, investigation and student cohesiveness equaled 18.7 % ($F(7, 250) = 7.13, p \leq 0.05$). The overall model remained significant. The results of model 2 increased the variance slightly from 2.4 % to 18.7 %, this increase change the overall model significance, so the overall variance $R^2 = 2.4\%$, ($F(12, 250) = 7.13, p < 0.05$). This means that the first set of students' demographics alone was not significant, but the second set was significant. Therefore, independent variables increase the predictive power of the model, controlling for the demographical variables, the null hypothesis is rejected.

Qualitative Analysis Summary

The WIHIC and SSI open-ended questions were asked to provide the results of research findings and analysis of the data resulting from personal responses that took place with students at the University of Juba. Some responses led to additional questions, which enabled the respondents to elaborate further on their answers to add richness of descriptions contained within the study.

Regarding the four WIHIC open-ended questions, many of the students responded positively that their teachers met the descriptions of a quality teacher. Thomas stated, *“My teacher meets the description of a quality teacher by professionally imparting his*

knowledge to us as a class, but sometimes he couldn't explain clearly the concepts of a topic being discussed according to the relevant source because his literature could not possibly be found as he gives little or limited references.” In addition to support a description of a quality teacher, students believed that their teachers could improve. Martin stated, *“My teacher could improve by supporting students to develop intellectual understanding possible by simplifying the subject she is teaching and also by breaking down some of the terminologies into simplest forms.”*

This study concludes that students believe their teachers utilize the full 45-55 minutes of class to teach. Bol stated, *“He utilizes his period fully as needed with effectiveness and efficiency, but sometimes he cannot attend the class up for to two weeks and his teaching method is faster that I cannot understand the topic until I communicate or get advice from my colleagues.”*

Students agreed that their teachers support them to be the best students in the class. Reuben stated, *“By encouraging me even if I am wrong in answering a question that he asks and also encourage me to participate in class.”* By supporting this idea, students believed that their teachers could encourage learning. Taban stated, *“By proving open discussions in class and through class attendance.* The students agreed their choices would be maximized by their teachers. Peter stated, *“By providing more options and allow us to choose what is best for our career.”* Students also believe they are being treated fair by their teachers in the classrooms. Denis stated, *“Our lecturer is just a person; he treats all students equally regardless of their ethnicity, religious and academic performance.”*

This study indicates that students believe their teachers need to set a good example by having perfect attendance themselves. Valary argued, *“My teacher should be a good example to students by ensuring perfect attendance.”*

The 3 SSI open-ended questions summarize that students decided to enroll at the University of Juba. David argued, *“Many of us here are just attending this university because our choices are limited, no other universities to choose from. Basically, teachers are not well educated and do not have the skills needed to influence the students learning process at this university.”*

Students do not think there is a positive learning experience at the University of Juba. Malual argued, *“Not steady and smooth because teachers do things their own way without having proper cooperating with students as learners and also students sometimes do not have access or cannot references.”* In order to improve their opportunities for collaborative learning at the university, the academic educators need to work. Alex argued, *“Building more libraries! This library is not enough and laboratory is not enough to support students learning. Building bigger or more libraries/laboratories would create more learning opportunities for students. The staff should also organize seminars and forums with other universities (both at students and staff levels) to promote learning experiences. The university would also benefit in establishing a research a center.”* Students believe the university needs to work on balancing individual learning with collaborative learning. Deng argued, *“I have not realized any balance between individual learning with collaborative learning. In this university students are not given the opportunity to take responsibility on how to organize and operate learning activities.”*

Lastly, students gave the impression that they have positive views and understanding that their teachers never treat them unequally at the university. Dhieu argued, “*No, our faculties treat students equally in this university; everybody here attending the college came for the same reason to be educated and help the society.*”

Table 4.8

Summary of Statistical Significance on the Predictor Variables

Analyses of the Study	Results	Significant at $p < .05$
1. Analysis of Pearson correlation was conducted to test whether there was a relationship exists among the 9 variables in the study.	The results show very significant relationship appear between/among nine variables	Supported
2. Analysis of Independent t-test was run to determine whether there is a significant difference in student satisfaction across the groups of gender (female and male); marital status (unmarried and married); GPA (2.0, 3.0 and 4.00); grade level (2 nd year, 3 rd year and 4 th year) and financial situation (unemployed and employed).	The results from t-test show that there are significant differences ($p < 0.05$) on all scales except marital status.	Supported
Hierarchical Regression		
3. H_{null} : There is no significant impact of quality teaching which is measured by <i>Teacher Support, Student Cohesiveness, Task Orientation, Cooperation, Involvement, Investigation, and Equity on</i>	Block 1: Predictors financial situation, academic performance, grade level, gender, marital status variance equaled 2.4%.	Not supported

student satisfaction based on marital status, financial situation, grade level and gender along with their academic performance at the university.

Block 2: Predictors task orientation, involvement, equity, teacher support, cooperation, investigation, student cohesiveness; Supported change in variance accounted for 16.3%, over the step one block.

The hierarchical regression analysis results shown above indicate that the model is considered statistically significant.

- In block 1, the variance accounted for (R^2) with the demographical predictors: financial situation, academic performance, grade level, gender and marital status equaled 2.4% which was not significantly ($F(5, 257) = 1.275, p.275$), they were not predictors of student satisfaction.
- Next, in block 2, the variance accounted for (R^2) with the predictors variables: task orientation, involvement, equity, teacher support, cooperation, investigation and student cohesiveness equaled 18.7 % ($F(7, 250) = 7.129, p<=.05$). The overall model remained significant.

The results of block 2 shows that the addition of independent predictors increased the variance slightly from 2.4 % to 18.7 %, this increase change the overall model significance so the overall variance $R^2 = 2.4\%$, ($F(12, 250) = 7.13, p<0.001$) demonstrates a significant predictive model. Therefore, independent variables increase

the predictive power of the model, controlling for the demographical variables, the null hypothesis is rejected.

The qualitative written responses were used in this research study to encourage full, meaningful answers using the students' own knowledge and feelings. The table below provides a summary of students' responses.

Table 4.9

Qualitative Data Analysis Summary

Analyses of the Study	Summary Response Themes
1. Description of a quality teacher:	Professionally imparts knowledge by clearly explaining the concepts of a topic.
2. Improvements for quality teaching:	Develop intellectual understanding and simplifying the subject taught.
3. Utilizes the full 45-55 minutes class teaching:	Utilize period fully as needed with effectiveness and efficiency.
4. Support to make best student:	Support them to be the best students in the class through good approach, advice and guidance.
5. Encourage student learning:	Encourage students even if they are wrong in answering questions as well as encourage them to participate in class.
6. Encourage students to make choices:	Giving questions with free choices or many questions but to choose one.
7. Treats all students fairly/equally:	Students are treated equally regardless of their ethnicity, religious and academic performance.

8. Teachers' attendance affects learning:

Sometimes teachers do not attend classes up to two weeks without informing students about his/her absence.

9. Student enrollment at the university:

Teachers are not well educated and do not have the skills students need to achieve their academic learning.

10. Learning dynamics at the university:

The university system of giving lectures and testing remained the same always with no new styles/practices.

11. Students' learning experience:

Students think there is no positive learning experience because teachers do things their own way without having proper cooperation with students as learners.

12. Students' opportunities for collaborative learning at the university:

Students believe library is not enough and laboratory is not enough to support their learning.

13. Balancing learning with collaborative learning:

University is not doing anything possible to balance their learning with collaborative learning because they are not given the opportunity to take responsibility and work together to organize learning activities on their own.

14. Faculty treats students unequally in the university:

They believe their faculty treats them equally in the university.

This qualitative data analysis provided in the table above indicate that the university's educators need to work together to provide effective strategies to help students achieve their academics success. In using grounded theory, the data collected were examined closely. The findings indicates that the researcher have developed a theory called "learning first" proposing strategies summarized in the table to improve quality teaching on student satisfaction. In order for the seven public universities to be most effective in sustaining positive student satisfaction and engagement in learning as well as increasing academic performance, all the components in ensuring that students are schooled in an environment that allows them to focus on educational activities. These efforts should be consistent and continual throughout the academic year and throughout each student's educational career.

CHAPTER FIVE: DISCUSSION

The purpose of chapter five is to draw conclusions based on the outcomes from the research, and to discuss potential limitations as well to compromise plans for future research in order to consistently increase students' achievements at the public universities in the Republic of South Sudan. The discussion includes conclusions drawn from participants' demographics and dependent variables, followed by research question analyses. The open-ended questions summarizing students' views, understanding about the impact of quality teaching in the classroom, and of course, to draw general out-look on whether services available at the university increase their learning abilities were discussed. This was then followed by general summary discussions of the study, its limitations, recommendations and possibilities for the future research.

The goal line of conducting this study was to examine whether there is a 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 of Juba. In order to examine and provide supportive assessment, *What is Happening In This Class (WIHIC)* and *Student Satisfaction Inventory (SSI)* were employed to answer the question. In order to conclude differences among participants in the study (*gender, GPA, grade level, marital status and financial situation*) Independent t-Test analysis was conducted. In order to evaluate whether variables being studied are interrelated, Pearson correlation analysis was employed. The result of student satisfaction was analyzed using hierarchical regression.

Discussions of Key Findings

Pearson Correlation Findings

This analysis from Pearson correlation may help to guide the Ministry of Higher Education and public universities' educators in the Republic of South Sudan by ensuring students' learning relationships in the classroom and on the university campus is substantially important. The results of the study as displayed in *Table 4.2: Correlation Statistics* suggested that there were relationships among nine categories to impact quality teaching on student satisfaction. Based on the 7 WIHIC (*student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity*), and 2 SSI (academic advising and campus support services), students reported the same opinions indicating that the categories are interrelated to support and increase their learning achievements. Therefore, the outcome indicates WIHIC and SSI are the best instruments that help to evaluate students' relationship in determining the impact of quality teaching to increase learning satisfaction at the University of Juba in the Republic of South Sudan.

Independent Sample t-test Findings

The independent sample t-test was chosen as the statistical measure to help enlighten university's' educators about students' learning satisfaction differences across their demo status in this study. As indicated in *Table 4.2*, this analysis was run to determine if there is a significant difference in student satisfaction across the groups of gender (female and male); marital status (unmarried and married); GPA (2.0, 3.0 and 4.00); grade level (2nd year, 3rd year and 4th year) and financial situation (unemployed and employed).

In this sample, results of scores on the students' satisfaction for a sample of 267 participants were analyzed to determine each student member's level of satisfaction with his/her learning. The research question for the study was to examine the impact of quality teaching on student satisfaction based on the demographics status. The findings specify that the mean score for *male* was 4.6, whereas the mean score for female was 4.09. This indicates male participants reported slightly higher satisfaction levels. The results of *GPA*: 2.0 mean score was 4.6; 3.0 mean score was 4.5 and 4.0 mean score was 4.6. This confirms that *GPA* of 3.0 participants reported slightly lower satisfaction levels, whereas 2.0 and 4.0 participants reported the same satisfaction levels. The results show that *grade level*: 2nd year mean score was 4.6; 3rd year mean score was 4.6 and 4th year mean score was 4.3. This indicates 2nd and 3rd year participants reported slightly higher satisfaction levels, whereas 4th year participants slightly reported lower satisfaction levels. The outcomes identify that the mean score for unemployed was 4.6, whereas the mean score for employed was 4.6. This indicates unemployed and employed participants reported the same satisfaction of levels. The results state that the mean score for *unmarried* was 4.5, whereas the mean score for *married* was 5.2. This indicates *married* participants reported slightly higher satisfaction levels. The overall conclusion summarizes that the Sample t-test finding indicates there are statistically significant differences at $p < 0.05$ levels in *gender*; *GPA*; *grade level* and *financial situation*. The hypothesis was not supported. *Marital status* proved to be statistically significant at the .05 level and the hypothesis was accepted.

Hierarchical Regression Findings

Hierarchical regression analysis was used to answer the primary research question that examined if 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 of Juba. As indicated in 4.6: *Model 2*: Hierarchical regression analysis identifies two blocks of variables: a set of control variables (demographical variables) entered in the first block and a set of predictor variables (independent variable) entered in the second block. This analysis was run to statistically examine the set of control variables (*financial situation, academic performance, grade level, gender and marital status*) which are thought to make a difference in scores on the dependent variable. However, the predictors are the variables within whose this research study really interested.

After controlling the demographical variables of financial situation, academic performance, grade level, gender and marital status, the results indicated that the variance accounted for was ($R^2=2.4\%$) in block 1. Predictor variables of task orientation, involvement, equity, teacher support, cooperation, investigation and student cohesiveness were entered into the equation in block 2. The variability slightly went up from 2.4 % to 18.7% (about 16.3%). The result of hierarchical regression for student satisfaction was supported at .05 significant alpha levels.

In conclusion of hierarchical regression analysis, the predictor variables related to student satisfaction, especially marital status, involvement, teacher support and equity

contributed to the model and proposed possibilities to pursue future studies as the overall variance slightly increased. This study indicates that the seven categories of WIHIC could be used to explore other possibilities to help teachers support and provide collaborative learning to students in the classroom. This study concerns all staff working at the university would assure that students are treated as the beneficiaries of their work contributions.

Qualitative Analysis Discussions

The conclusion drawn from Open-ended questions in this study clearly states that there are a number of issues or areas of concerns that might hindered students' academic successes. These areas of concerns based on the students' responses, include:

- Students' demographic report: *It is observed that there is a barrier difference in learning between female and male students: Female students have a very low percentage score of 4.9% of the sample (n=13), whereas males covered the majority sample of 95.1% (n=254). The open-ended responses also indicated that only 2 out of 57 were female students that provided their answers to the questions. This number really falls under educational poverty line which indicates that South Sudan is the lowest country in providing education to females. It would be advantageous if academic educators would come together and strategize effective plans to educate females.*
- Question about how teachers utilize the full 45-55: *Students responded that some teachers have unclear teaching methods: their teaching styles may be so fast that they cannot understand the topics; could not explain clearly the*

concepts of a topic being discussed based on the relevant source and also give little or limited references on topics being discussed or researched.

- *Based on teachers' attendances: Students specified that sometimes teachers do not attend classes up to two weeks without informing his/her students about his/her absence.*
- *Question about student enrollment at the university: Students indicated that teachers at the university are not well educated and do not have the skills they need to achieve their academic learning. Their choices are limited because there are no other universities to choose from so they decided to attend the University of Juba.*
- *Question about students learning experience at the University of Juba: Students showed that they do not think there is a positive learning experience at the University of Juba because teachers do things their own way without having proper cooperation with students as learners.*
- *Question about improving students' opportunities for collaborative learning at the university: Students pointed out that the library is not enough and laboratory is not enough to support their learning.*
- *Question about balancing individual learning with collaborative learning at the university: Students stated that they don't think the university is doing anything possible to balance their learning with collaborative learning because they are not given the opportunity to take responsibility and work together to organize learning activities on their own.*

Finally, the above summary identifies key points informing the university's administration about issues existing on campus that are limiting students' achievements. The aim of this study is to ensure the university provides services and connects material to existing knowledge that helps increase students' achievements. The university staff should correlate work to motivate students to learn, provide strategic teaching and learning activities that are carefully structured and maximize learning interactions among students.

Limitations

In undertaking this study, the researcher encountered a number of issues that limited or conditions that were out of his control. The limitations of this study are described below:

The first limitation was that the researcher was slow to complete the program because the study was conducted abroad (South Sudan). During, Winter 2015, the researcher took a couple quarters off for data collection. He traveled to Africa (South Sudan) for six weeks and this required usual use of resources. Right after he came back from Africa, he accepted a position with the USDA; so again, he took Spring 2015 off to relocate his family.

The second limitation was the issue of not using web-database for data recording. The researcher feared that the data collected would get lost. There was also the challenge of no internet access available in South Sudan. The researcher had a hard time accessing the internet to report and communicates the progress of data collection with his Dissertation Committee Chair person.

The third limitation was using a Likert-type scale because respondents didn't appreciate the nature of questions. Students also had difficulty interpreting some of the questions. Another challenge was, out of 267 participants in the study, only 136 students provided their answers to the open-end questions. Further, 79 out of 136 students skipped or left some of the questions unanswered or did not successfully provide clear descriptions to the question. The researcher used student's first name and academic year to ensure the privacy of the students upon the student's request. Therefore, it was so difficult to sort out or group together answers that have similar descriptions to the questions because some students have similar names and may be in the same academic year.

The fourth limitation was that teachers were on strike for their salary increase. There was no teaching and it was difficult to locate students in their respective classes. The students were on their two weeks reading to sit for their exams on March 16, 2015. Fortunately, the University administration was cooperative with the support of Colleges' head of Departments helping me to locate student coordinators for every college to distribute the questionnaire to students. Another big challenge that the researcher faced was that some of the colleges' secretaries could only communicate in Arabic with limited English spoken so the researcher had hard time communicating and understanding.

The fifth limitation was the issue of participants' gender. The majority of the respondents were male (95%). This indicates that there were a less number 4.9% of female participants attending the university, and of course, this concluded that females were not well represented in the study. The open-ended responses also indicated that only 2 out of 57 were female students that provided their answers to the questions. This

number really falls under educational poverty line which indicates that South Sudan is the lowest country in providing education to females. As a result, the study findings are restricted primarily to this group and studies involving different groups of participants might not get the same results. The sample demographic information is recorded and provided in Chapter 4 (*Table 4.1: Frequency Distribution Demographic Participatory Information*). No other limitations were encountered or issue other than I mentioned above. Education of girls and women should not be considered a cultural value in South Sudan.

Recommendations

This study ends with a number of recommendations concentrating on the impact of Quality teaching on student satisfaction in the classroom and on campus at the University of Juba. The effectiveness of quality teaching is to ensure students are engaged in all the learning activities to become self-directed learners. First and foremost, helping students achieve their academic goals requires teachers and university academic staff to specify learning activities and give students opportunities to participants.

At the classroom levels, teachers would be the main focus to ensure their students are obtaining the best academics they need to become competitive in the job market. This research study commands that teachers should work cooperatively by prioritizing and following academic learning strategies provided below:

- *Making lectures more meaningful:* Let your students know about the classroom learning objectives you want them to achieve, encourage them to take their own notes, compare your notes with theirs at the end of quarter and always end your class teaching period by asking students what they have learned in today's

class lecture and inform them about the upcoming class lecture tomorrow so that they may prepare?

- *Getting students for effective readings:* Give students unannounced short quizzes at the end of the chapter and of course, at the end of chapter assigned reading and let them write 1 1/2 to 2 paragraphs reflections about their readings;
- *Involve students in classroom participations:* Harmoniously assign each student 3-4 minutes to facilitate a class discussion on a topic, meanwhile develop focused questions on daily topics;

At the university level, administrators need to daily examine and ensure the progress of every activity or services is up-to-date. Below are bullets highlighting areas that significantly increasing students learning:

- *Meeting university expectations:* University administrator, academic staff and other educators should work collaboratively to noticeably pinpoint students who are not meeting or maintaining university expectations and involve teachers to provide a focus on them. This approach would help improve students with low academic performances;
- *Retaining teachers' attendances:* Teachers attendance reports need to be certified by providing and maintaining quarterly teaching period track. All teachers at the university should be obligated to keep track of their attendances, otherwise, this could affect their incentives or raise. Teachers nonattendance reports would be Zero tolerance;

- University learning materials, products/services availability:* School administration should make sure that all products/services are available on-campus including housing, books, libraries, entertainment center, cafeteria, nurses, computer labs, student writing center and counselors readily accessible to students. Dr. Akec, formerly Vice Chancellor at the Northern Bahr El Ghazal University, participated during the forum and encouraged the Action Plan (AP) to address the uppermost concern of the universities programs and status, argues, “A university worth the name without addressing these vital matters would not help because if education is not reprioritized immediately there will be a chance of generation missing out to receive higher education.”
- Stop teachers strike/unqualified:* In order to stop teachers strike because this affect students learning, the university should create annual incentive increase, and of course this could be done based on an individual teaching affordability. Teachers’ incentive pay increase would always be evaluated on 4 quarterly attendance reports in a year; evaluate teaching structure procedures for every teacher; ensure every teacher passes through academic skills background check before he/she assigns for a subject to teach; at the beginning and in the end of the class teaching inspection should be required and more importantly, students evaluation report on their teacher in the classroom considering all the aspects that help increase students learning should be conducted. Dr. Akec, argues, “There is not enough lecturers, our lecturers are poorly paid, and lack of accommodation for the staff and students.”

- *Classroom overcrowding:* Classroom are overcrowded and this would affect students learning as well as teachers may not have enough time to read through 80 students' assignments and give credits in the classroom. Adhikari, South Sudan Director of Plan International Agency for Relief, in Lake State argues, "While each classroom learning space is designed to support 50 students in each session, they are crowded with over 200 students per session." There university administrator should propose a budget plan to address it to the Ministry of Higher Education requesting more classroom to be built on-campus in order to minimize classroom overcrowding.

According to Calderbank (2013), the British Council's Director in South Sudan, wrote about their position in local society that, "Out of a population of eight million, there are no more than a couple of thousand girls completing secondary education. About 90 percent of South Sudan's women are illiterate, compared with 75 percent of men" (p.1). It would be advantageous if academic educators would come together and strategize effective plans to educate females in South Sudan.

Summary

In summarizing these research study recommendations, I would strategically prioritize that a new country like the Republic of South Sudan should start on the correct footing by striving to promote more efficient quality education for excellence teaching to increase student satisfaction. The goal here is that this study focuses on ensuring that every student has access to receive quality education he/she desires regardless of age, special needs, and gender.

- N/B, In order for the seven public universities to be most effective in sustaining positive student satisfaction and engagement in learning as well as increasing academic performance, all the components in ensuring that students are schooled in an environment that allows them to focus on educational activities. These efforts should be consistent and continual throughout the academic year and throughout each student's educational career.

Finally, as a whole, I personally would like to solidify a thank you and appreciation to the Republic of South Sudan high academic specialties who primarily brought up challenges facing students in the classrooms 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. Their name 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.*

They were asked to create a General Education Strategy Plan (GESP) for the country. They executed their time to highlight current conditions facing the provision of higher education 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; (6) unqualified teachers; and (7) 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

would increase the global awareness of this newly formed country. These challenges were discussed in the study literature review.

This study recognised that the development of humanizing the quality of teaching on student satisfaction should be a central goal for improving the quality of higher education in South Sudan. Even though abundant research has been completed on quality teaching in western countries, little has been conducted in the Republic of South Sudan. Since the Comprehensive Peace Agreement (CPA) was signed in 2005, intermittent civil war has seriously devastated the educational prospects for South Sudanese citizens.

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Appendix A: Request Letter for Research Participation

Dear Dr. Akec:

My name is Jacob Aguer Ajang. I am a Doctoral student at Trident University International in the United States. I am conducting a research for my Ph.D. dissertation on “The Impacts of Quality Teaching on Student Satisfaction in Higher Education in South Sudan(with the data being collected at University of Juba), one of the five public universities in the Republic of South Sudan.

I am submitting this letter to introduce myself to you as a Vice Chancellor and inform you that I am interested in conducting research in fulfillment of my Ph.D. I would like to inform you that I have included University of Juba in the study and seek to obtain the approval of your good office to conduct research; through a series of interviews and distribution of questionnaires. Any information obtained regarding this research will be solely used for this intended study and treated confidentially.

I will be conducting this research study because I saw an opportunity to utilize the quality teaching that I have been afforded in America to increase and sustain student learning for a better academic future. The target populations in this study are students taking classes from January to July of 2015 from the University of Juba. This university is selected as a sample representative because it is the oldest institution of the 4, employs eleven colleges and serves approximately 12 thousand students across the regions. This project will analyze the goal and scope of quality teaching to ensure the provision of increasing students learning. The study will be under the supervision of my Dissertation Committee including:

1. Dr. Heeja Kim, Dissertation Chairperson
2. Dr. Wenling Li, Dissertation Member
3. Dr. Rhonda Parmley, Dissertation Member

Thank you for your time and consideration concerning this matter. I look forward to hearing from you soon. Following this letter, I will send you a campus site schedule and participatory consent letter. Please do not hesitate to contact me at:
aguerajang@hotmail.com.

Respectfully yours,



Jacob Aguer Ajang
Ph.D. Student in Higher Educational Leadership
College of Education
Trident University International

(402) 320-3992

Appendix B: Letter of Endorsement



Trident University International College of Education

5757 Plaza Drive, Suite 100 • Cypress, California 90630. Tel: (714) 816-0366 • Fax: (714) 226-9844

RE: A letter of endorsement for Mr. Jacob Ajang

To Whom It May Concerns,

This letter is for my endorsement that Mr. Jacob Ajang is currently a doctoral student at Trident University International. I have met him as his professor and have known him for a few years. After he had completed all of his coursework, I have had the privilege of being his dissertation committee chairperson.

I feel proud having had the pleasure of working with him. He is highly motivated and his initiation is one of his strong points.

Please feel free to contact me at the below address if you have any questions. Thank you for your time and consideration.

Respectfully,

Heeja Kim

Heeja Kim, PhD
College of Education
714-816-0366 ext.2056
Trident University International
5757 Plaza Dr., Suite 100
Cypress, CA 90630
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Appendix C: Letter of Research Acceptance



P.O Box 82
Juba, South Sudan
Tel: +211 911 233 680
+211 977 185 680
E-mail: yirol.surda@gmail.com

UNIVERSITY OF JUBA
Office of the Deputy Vice Chancellor
Academic Affairs

UJ/VCO/3.A.20
August, 21st 2014

TO WHOM IT MAY CONCERN

I am writing this letter to inform your Institution that Jacob Ajang has contacted us to conduct his PhD reasearch on the Impacts of Quality Teaching on Student Learning Satisfaction in our University. I am grateful to recieve and accept him to conduct his research.

Thanks

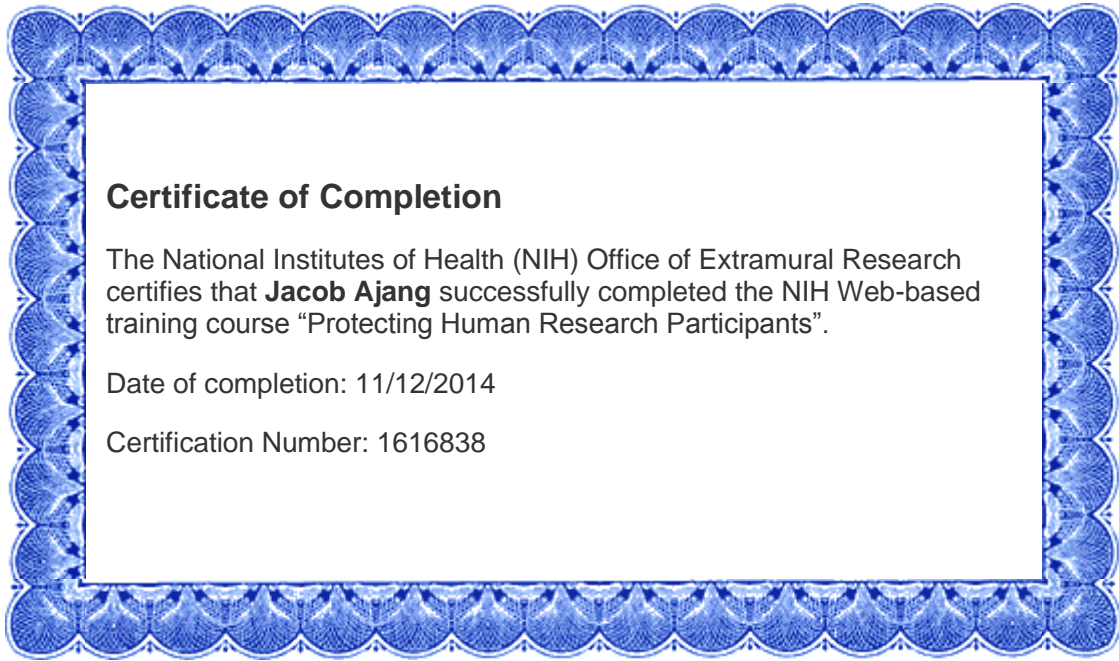
Yours sincerely,



Prof. Pauline Kiak
Deputy Vice Chancellor for Academic Affairs
University of Juba

Cc File

Appendix D: Protecting Human Research participant Certification



Appendix E: IRB Research Letter of Approval



**TRIDENT
UNIVERSITY**
INTERNATIONAL

Institutional Review Board - IRB

5757 Plaza Dr., Suite 100 Cypress, California 90630 • Tel: (714) 816-0366 • Fax: (714) 226-9844

Date: 12/26/2014

Dear Jacob Ajang,

Thank you for submitting your application to the Institutional Review Board. We reviewed your application for your proposed study, 'The Impacts of Quality Teaching on Student Satisfaction at the University of Juba in South Sudan.' We have determined that your study meets the IRB approval criteria as specified at 45 CFR 46.111.

This approval is valid for one year from the date of this notice. The research must be conducted according to the proposal submitted to the Trident IRB. In order to preserve the anonymity of participants, data may not be reported without a minimum of ten subjects in a subgroup. If changes to the approved protocol need to be made, a revised protocol must be submitted both to the IRB for review and approval.

Sincerely,



Heidi Sato, Ph.D., MPH
Chair - Institutional Review Board (IRB)
Director of Institutional Research

Appendix F: University of Juba Student Consent for Survey

Title of Study: The Impacts of Quality Teaching on Student Satisfaction in Higher Education in South Sudan (with the data being collected at University of Juba).

Dear Student,

You are being requested to participate in a research study because you are a student at the University of Juba, one of the five public universities in the Republic of South Sudan. This university is selected as a sample representative because it is the oldest institution of the 4, employs eleven colleges and serves approximately 12 thousand students across the regions. It is important to read all information in this form and ask questions when you can to ensure you understand what is expected from you or pertaining this research. Please read carefully before agreeing to take part in the study.

Investigator:

My name is Jacob Aguer Ajang. I will be conducting this research study because I saw an opportunity to utilize the quality teaching that I have been afforded in America to increase and sustain student learning for a better academic future. This study will be under the supervision of my Dissertation Committee including:

1. Dr. Michael Wesolek, Dissertation Chairperson.
2. Dr. Wenling Li, Dissertation Member.
3. Dr. Rhonda Parmley, Dissertation Member.

Purpose of the Study:

The purpose of this study is to examine the impacts of Quality Teaching on Student Satisfaction in Higher Education in South Sudan

Description of the Study:

If you agree to participate in this study, I will be asking you to take a survey questionnaire after your class teaching period at the university. There are 2 sets of survey questions pertaining the effectiveness of quality teaching and your learning satisfaction in the classroom environment. You will be asked to provide your responses on a five and 7-point scales that will take about 45 minutes to complete. I will make this arrangement with your school Vice Chancellor and class head teachers to schedule and determine the best time to carry out the interviews.

Risks and Benefits of the Study:

There are no foreseeable risks associated with this project nor do I anticipate any risks to you participating in this study. If you feel any discomfort or do not want to answer any question, please do not hesitate to ask or stop. This study has no direct benefit to the

students but it will benefit the 5 public universities in South Sudan by improving the strategies of quality teaching, create avenues to the improve student-teacher relationship and develop an effective classroom learning environment to ensure the provision of increasing students learning. I believe you may find it rewarding and helpful to have a chance to reflect as well as voicing your opinions on things that seem to limit access to your academic learning opportunities.

Confidentiality:

All the research materials or records contained in this study will be kept private and will not be used for any other purpose whatsoever. The research will not include any information that identifies you in public. Research records will be kept in a locked file; only the researcher will have access to the records.

Voluntarily Participation/No Cost for Participation:

Taking part in this study is completely voluntary. If you decide not to take part or to skip some of the questions, it will not affect your current or future role to achieve your academic learning outcomes. If you decide NOT to take part, you are free to withdraw at any time. Students will not be asked to pay any fees. You are being asked to participate free with no charges whatsoever.

Questions about the Study:

Please feel free to ask (Jacob Aguer Ajang) any questions at any time by email at aguerajang@hotmail.com or visit my blog at <http://jacobajangphd.wordpress.com/>.

If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) at their website: <http://www.trident.edu/institutional-review-board> or email at: IRB@trident.edu, which is established to review and monitor research involving human subjects. You may also report your concerns or complaints anonymously to my Dissertation Chairperson Dr. Wesolek at michael.wesolek@trident.edu or IRB Chairperson Dr. Sato at Heidi.Sato@trident.edu.

Statement of Student Assent:

Please check each one of the boxes to tell me what you would like to do and to let me know that you have read the above information, and have received answers to any questions I asked.

- No, I do not want to be in the research study.
- Yes, I want to be in this research study.

Participant Signature: _____ Date: _____

Researcher Signature: _____ Date: _____

Appendix G: University of Juba Student Survey

Quantitative Approach:

- **Section 1:** What Is Happening in This Class (WIHIC)
- **Section 2:** Student Satisfaction Inventory (SSI)

Qualitative Approach:

Open-ended questions are provided at the end of surveys to ask broad questions to investigate individual students in order to gain understanding and summarize how quality teaching impacts their academic achievements. The advantage of using open ended questions in this research is to ensure students provide complete views on the perspective of quality teaching at the university

Section I: What Is Happening In This Class? (WIHIC)

Directions for Student:

This questionnaire contains statements about practices that take place in your classroom. You will be asked how often each practice takes place. There are no 'right' or 'wrong' answers. Your opinion is what is wanted. Be sure to given an answer for statements. If you change your mind about answer, just cross it out and circle another. Some statements in this questionnaire are fairly similar to other statements. Don't worry about this. Simply give your opinion about all the statements.

Student Name: _____ ***Date:*** _____

Student Demographic Information:

Please select the response for each item that best describes you from the lists provided:

1. **Gender:** (1) Male (2) Female
2. **Class Level:** (1) Second year (3) Third year (4) Fourth year
3. **GPA** (academic performance) (Scale 0.0-4.0) 1. 2. 3. 4.
4. **Marital Status:** (1) Unmarried (2) Married
5. **Financial situation:** (1) Unemployed (2) Employed

Below, the student is required to answer a survey questionnaire structured using a 5-point scale assessing the quality teaching in the classroom to enhance their learning opportunities. For each item, students are asked to describe what this classroom is like for them (a scale of 1 to 5):

Student Cohesiveness		1-Never	2-Seldom	3-Sometimes	4-Often	5-Always
1.	I make friendships among students in this class.	1	2	3	4	5
2.	I know other students in this class.	1	2	3	4	5
3.	I am friendly to members of this class.	1	2	3	4	5
4.	Members of the class are my friends.	1	2	3	4	5
5.	I work well with other class members.	1	2	3	4	5
6.	I help other class members who are having trouble with their work.	1	2	3	4	5
7.	Students in this class like me.	1	2	3	4	5
8.	In this class, I get help from other students.	1	2	3	4	5
Teacher Support		1-Never	2-Seldom	3-Sometimes	4-Often	5-Always
9.	The teacher takes a personal interest in me.	1	2	3	4	5
10.	The teacher goes out of his/her way to help me.	1	2	3	4	5
11.	The teacher considers my feelings.	1	2	3	4	5
12.	The teacher helps me when I have trouble with the work.	1	2	3	4	5
13.	The teacher talks with me.	1	2	3	4	5
14.	The teacher is interested in my problems.	1	2	3	4	5
15.	The teacher checks in with me.	1	2	3	4	5
16.	The teacher's questions help me to understand.	1	2	3	4	5
Involvement		1-Never	2-Seldom	3-Sometimes	4-Often	5-Always
17.	I discuss ideas in class.	1	2	3	4	5
18.	I give my opinions during class discussions.	1	2	3	4	5
19.	The teacher asks me questions.	1	2	3	4	5
20.	My ideas and suggestions are used during classroom discussions.	1	2	3	4	5
21.	I ask the teacher questions.	1	2	3	4	5
22.	I explain my ideas to other students.	1	2	3	4	5

Investigation	1-Never	2-Seldom	3-Sometimes	4-Often	5-Always
23. Students discuss with me how to go about solving problems.	1	2	3	4	5
24. I am asked to explain how I solve problems	1	2	3	4	5
25. I carry out investigations to test my ideas.	1	2	3	4	5
26. I am asked to think about the evidence for statements.	1	2	3	4	5
27. I carry out investigations to answer questions coming from discussions.	1	2	3	4	5
28. I explain the meaning of statements, diagrams and graphs.	1	2	3	4	5
29. I carry out investigations to answer questions which puzzle me.	1	2	3	4	5
30. I carry out investigations to answer the teacher's questions.	1	2	3	4	5
Task Orientation	1-Never	2-Seldom	3-Sometimes	4-Often	5-Always
31. I find out answers to questions by doing investigation.	1	2	3	4	5
32. I solve problems by using information obtained from my own investigation.	1	2	3	4	5
33. Getting a certain amount of work done is important to me.	1	2	3	4	5
34. I do as much as I set out to do.	1	2	3	4	5
35. I know the goals for this class.	1	2	3	4	5
36. I am ready to start this class according to the schedule.	1	2	3	4	5
37. I know what I am trying to accomplish in this class.	1	2	3	4	5
38. I pay attention during this class.	1	2	3	4	5
39. I try to understand the work in this class.	1	2	3	4	5
40. I know how much work I have to do I am asked to explain how I solve problems.	1	2	3	4	5

Cooperation	1-Never	2-Seldom	3-Sometimes	4-Often	5-Always
41. I cooperate with other students when doing assignment work.	1	2	3	4	5
42. I share my resources with other students when doing assignments.	1	2	3	4	5
43. When I work in groups in this class, there is teamwork.	1	2	3	4	5
44. I work with other students on projects in this class.	1	2	3	4	5
45. I learn from other students in this class.	1	2	3	4	5
46. I work with other students in this class.	1	2	3	4	5
47. I cooperate with other students on class activities.	1	2	3	4	5
48. Students work with me to achieve class goals.	1	2	3	4	5
Equity	1-Never	2-Seldom	3-Sometimes	4-Often	5-Always
49. The teacher gives as much attention to my questions as to other students' questions.	1	2	3	4	5
50. I get the same amount of help from the teacher as do other students.	1	2	3	4	5
51. I have the same amount of say in this class as other students.	1	2	3	4	5
52. I am treated the same as other students in this class.	1	2	3	4	5
53. I receive the same encouragement from the teacher as other students do.	1	2	3	4	5
54. I get the same opportunity to contribute to class discussions as other students.	1	2	3	4	5
55. My work receives as much praise as other students' work.	1	2	3	4	5
56. I get the same opportunity to answer questions as other students.	1	2	3	4	5

Open Ended Questions

In this section, the open ended questions are asked in an effort to explain and provide a clear understanding of the quantitative research surveys.

1: In what ways does the teacher for this class meet your description of “quality teacher”?

1a. In what ways could s/he improve?

2: Explain how your teacher utilizes 45-55 minutes class teaching period?

3: In what ways does your teacher support you to be the best student possible in this class?

3a. In what ways does s/he encourage your learning?

3b. In what ways, if any, does your teacher encourage you to make choices within your class and learning?

3c. Describe ways in which your teacher treats all students fairly/equally. For example, does s/he gives as much attention to your questions as well as other students' questions in your classroom?

4: Describe how your teacher's attendances affect your learning in this class?

Section II: Student Satisfaction Inventory (SSI)

Dear Student,

Your thoughtful and honest responses to this inventory are very important. You are being asked to share about your college experiences for the years you have been a part of this university family. Each item is expressed as a statement of expectation. For each item, students are asked to rate level of satisfaction (a scale of 1 to 7, with 1 as “not satisfied at all” and 7 as “very satisfied”). Students will share how satisfied they are that their university is meeting their expectations.

Each item below describes an expectation about your experiences on this campus. On the *right*, tell me how satisfied you are that your university has met these expectations.

1 - Not satisfied at all 2 - Not very satisfied 3 - Somewhat dissatisfied 4 - Neutral							5 - Somewhat satisfied 6 - Satisfied 7 - Very satisfied
Academic Advising				Your Level of Satisfaction			
1. My academic advisor is approachable.	1	2	3	4	5	6	7
2. My academic advisor is concerned about my success as an individual.	1	2	3	4	5	6	7
3. My academic advisor helps me set goals to work toward.	1	2	3	4	5	6	7
4. My academic advisor is knowledgeable about requirements in my major.	1	2	3	4	5	6	7
5. Major requirements are clear and reasonable.	1	2	3	4	5	6	7
6. The content of the courses within my major is valuable.	1	2	3	4	5	6	7
7. The instruction in my major field is excellent.	1	2	3	4	5	6	7
8. Major requirements are clear and reasonable.	1	2	3	4	5	6	7
Campus Support Services				Your Level of Satisfaction			
9. Library staff are helpful and approachable.	1	2	3	4	5	6	7
10. Library resources and services are adequate.	1	2	3	4	5	6	7
11. Computer labs are adequate and accessible	1	2	3	4	5	6	7
12. Tutoring services are readily available.	1	2	3	4	5	6	7
13. Academic support services adequately meet the needs of students.	1	2	3	4	5	6	7
14. There are adequate services to help me decide upon a career.	1	2	3	4	5	6	7
15. Bookstore staff are helpful.	1	2	3	4	5	6	7

Open Ended Questions

The open ended questions will allow students to voice and share their own situation to help the researcher understanding the perspective of the problem being studied.

1: What is the important factor (s) for you to decide to enroll?

2: What are the learning dynamics like in this university?

2a. In what ways could this university improve opportunities for collaborative learning?

2b. How does this university balance individual learning with collaborative learning?

3: Alternatively, in what ways, if any, does your faculty treat students unequally in this university?

Congratulations - you're done! Thank you for completing this survey. Your answers will be completely anonymous and combined with other students' responses.

Thank you for your participation! Your time and feedback is appreciated!