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Teaching and Learning in Higher Education Perspective: Challenges and Solutions: Case Study of University of Bosaso, Garowe Campus

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Abstract:

The researcher of this case study conducted an investigation of 'teaching and learning in higher education perspective: challenges and solutions with the purpose of to identify the critical problems at faculty of social sciences of UoB GC, and along with a viable proposal for solving the said the problems. The researcher derived this specific problem from a cluster of problems through observation and interviewing some of the top administration of the University including the office of academics, deans, Social Science Faculty staff and so forth to draw a concrete justification to the critical problem out of the general one and then draw a viable solution to the said problem. These includes: 1. An insufficiency of instructional materials for teaching and learning; 2. Lacking regional and/or international accreditation; 3. An inadequate infrastructure; 4. Decline in Student Enrollment; 5. COVID-19 Impact; 6. Skill gap in teaching and learning education model; 7. Financial Difficulties; 8. Lacking quality control mechanism in place; 9. Poor knowledge in information and communication technology; and 10. Unstructured social responsibility response. Consequently, the most critical problem was considered 'the insufficient instructional materials of higher education institution, particularly the University of Bosaso' and these factors such as 1. Very limited of qualified higher education lecturers; 2. Absence of University examination board; 3. Absence of Effective Higher Education Commission at Puntland and Federal Level; and 4. limited reading habit contribute the prevalence of said critical problem. To find out the problems along with their solutions, the researcher of this Case Study employed qualitative methods of analyzing the primary data using KII through in-dept interview and face-to-face observation with the Faculty of Social Sciences lecturers and consulted with meeting minutes reports produced at Office of Dean, the UoB faculty of Social Science as secondary data review to analyze the evidences which is about the students' dependence on handouts during the examination settings. In conclusion, the researcher found out that viable solution is to establish well-equipped library center of both in physical and electronic managed by a qualified librarian with a full of vigorous innovations and from there to develop a comprehensive workplan with specified time bound to implement the solution by the UoB Garowe Campus administration which provides a strategic pathway to follow while tackling the said problem.

Keywords: Teaching and learning, higher education, instructional materials, insufficiency, University of Bosaso of my paper

1. Introduction

1.1. The Case Study Area

The University of Bosaso, Garowe is a private University established in 2012 as a semi-autonomous campus under the University of Bosaso located in Bosaso, Puntland State of Somalia. The University of Bosaso Garowe has grown and developed to become one of the most outstanding universities in Somalia in terms of quality in higher education, with a population of over 2000 students.

Faculty of Social Sciences is the founding faculty of the University of Bosaso Garowe and its academic programmes offered in the faculty are based on the needs of society by then and up until now and comprises of five academic programmes known as Bachelor of Community Development, Bachelor of Public Administration, Bachelor of International Relations and Diplomacy, Bachelor of Peace Studies and Conflict Resolution and Bachelor of Social Work and Social Administration as well as number of Diplomas in Leadership and Governance, Monitoring and Evaluation, and Project Management.

1.2. Key Problems and Issues at the Faculty of Social Science, University of Bosaso (Uob) Garowe Campus

- An Insufficiency of instructional materials for teaching and learning.
- Lacking regional and/or international accreditation.
- Inadequate infrastructure.

- Decline in Student Enrollment.
- COVID-19 Impact.
- lacking quality control mechanism in place.
- Skill gap in teaching and learning education model.
- Financial Difficulties.
- Poor knowledge in information and communication technology.
- Unstructured corporate social responsibility response.

1.2.1. Specific Problems at the Faculty of Social Science, Uob- Garoowe Campus

- An Insufficiency of instructional materials for teaching and learning is considered the momentous problem at UoB, Garoowe Campus because of its effect to the students' performance as the students rely on the textbooks, handouts and PowerPoints presentations distributed since there is no physical libraries available throughout Puntland regions and/or accessible e-library on internet for reference.
- On top of that, the absence of curriculum and course outlines designing coupled with issues of absence of quality assurance spurred the lecturers to produce poorer quality books for reference in which the examination questions are extracted without evaluation except a moderation activity done by the office of the dean before print the exam papers out.
- Inadequate infrastructure- Due to the increasing number of students in the faculty of Social sciences, particularly the two departments of Public Administration and International Relations and Diplomacy, it creates a shortage in the lecture rooms (there is only one lecture room shared by all university lecturers), the Office is shared among the deans of other faculties, and classrooms are very small to accommodate more than 30 students. Obviously, this may affect the quality of teaching and producing competent graduates because the discussions among the student in grouping in the classrooms are very insufficient and substandard.
- Lacking regional and/or international accreditation- as usual, the post-secondary institutions are supposed to be academically oriented accreditation from authoritative entity whose primarily aim is concerned with the administration of educational quality control. In regard to that, all most the higher education institutions in Somalia, and particularly the State of Puntland have been working in a free haven zone from the government measurements since the collapse of the totalitarian regime in 1990s. this resulted in that the tertiary education become polarized throughout the country.
- Decline in Student Enrollment-in regard to the analysis report from the students admitted for Community Development Department over the last 5 years, it shows that in years of 2018 and 2020, there were no students admitted for the department, In addition, 90 percent of senior admission staff reported that they are very concerned about institutional enrollment targets of this department whereby some of them proposed to close it up totally.
- COVID-19 Impact-As the global COVID-19 pandemic changes the way we live, a new group of challenges is facing the higher education industry. Not only are universities forced to transition all on-campus classes to a virtual setting, but they are also faced with concerns around enrollment, finances, and student support.

1.2.2. Critical Problems at the Faculty of Social Science

In regard to the aforementioned specific problems, the insufficiency of instructional materials for teaching and learning is the most critical problem at UoB, Garoowe Campus because of its effect on the students' performance as the students rely on the textbooks, handouts and PowerPoints presentations distributed since there is no physical libraries available throughout Puntland regions and/or accessible e-library on internet for reference. Most of these handouts compiled by the Social Science University lectures are substandard because all most, the lecturers have neither concrete experience in teaching over ten years nor qualification in teaching and educational management in general except 5 lectures out of 21 permanent lecturers. Fantastically, in reference to the lecturer's files that I have been, personally as the dean of the Faculty, administering shows that 4/5 of these lecturers are now pursuing PDIMATHE offering by IUIU in collaboration with UoBGaroowe. Besides, the University has no a policy or even a standard operating procedure for lecturer's recruitment except that they may have master's degree in their field of teaching.

1.3. Thesis Statement

This case study analysis is going to provide viable solutions to the University of Bosaso in general, and particularly the Garoowe Campus in order to tackle the most critical problem in students' performance resulted by the limited and mediocrity instructional materials for teaching and learning.

2. Methodology

The researcher of this Case Study employed a qualitative method of two-prolonged methodologies that maximized the achievement of the stated objectives of this paper. firstly, the researcher employed a literature review on the reports available at the Office of the Dean of Social Science Faculty, and policies and regulations of the UoB pertaining the challenges encounter the lecturers while teaching, the students' dependency on handouts at the examination period. Secondly, the researcher interviewed key informants using KII with the Faculty of Social Sciences lecturers and observation throughout the teaching and learning process of the University because, I myself has been serving as the dean of the faculty of social science since 2016.

2.1. Generalization of the Case Findings

The results of this case study can be generalized to other Faculties at the University of Bosaso, Garoowe as well as applied to other Higher Education Institutions in Puntland because of the findings are based on the observation of the researcher who has been serving as the Dean of the Faculty of Social Science over 5 years and closely keep observing the students' reading culture and complains about instructional materials for teaching and learning. Therefore, this finding can be a good representative of all institutions since they do not possess a physical library and/or an electronic library as well that students can access in way or other.

3. Background of the Critical Problem

In this research paper, the researcher, through observation, found out that the insufficiency of instructional materials for teaching and learning is the most critical problem facing the students at UoB, Garoowe and therefore, the students rely on old copies of reading materials that compiled by the lecturers of not more than 70 pages or sometimes up to 30 pages for reading to perform their exams well. and most of this handout are not critically reviewed, they can be copy of a student's thesis, an article or collection of papers which may or may not be based on the course outlines of the unit course. According to E. Sutuma (2016), states that 'the Instructional materials of higher education systems are designated contents of courses for transferring essential knowledge or skills to students that could enable learners to acquire factual ideas and develop professional career'.

The library of University of BasoasoGaroowe is very narrow in size and there is very limited number of books which most of them are general knowledge or books for Africa, and selected without reference to the students' tastes and interests. Besides, there is no e-library at all and even if students could try to look their assignment up on internet, the internet accessibility is also locked up from the students and could not sign in at the campus unless they use their own internet which is much cost to them.

3.1. Factors Associated with Insufficiency Instructional Materials for Teaching and Learning at UobGaroowe Campus

The researcher of this study remarked apropos of the finding from the KII with the University Lecturers that various factors contributing the insufficiency and mediocrity instructional materials for teaching and learning. the factors highlighted includes:

- Very limited of qualified higher education lecturers who could able to prepare well-structured reading materials for the University. This may be attributed that the UoB neither prefer to hire teaching profession lecture on merit basis nor preconditioned upon the lecture subjecting to have certification in teaching and education management. Therefore, each person with post-graduate certificate can be a lecturer or sometimes having only undergraduate certificate for teaching, and this eliminates that the young graduates pursue education and teaching related courses at the higher education to produce a meaningful and comprehensive reading materials for the students which in turn assists their performance in examination and also pushes to go libraries for reading.
- Absence of University examination board- the primary purpose of this board shall be improving the quality of education through quality assurance, the course outlines and examinations settings, in accordance with the Curriculum. Usually, the UoB has no examination committee/board who may take supervision role, in contrary the examination is managed under the leadership of the office of the academics and special person is in charge who may have no knowledge in the business of all faculties even if he/she may attempt to review the examinations against the course outlines let alone the assurance of total curriculum including lecturer's behavioural interaction with the students.
- Lacking quality control mechanism in place- at the University, thereis no standard operating procedures to follow nor regulatory policy prevents poor quality, plagiarism and the freehand of the lecturers while developing the handouts for the students as instructional materials.
- Absence of Effective Higher Education Commission at Puntland and Federal Level- in name, the Department of Quality Assurance and Standards (DQASS) of Puntland exists and was established in 2009 under the Puntland Education Policy 2012 and as entrenched in the Puntland National Education Act 2012 that has the role to prescribe the norms and minimum standards related to the quality of education at schools and other educational and training institutions. Conversely,
- limited reading habit- Somali people are considered an oral society because the Somali language itself was written in 1972 which makes it very young to write in scientific knowledge because 'Somalia adult literacy rate was 5.4 % in 1972 - the single year for which the data is available at the moment' (World Data Atlas, 2021). Due to their higher illiteracy rate resulted in that Somali people do no love reading and those who study, only do reading in the examination period.

3.2. Specific Problems Contributing of the Insufficiency Instructional Materials for Teaching and Learning at the Faculty of Social Sciences

The researcher of this case study found that the instructional materials for teaching and learning are insufficient in number, poor in quality, and do not go through review for quality assurance accept an ounce of skimming by the Dean of Faculty on some books which may new in that time for teaching. All the interviewed lecturers underscored that they prepare the books by compiling different information form books without a guideline, course outline, and other books for reference recommended by the University to follow while producing the handouts and then automatically print them out for the students. this is a clear attest for insufficiency instructional materials at the UoBGaroowe. Consequently,

according to E. Sutuma (2016) believes that 'The process of teaching needs consistency and innovation of instructional materials and resources to execute pertinent practical activities to produce professional workers after graduation. In a nutshell, regarding to this analysis of Satuma shows that textbooks are always subject to constant review and updating and the books determines the quality of the graduates which means that they have direct impact on student's performance whereby the interviewees ranked the insufficient instructional materials at the University is the most critical problem caused by lacking quality control mechanism in place.

4. Possible Alternatives Solutions

- Establishing well-equipped library Center: the library is considered as a basic instrument for putting progressive methods into practice
- Developing Digital/e-library linked to the other standard universities in the region or international as point of reference in which on the internet can be easily browsed.
- Advocating the establishment public libraries by the government whereby all necessary books are available.
- Procurement of necessary books for each faculty and the duplicate for many.
- Including a compulsory reading chapters in the course outline scheming which helps the students attach themselves to the library for further reading and research.

5. Analysis of Possible Alternatives Solutions

#	Proposed Solution	Feasibility of proposed solution		
		Cost	Time Frame	Others Factors
1.	Establishing well-equipped library Center: the library is considered as a basic instrument for putting progressive methods into practice	Low The University can rent a building only for library or some of the existing halls of the compound can be substituted into library annex.	Short Period Implementation needs having the commitment and getting the personnel (Librarian);	Institution to budget this as top priority.
2.	Developing Digital/e-library linked to the other standard universities in the region or international as point of reference in which on the internet can be easily browsed.	Relatively High	Long Term Requires expertise to develop the domain, computers to install, and technicians who teach the students the retrieving or searching on online process.	Signing a MoU with other international universities to offer UoB a linking to sign or server to store the books.
3.	Advocating the establishment public libraries by the government whereby all necessary books are available.	Low Cost Facilitation expenses for the consultation meetings.	Medium Timeframe This only subjects to tireless lobbying movement by University leader; organizing meeting influencing the decision makers.	Persuading the businesspeople to finance the libraries in public-private partnership model.
4.	Procurement of necessary books for each faculty and the duplicate for many.	Low Cost Enough budget should be allocation at beginning of the Academic calendar, and raising fund from the reliable sources	Short Period Leadership Commitment	Delivery route: Shipping availability. Inaccessibility of ATM service / smart card payment in the country.
5.	Including a compulsory reading chapters in the course outline scheming which helps the students attach themselves to the library for further reading and research.	Low Cost implication It needs merely commitment from lecturers and persistent supervision by the dean/ Head of the Department.	Shorter Period Each semester, the lecturers motivates the students to read a chapter in comparing with other available books.	Availability and accessibility of books at faculty library or class library.

Table 1: Feasibility Analysis of the Above Proposed Solutions

5.1. Proposed Solutions

In regard to the respondents of this case study, the most realistic solution to the critical problem considered 'the insufficiency of instructional materials for teaching and learning at the faculty of social sciences' is to establish well-

equipped library center of both in physical and electronic managed by a qualified librarian with a full of vigorous innovations. the library availability and accessibility will cultivate habit of reading for the students to fetch new insights for their programmes. Besides, the lecturers whose attention is now to prepare an instructional material for the students in which is obligated to do so by the Dean of the faculty even if the lecturer is new or the course itself is new.

5.2. Supporting the Solution with Solid Evidence

Textbooks are manuals of instruction which should ensure three principles, as highlighted by UNESCO (2014): their accessibility for all, their quality and relevance to the curriculum. in this regard, there is a question raised on noteworthy of the instructional materials at UoB in terms of the quality, curriculum relevance, carrying the knowledge required. the current materials for reading while teaching is prepared by the lecturers whose educational qualifications is very limited, only 5 of 21 registered lecturers are having qualification in education, of whom 4 of out of those 5 are now studying the PDIMATHE offering by IUIU. On top of that, the textbooks price is so higher because, there is no a single publisher company in Somalia, all books are imported from overseas with huge amount of money; as a matter of fact, this removed the affordability of books and that why the reading materials are inadequate at the UoB, whereas the scientific, political science and law-related books are hard to find. according to the meeting minutes produced at faculty level in the years of 2018 and 2019, shows that textbooks availability at the UoB is very limited as the lecturers discussed in the monthly meetings and then submitted a number of books to University Leadership to procure from the abroad but has not been yet affected.

5.3. Likely Challenges That May Encounter in Implementing the Proposed Solution

In spite of the merits and significance of these aforementioned solutions, yet there are certain limitations and shortcomings which should not be lost sight off. As a matter of fact, the decision to come up with a dramatic change in adopted methodology for instructional materials preparation, controlling the quality of the handouts, bringing sufficient books for reading, and pushing the student to the reading culture lies with the university senior administration; and this effort subject to more commitment, availability of resources and as well as enforcement.

Consequently, the following challenges, which are not limited to, are more likely to encounter during the implementation of the proposed solution:

- **Budget Difficulty:** knowing the universities are profit motivated in the current context. The desire of the universities to add the course addition recurrent cost of training budgeting may take longer than expected or even downgraded by the finance department of the university. This is because of lack of enough budget, already deficit existing in the university budget etc.
- **Challenges with the textbook distribution process-** in Somalia, there is no government owned warehouse to be kept books in good condition, nor private ones and therefore, the supplies of book are nonexistent at all. Moreover, there is no quality control mechanism in place that assurance the quality of the books, the information they carry and their accessibility by the end users.
- **Lack of enforcement:** the need of the textbooks has been in discussing over the last four years by apex management team with the faculties deans and jotted the books specifications down; but this flopped for lacking commitment of the leadership for any reason.

#	Challenge	Strategy to Overcome the Challenge	Action to be Taken	Responsible Person/Office	Estimated Cost
1.	Budget Difficulty:	Develop a fundraising strategy defining the sources of the fund, amount and time-bound.	<ul style="list-style-type: none"> • Organize resource mobilization meetings, raise contributions as in-kind (books) or cash from the local banks, philanthropists, government, the community. 	<ul style="list-style-type: none"> • University Chancellor. • Director of the Garoowe Campus • Finance Director. • The Public relations office. 	\$5,000
2.	Challenges with the textbook distribution process	Developing a policy to regulate the books; Advocate for the building a warehouse for books to keep to supplies other libraries of the Universities.	<ul style="list-style-type: none"> • In collaborating with the Ministry of Education, mobilize the other universities to write down the books policy. • Recruiting a qualified librarian set up the layout of the library and labeling. 	<ul style="list-style-type: none"> • Vice Chancellor • Director of the Garoowe Campus • Office of the academics • The Public relations office. 	\$20,000
3.	Lack of Enforcement	Set an implementation plan to follow as course of action	<ul style="list-style-type: none"> • Regular meetings for follow up. 	<ul style="list-style-type: none"> • Vice Chancellor. • Director of the Garoowe Campus • University Senate. 	None

Table 2: Interpretation of the Challenges

6. Recommendations

- The University administration should advocate from the Ministry of Education to develop book policy for regulation that delineates institutional capacities to avoid bypasses and piracy.
- the University should advocate for to build a warehouse for book storage by the government with accessibility, and availability; or establish well-equipped libraries (including e-library and/or digital library) at the University Compound is crucial for the official working of every educational institution
- Encouraging the students to possess reading culture that makes them interest in library utilization.
- A trained librarian who have a love for books and understanding of student's interests should be recruited for the libraries (Faculty library, school library or class library) at the University and then the lecturers should be given some training in the basic principles of library.
- Encouraging the students led by the lecturers to acclimatize book review once every semester at departmental level to appeal other students to come and debate the about it in order indirectly or directly attaches them to the library for further research.
- The University should use e-material as a complement to existing teaching and learning materials.
- Reforming the existing examination and evaluation system of the University by

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