



INFLUENCE OF LECTURERS' QUALIFICATIONS AND EXPERIENCE ON THE PERFORMANCE OF UNDERGRADUATE MEDICAL AND PARAMEDICAL STUDENTS AT SOME SELECTED UNIVERSITIES IN MOGADISHU, SOMALIA

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ABSTRACT

The study examined the Influence of lecturers' qualifications and experience on the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia. The study roped into a sample of (300) lecturers selected from three universities considering five medicine and paramedical faculties; medicine, medical laboratory, nurse, pharmacy, and public health. Data collection was done through questionnaires. Two research hypotheses guided this study, the research hypothesis was tested using correlational research design and ANOVA. The findings from the study revealed that the lecturers' equal qualification experience significantly influence the academic performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia. The study also revealed lecturers' years of teaching experience and the certificate level can also significantly influence students' academic performance. Based on the findings of this study, the recommendations are also given by the lecturers.

KEYWORDS: *Academic performance, lecturers' qualification, experience, undergraduate medical students*

INTRODUCTION

Education is maybe the greatest and most costly of all nationwide and underneath taking in any nation currently (Alexander, 2020). According to (Shaturaev, 2021), this is not surprising, since there is general agreement that education is the most valuable in any nation and that is a foundation of the nation's social, political, and economic strength. (Malik, 2018) stated that the base of a great nation is the quality of their education, and the quality of good education is behind good teaching staff.

According to (DeWitt, 2019), Performance is a degree of com compensation for achieving the set goals and standards. (Hrabowski III, 2019) argued that students' performance is defined as a holistically well-educated student in an active school atmosphere who can grasp their complete potential in mastering the knowledge and skills, personality, worth, responsibility, and ability to attain personal comfort. (Wu, H., Li, S., Zheng, J., & Guo, J, 2020) observed that students' academic performance is the key directory by which the effectiveness and success of any educational institution could be ascertained. (de Rooij, M., & Weeda, W, 2020) highlight that the performance of the students in medicine generally is of chief concern to medical educators. According to (Daka, 2020), educational researchers argued the necessity of qualified lecturers for medical students' performance.

No wonder it is said that a lecturer is a very important resource in any educational system (Washington, 2018). (Jega, S. H., & Julius, E, 2018) asserted that numerous studies have studied the influence of lecturers' qualifications and experience on students' academic performance. (Tewari, D. D., & Ilesanmi, K. D, 2020) argues that a study of lecturers' qualifications and experience foresee the performance of their students. According to (Daumiller, M., Dickhäuser, O., & Dresel, M, 2019), the quality of any educational system is defined by the quality of its lecturers since no education system can outperform the quality of its lecturer. investigated that one of the most vital factors in



students' academic performance is the lecturer (Toropova, A., Myrberg, E., & Johansson, S, 2021). According to (Burke, 2019), the core purpose of teaching at any level is to paring out an important opportunity in the student.

(Sinnar, 2018) stated that the term qualification has been defined by the dictionary as the capacity, knowledge, or skill that matches or suits occasions or makes someone eligible for a duty position, privilege, or status. According (Stelly, 2020), a qualified lecturer can be defined as one who holds a teaching certificate and/or is licensed by the state, owns at least a bachelor's degree from a four-year institution, and is well qualified in his/her area of specialization. Academically, qualified lecturers refer to those who have academic training as a result of enrolment into an educational institution and obtained qualifications such as undergraduate (Tewari, D. D., & Ilesanmi, K. D, 2020). (Byrd, D. R., & Alexander, M, 2020) also noted that professionally qualified lecturers are those who obtained professional training that gave them professional knowledge, skills, techniques, and aptitudes from general education. They hold degrees like B.Med, B.S, MCM, MMSc, MPH, MMed, DCM and DClinSurg, and so on. (Kemal, I., & Rosyidi, U, 2019) stated that lecturers' qualifications and experience can help students attain excellent academic success. Also, according to (Moser, A., & Korstjens, I, 2018). say that the teaching experience means permanent employment which included filled responsibility for the planning and delivery of instruction and appraisal of student learning.

According to (Fateen, M., & Mine, T, 2021), several studies have revealed that qualification and experience is one of the critical factors that energize students' academic performance. Policy investment of lecturer is correlated to enhancement of students' academic performance specifically, the measurement of teachers' preparation and certification are correlates of students' academic performance.

The teaching of health particularly medicine subjects and the performance of undergraduate students have the source of concern for the government and parents. The performance of the students in medicine generally is a major concern to medicine stakeholders. (Chisholm, J. M, et al, 2021) stated that the World bank (2007), reported quality challenges of African universities are the scarcity of quality the manpower including medicine and paramedical universities. This deficiency will cause a letdown in the academic performance of the medical students.

However, in Somali universities, there are challenges of lecture qualifications generally, and undergraduate medical faculties that faced in terms of health manpower shortages specifically. According to (Hussein, A. Y, et al, 2018), concern word (2006) reported, that in Somalia there is a shortage of teaching staff and students do not have qualified and trained lecturers, which reflected the performance of the students. Therefore, the purpose of this research is to develop an Influence of lecturers' qualifications cation and experience on the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia.

LITERATURE REVIEW

Previous studies were reviewed to obtain an idea of the influence of lecturers' qualification on the performance of students. In general, it can be said that qualification is a key element in high performance (Kurt, N., & Demirbolat, A. O, 2019). Lecturers are important in preparing students to prosper exams. Some studies found that the lecturer's qualification meaningfully influences the students' academic performance. According to (Sodirjonov, 2020), of all the resources in the educational system, the utmost significant educational resources are the teaching staff. (Khosravi, Z., & Mohanan, S. A, 2020) asserted that the obtainability of qualified lecturers strongminded the performance of the students in any level of schooling. Similarly, (Hassel, 2018) argues that lecturers' qualifications help learners achieve excellent academic performance.

Over the past decade, researchers have confirmed that experience gained over time improves knowledge, skill, and productivity. (Keiler, 2018) says that numerous institutes recognize the experience as an influence in the performance of diverse duties. Working experience in schooling is utilized to mark who is to grant responsibilities and who is to promote (Ainscow, 2020) exclaimed that the more experienced lecturers in a teaching system, the higher could be the frequent cost of edification. (Tadesse, A, et al., 2021) highlight that a lecturer without suitable knowledge of pedagogics or lecturer who spent limited years in training without accomplishing the required years does not hold lecturer qualification. According to (Simonsz, H., et al., 2020), experienced lecturers' perceptions of their teaching aims were meaningfully more subject-oriented than those of earlier years.

The influence of the lecturer in the academic performance of the students is germane. (Mackh, 2020) argued that in general, various studies that effort to elucidate academic success or failure do so by kickoff with lecturers' qualifications (academic causal influence). The characteristics of the lecturer's quality depend on solely on subject-matter knowledge, teaching experience, training, verbal ability, qualification and the ability to use a wide range of teaching strategies adapted to students' needs. According to (Pratiwi, 2020), the lecturers are facilitators who have influence on the learners who have the concept of predictable to be learnt. (Ogunode, N. J., & Musa, A, 2020) argued



that scarcity of qualified lecturers is responsible for the poor academic performance noticeable amongst the learners. the influence of lecturers' qualifications on students' academic performance in medical and paramedical subjects in undergraduate is needed to highlight well. However, whereof the opinion that ignorance of the lecturers or neglect of the qualification of the lecturers underwrite to learners' low performance.

According to (Ataei, M., et al., 2020), several literature review highlights that teaching experience is traditionally detained as a system influencer for effective learner performance in schooling, and has an extended time informed countless humans resource policy decision on lecturer distribution, promotion, payment and transfers including extension of service contract terms beyond retirement age for long-serving certified lecturers in education sector generally and in medicine and paramedical lecturers particularly.

(Wong, B., & Chiu, Y. L. T., 2020) stated that as lecturers stay lengthier in teaching they focus additional on teaching and stop seeking upgrade; and that their preparedness skills develop more refined thus cultivating students' academic performance. Teaching experience improves learner performance and creates bond between the learners and lecturers thereby improving propeness and performance. The experience of lecturer is related to the students' academic performance and more experienced are able to influence more positively students' academic performance. The importance of experienced lecturers in undergraduate has been argued as being necessary for students' academic performance (Caruth, 2018). (MacPhail, A. et al, 2019) stated that lecturers' experience and higher qualifications improves teaching skills while students learn better at the hands of the lecturers who has taught them continuously over a period of years. Majority studies have linked performance of the learners to lecturers' experience, some published studies show that under some circumstances experienced lecturers do not enhance learner performance (Podolsky, A., et al, 2019).

Undergraduate education is the base and foundation for higher levels of graduation. The undergraduate's goal is to stablish the foundation for higher graduation levels. Undergraduate education is investment and tool for accelerating the nations' health, scientific, social, political, economic, technological and cultural growth (Sachs, J. D. et al , 2019). (Larrabee Sønderlund, A. et al, 2019) reported that tertiary institutions in most countries have found that the selection rank based on a students' overall academic achievement is the best single predictor of tertiary success for most tertiary courses.

The national educational philosophy and Somali ministry of education have outlined that students' success in any level is the key focus in defining excellent students' academic performance. According to (Albrecht, N., & Upadhyay, B., 2018) as restricted in the Somalia national policy on education in (2017) teaching at the undergraduate level particularly medicine is meant to develop essential medical scientific skills in the learners so as to prepare them for health applications in order to stimulate and enhance creativity in them. (Freidson, 2017) said that medicine subjects service as the gateway to the study of medicine which provides a solid foundation for the learning of the specialized scientific discipline in medicine. Having good quality education and producing qualified medical and paramedical students can compete in the labor market universities need to have proper health manpower. (Guckian, J. et al, 2021) prioritized that the adequate qualified and experienced medical and paramedical lecturers is major requirement of undergraduate medicine universities in Somalia.

However, in Somalia, at local level, the collapse of the central government in 1991severely distributed all public social service including educational services. (Abdinoor, 2007) stated that since downfall of central government all government infrastructure was either destroyed or looted included national university, training centers and ministry of education. The prolonged period of instability and intermittent fighting limited the ability of local educational stakeholders to restore the countries education facilities and resources properly. Also, (Abdikarim Mohaidin, 2011) stated referring UN report and ministry of education of Somalia; lack of the security and immigration of most manpower from the country is another big challenge for the Somali universities followed by lack of o enough qualified experienced lecturers including medical lecturers. There is scarcity or empty space about the literature review has been done on teachers' qualification and experience on students' academic performance particularly on medical students in under graduate in Somalia. The concern for medicine and paramedical lectures' qualification and experience makes it necessary for this study to look in to the Influence of lecturers' qualification and experience on the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia.

OBJECTIVES OF THE STUDY

1. To examine the qualification of the lecturers teaching undergraduate medicine students at some selected universities in Mogadishu, Somalia.



- To investigate the influence of lecturers’ qualification on students’ academic performance in undergraduate medicine and paramedical students at some selected universities in Mogadishu, Somalia.
- To examine the influence of lecturers’ experience on students’ academic performance in undergraduate medicine and paramedical students at some selected universities in Mogadishu, Somalia.

HYPOTHESES OF THE STUDY

The study tested the following hypothesis;

- There is no significant influence of lecturers’ qualification on students’ academic performance in undergraduate medicine and paramedical students at some selected universities in Mogadishu, Somalia.
- There is no significant influence of lecturers’ experience on students’ academic performance in undergraduate medicine and paramedical students at some selected universities in Mogadishu, Somalia.

METHODOLOGY

Research design

The study adapted a purely quantitative approach to research using a correlational research design and ANONA in a collecting and analyzing a data. The quantitative approach assisted in analyzing the Influence of lecturers’ qualification and experience on the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia.

Sample

A sample of (300) lecturers was selected from three universities considering five medicine and paramedical faculties; medicine, medical laboratory, nurse, pharmacy and public health. The modified lecturers’ qualification and experience questionnaire was distributed to (300) participants for the study. (289) questionnaires were returned fully answered and were used to analyze data for this study. The stratified sampling strategy was used to select the participants from each faculty (medicine (48), medical laboratory (67), nurse (69), pharmacy (48) and public health (57)). The universities that participated in the study were selected purposively.

Table 1: showing population, sample size and sampling technique

Categories	sample	sampling technique
Faculty		
Medicine	48	Stratifies sampling
Medical laboratory	67	Stratifies sampling
Nurse	69	Stratifies sampling
Pharmacy	48	Stratifies sampling
Public health	57	Stratifies sampling
Total	289	

Instrument

A modified lecturers’ qualification and experience closed-ended questionnaire was used to collect data from participants. Lecturers’ qualification and experience theory derived from the social cognitive theory framework the items were modified to suit university lecturers because the instrument was prior used on the undergraduate students. In order to test for the item adequacy of the items in the instrument, reliability was conducted. All the tests conducted revealed that the item was adequate.

Reliability

For the reliability, the Cronbach’s Alpha coefficient (.999) for the two items obtained indicated that the instrument was reliable to collect data for this study.

Table 2: construct reliability

Variables	Number of items	Cronbach’s Alpha
Factories (lecturers’ qualifications and experiences)	21	.999

After the instrument was tested for its reliability and found to be adequate statistical analysis was conducted on the data; independent recreation analysis. The results obtained analysis areas in the results below;

RESULTS

Table 3: certificates; What is your highest degree?

	Frequency	Percent
Bachelor	26	9.0
Master	233	80.6
Valid High diploma	17	5.9
Ph. D.	13	4.5
Total	289	100.0

Table 3 designates the distribution of lecturers' educational qualifications; the result shows that the majority of the respondents are Master's degree holders 233(80.6%), while 26 (9.0%) of the respondents are Bachelor's degree holders. From the result again, its inference could be made that 17(5.9%) of the respondents are High diploma degree holders, while 13(4.5%) have undergone Ph. D.

Table 4: lecturers' years of teaching experience; How long have been working as a lecturer?

	Frequency	Percent
1-2 years	17	5.9
3-5 years	101	34.9
Valid 6-10 years	115	39.8
11-15 years	17	5.9
16-20 years	39	13.5
Total	289	100.0

The result in table 4 above shows that 115 (39.8%) of the respondents (lecturers) had 6-10 years of teaching experience, 101 (34.9%) of the respondents (lecturers) had 3-5 years of teaching experience, 39 (13.5%) of the respondents (lecturers) had 16-20 years of teaching experience, of the respondents (lecturers), had 11-15 years of teaching experience 17(5.9%) and 17(5.9%) of the respondents (lecturers) had 1-2 years of teaching experience.

The results obtained are as per table 5 below; According to the result in table 5, it is revealed there is a statistically significant influence of lecturers' qualifications on the performance of undergraduate medical and paramedical students ($r(289) = .996, p=.000$). from the result obtained in Table 5, it can be concluded that there is a high influence of lecturers' qualifications on the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia.

The result in table 5 again, it is exposed there is a statistically significant influence of lecturers' experience on the performance of undergraduate medical and paramedical students ($r(289) = .998, p=.000$). from the result obtained in Table 5, it can be concluded that there is a high influence of lecturers' experience on the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia.

Table 5: Table 5: lecturers' qualification and students' academic performance

	Students' academic performance	Lecturers qualification	Lecturers experience
Pearson Correlation	Students' academic performance	1.000	.998
	Lecturers' qualification	1.000	.996
	Lecturers' experience	.998	1.000
Sig. (1-tailed)	Students' academic performance	.000	.000
	Lecturers' qualification	.000	.000
	Lecturers' experience	.000	.000
N	Students' academic performance	289	289
	Lecturers' qualification	289	289
	Lecturers experience	289	289



DISCUSSION

Table 3 of this study reveals that lecturers 233(80.6%) were mostly holders of Master's degrees and 26 (9.0%) of the lecturers were holders of Bachelor's degrees. 17(5.9%) lecturers were holders of High diploma degrees, while 13(4.5%) of them were holders of Ph. D. degrees. This points to the fact that there is an acceptance of a number of lecturers' degree holders who teach undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia. Lecturers' years of teaching experience were a significant influence on the students' academic performance.

Table 4 revealed that the most number of lecturers' experience work was 8 to 10 years followed by those who worked 3 to 5 years. the lecturers' years of experience is one of the lecturers' qualification indicators that is believed to be a significant determinant of students' academic performance. The result of this study has revealed new findings in the area of the lecturers' qualifications and experience in the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia. The results of this study have revealed that students' academic performance is a critical factor in nurturing the ability of the learners to focus and also strive for higher academic excellence.

H₀₁: there is no significant influence of lecturers' qualifications on students' academic performance in undergraduate medicine and paramedical students at some selected universities in Mogadishu, Somalia.

Table 5 shows that ($r_{(289)} = .996, p=.000$). Thus the null hypothesis is rejected. This means that there is a statistically significant influence of lecturers' qualifications on the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia.

H₀₂: there is no significant influence of lecturers' lecturers' experience on students' academic performance in undergraduate medicine and paramedical students at some selected universities in Mogadishu, Somalia.

Table 5 again shows that ($r_{(289)} = .998, p=.000$). The null hypothesis is therefore rejected which means that there is a significant influence of lecturers' lecturers' experience on students' academic performance in undergraduate medicine and paramedical students at some selected universities in Mogadishu, Somalia.

CONCLUSION

This study examined the Influence of lecturers' qualifications and experience on the performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia. Given the finding of the study, it can be concluded that the lecturers' qualifications and experience significantly influence the academic performance of undergraduate medical and paramedical students at some selected universities in Mogadishu, Somalia. The study also revealed lecturers' years of teaching experience and the certificate level can also significantly influence students' academic performance.

Recommendation

Based on the finding of this study, the following recommendation was made;

1. Lecturers should create an atmosphere conducive to learning in order to enhance the development of the undergraduate medical and paramedical students' learning experiences.
2. Lecturers should continue and increase their qualification and experience strategies in order to keep students engaged and motivated throughout the learning process.

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