Determine the Effect of Demographic factors on the Perception of Graduate Students towards the Academic Programmed on which they are Enrolled in Amoud University Somaliland

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Abstract

This paper explores student perception of academic quality in the view of graduate students at Amoud University. The research explores the importance of quality service delivery in the understanding of Amoud University graduate students evaluated by four phases, such as class, year of study, program review and job status. The study also examines whether students favorably regard non-academic services.

Introduction

Historically, the study of teaching has been dominated by simple input-output models of instructional effects. In this paradigm, teaching behaviours are identified or created, students are exposed to these conditions, and student output is measured. Typically, student mental processes are assumed without direct measurement or entirely ignored. In this tradition, students have been largely viewed as the passive recipients of instruction.

Students' perceptions of their participation and instructor behaviours were examined in the university classroom. Some support for the chilly climate construct was observed; however, gender effects were mediated by general activity level. Differences favouring males were found among students categorized as active participators. Female students' views of their instructors were influenced by instructor gender (Gail, Sandra & Naida, 2003).

Activity theory is a psychological meta-theory, paradigm or framework about studying, thoughts and consciousness. The origins of activity theory lay in Vygotsky's (1978) cultural-historical psychology that sought to understand human activities as complex, socially situated phenomena. Vygotsky was a leader in the formation of a theoretical approach emphasizing the contributions of the social and cultural world to intellectual development.

The idea for Amoud University came from four intellectuals working in the Gulf in 1994 and was formally proposed in a workshop held in Borama on August 6, 1996. The workshop agreed to the proposal and adopted a resolution for the establishment of the university by 1997. Amoud University started its first admission examination on September 1997 and selected 66 students to undergo a nine-month intensive English course. The university commenced its undergraduate program on 4

November 1998 and admitted the first freshman class. Amoud University was formally launched in 1998 and is registered as a non-governmental, non-profit making institution. Amoud is an institute which is deeply rooted in the local community as the primary support for the establishment of Amoud came from the community elders, leaders, business people, concerned citizens and local non-governmental organizations.

This institution has also branch campuses in the following location(s): Hargeisa City. Officially accredited and/or recognized by the Ministry of Education, Republic of Somaliland, Amoud University is a medium-sized (student's enrolment range: 6,000-6,999 students) coeducational higher education institution. Amoud University offers courses and programs leading to officially recognized higher education degrees in several areas of study. See the areas of study matrix below for further details. This 21 years old higher-education institution has a selective admission policy based on entrance examinations and students' past academic record and grades. The admission rate range is 80-90% making this Somaliland higher education at least selective institution. International applicants are eligible to apply for enrolment

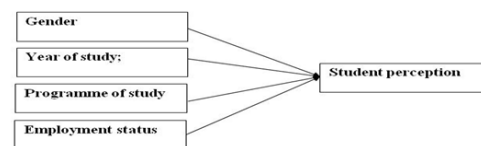It is for this reason that this study was conducted following the conceptual framework in Figure1.

Figure 1: Conceptual framework the purpose of your study is to explore the demographic factors associated with the perception of graduate students towards the academic programme on which they are enrolled in Amoud University.

Study Objectives

The purpose of your study is to determine the effect of demographic factors on the perception of graduate students towards the academic programme on which they are enrolled in Amoud University. Therefore, the researcher created a study to shed light into student's opinions on the graduate student perception with the following objectives:

This means that the study should test the following null hypotheses:

- Gender of graduate students has no significant effect on their perception of the academic programme on which they are enrolled.
- Year of study of graduate students has no significant effect on their perception of the academic programme on which they are enrolled.
- Programme of study of graduate students has no significant effect on their perception of the academic programme on which they are enrolled.
- Employment status of graduate students has no significant effect on the perception of the academic programme on which they are enrolled.

Literature Review

Introduction

The assessment of student's perception concerning the academic programe by the universityy in a academic point of view may help in the

discovery of the basic requirements which students commonly consider during the selection of their preferred universities (McMahon, 2012). Having to make high-risk decisions and being indeterminate of selecting an institution of higher education, students particularly search for proof of premium service quality provision in the facilities provided by the academic institutions (Oldfield & Baron, 2012). Given that student satisfaction acts as a primary indicator of quality, institutions of higher education must consider student demands and preferences when providing good academic programe.

Empirical literature

Dennis Zocco (2011) stated that study presents the outcome of an empirical analysis determining the relative degrees of risk perceptions in four major categories that students consider in selecting future courses such as subject matter, professor, course environment and grading. This research paper was donated to the literature by informative perception of students regarding selection of specialization in programs. This research paper investigates ten perceptions that students consider in selecting specialization in program - students own interest, friends' opinion, numerical approach, and theoretical approach, and specialization scope, nature of specialization, financial interest, faculty, professor opinion and physical attributes.

In higher education institutions, perceived service quality can be the product of evaluating a number of service encounters for a student and these could range from encounters with administrative staff, to encounters with lecturers, librarian and security staff. If an institution consistency provides services at a level that exceeds customer expectations, the services will be evaluated as high quality but if the services fail to meet customer expectations, the services will be judged as poor quality research exploring the students' comments on their learning process, in particular of their lecturers and professors, is included to support the approach of this paper's research. Ferreira and Santoso (2008) used a Likert-style survey to examine the relationship between students' perceptions of education and their performance in an accounting subject. (1993Meredith Taylor) student perceptions of a student response system (SRS) were examined. Students were surveyed to determine perceptions of the impact the SRS has on learning. Results indicate that using an SRS may help support engagement and learning by using pedagogical methods perceived by the learner as current and familiar.

Gender graduate student and perception

Despite the lack of interest in Turkey, numerous studies on sex differences in cognitive performance can be found in the literature. In one of the earliest studies Morris (1959) referring to the psychic and social differences between sexes, claims that the education outcomes of men and women will, at least in part, be different at the collegiate and graduate level. The debate on gender differences in cognitive abilities has actually evolved out of the debate on biological vs. social determinism. The biological perspective on sex differences and cognitive performance considers social factors to be trivial or subordinate to biological factors like brain structure. Lynn in several of his studies (Lynn, 1998a, 1998b, 1999; Allik, Must and Lynn, 1999; Colom and Lynn, 2004) asserts that males have larger average brain sizes than females and therefore, would be expected to have higher average IQs1. Mackintosh (1998), on the other hand, claims that there is no sex difference in general intelligence. Mackintosh proposes that general intelligence.

Employment status and student perceptions

According molly (2012), Community service-learning is a "high impact" teaching strategy that responds to contemporary challenges facing higher education. Some faculty, however, remain reluctant to use service-learning in their courses because they believe it does not fit into busy student schedules, given increases in the percentage of employed students and increases in their average number of hours worked per week. This study was undertaken to determine if students' views of the learning they derived from community service-learning were affected by their employment. Students (N = 125) from two universities completed a survey at the end of their service-learning courses, where they reported both the number of hours they work on average per week and their perceptions of service-learning. The main findings were: a) students' perceptions of service-learning were not adversely affected by their employment; b) the overwhelming majority of students reported very positive perceptions of service-learning; and c) although first-generation students of color (but not first-generation white students) worked significantly more than non-first-generation students, they reported positive perceptions of service-learning consistent with the overall sample. These findings support service-learning as a valuable teaching-learning strategy in college courses for all students, including those who work significant numbers of hours per week[1].

Methodology

The study adopted a correlation survey research method, performed at ex-post facto, with questionnaire as the major data collection instrument. Amoud University was randomly selected for research on hargiesa campus. 64 students (respondents) were picked throughout the program using simple random sampling techniques. The sampled respondents were judged representative

There are two types in the same campus, for example year one and year two. The questionnaire, produced by the researcher, was classified as "Demographic factors on graduate student perception." It was precisely through three members of this group that 64 questionnaires were administered. Only 64 of these questionnaires were found to be useful, representing a response rate of 95%. It was developed as a five-point Liker type rating scale, allowing the respondents to indicate whether they "Strongly Agree" (SA)=5, "Agree" (A)=5, "Undecided" (U)=3 "Disagree" (D)=2 or "Strongly Disagree" (SD)=1 with the statements in the instrument.

The data collected were analysed using bivariate correlation analysis. The hypotheses were tested at the 0.05 level of confidence[2].

Finding

Gender and student perception

The first hypothesis on demographic characteristics was that a significant gender analysis of graduate students and their understanding of the academic program they are enrolled in at Amoud University. To test the hypothesis that gender is exploring perception among graduates at Amoud University significantly, To verify whether differences in gender and graduate student perception, ANOVA was done and the results presented in Table 1.

Gender	Sample size	Sample mean	Sample SD	T	P	Decision
Male	37	73.91	10.056	0.051	0	Accept Ho
Female	27	72.66	10.344			

Table 1: Gender and student perception

The result in Table 1 showed that on average, male student perception scored a little bit higher on academic programme enrolled on SPAP than their female counterparts. However, student's (t = 0.075) was bigger because the probability or level of significant (p = 0. 0.000) was the smaller then α = 0.05 (p<0.05). The null hypothesis is accepting or true. Hence there is enough evidence to say that there are no significant linear relationships between the gender of graduate students and their perception of the academic programme on which they are enrolled[3].

Year of Study on student perception

The second hypothesis regarding demographic characteristics was that important year of study examines graduate students and their understanding of the academic program they are enrolled in at Amoud

University. To test the hypothesis, the study year significantly explores the perception of graduate students at Amoud University. To verify whether differences in gender and graduate student perception, ANOVA was done and the results presented.

Year	Sample size	Sample mean	Sample SD	T	P	Decision
First	23	69.956	9.711	2.213	0.031	Accept Ho
Second	42	75.317	9.935			

Table 2: Year of study and student perception.

The result in Table 2 showed that on average, second year study sample mean (75.317) student perception scored a little bit higher on academic programme enrolled on SPAP than their first year study sample mean (69.956) counterparts. However, student's (t = 2.213) was bigger because the probability or level of significant (p=0. 031) was the smaller then α=0.05 (p<0.031). The null hypothesis is accepting or true. Hence there is no enough evidence to say that there are significant linear relationships between the year study of graduate students and their perception of the academic programme on which they are enrolled[4].

Programme of stud on student perception

The third hypothesis regarding demographic features was that important study program examines graduate students and their understanding of the academic program they are enrolled in at Amoud University. To test the hypothesis, this study program significantly explores the perception of graduate students at Amoud University, to verify whether gender and graduate differences are different per student[5].

Program	Sample size	Sample mean	Sample SD	T	P	Decision
Public Health	8	72.625	12.7384	0.816	0.418	Reject Ho
Business Adm	7	65.8571	8.41484			
Research	27	75.8519	8.73412			
Education	6	76.5	9.77241			
M&E	5	69.2	5.35724			
Climate change	5	78.2	14.4118			
project plan	6	68.5	10.0946			

Table 3: program of study and student perception.

The result in Table 3 showed that on average, climate change program sample mean (75.857) of study student perception scored a little bit higher on academic programme enrolled on SPAP than their another program such as education sample mean (76.500), research sample mean (75.851), public health sample mean (72.625), monitor evaluation sample mean (69.200), project sample mean (68.500), business administration sample mean (65.857), of study graduate student perception. However, student's (t = 0816) was bigger because the probability or level of significant (p = 0. 0.418) was the greater then α = 0.05 (p >0.418). The null hypothesis is reject or false. Hence there is no enough evidence to say that there are significant linear relationships between the program of study of graduate students and their perception of the academic programme on which they are enrolled[6].

Employment status on student perception

The four hypotheses on demographic characteristics were that employment status significant explore of graduate students and their perception of the academic programme on which they are enrolled in Amoud University. To test the hypothesis, that employment status significantly explore graduate student of perception in Amoud University, To verify whether differences in gender and graduate student perception, ANOVA was done and the results presented[7].

Employment	Sample size	Sample mean	Sample SD	T	P	Decision
work full-time	23	73.3043	10.3196	0.076	0.94	Reject Ho
Enroll for another master program	6	74.5	8.64292			
Enroll for a doctorate program	17	71.4706	10.94371			
work full-time and attend studies	12	77.25	9.56438			
Military	1	63	.			
Undecided	1	54	.			
Other	4	76.25	3.77492			

Table 4: Employment status and student perception.

The result in Table 1 showed that on average, the status of employment is work full-time student perception scored a little bit higher on academic programme enrolled on SPAP than their another status of employment graduate student perception. However, student's (t = 076) was bigger because the probability or level of significant (p = 0. 0.940) was the greater then α = 0.05 (p > 0.940). The null hypothesis is reject or false. Hence there is no enough evidence to say that there are significant linear relationships between the employment statues of graduate students and their perception of the academic programme on which they are enrolled [8].

Result and Conclusion

The survey on assessing to determine the effect of demographic factors on the perception of graduate students towards the academic programme on which they are enrolled in Amoud University is concluded. In the research continuity there are four goals, such as gender, Year of study, and program Study and Job Status System. Participating in the analysis though was seven different programs. Participating in the study though was seven different programs. Before analyzing the data the method is input and coding using linear regression analysis.

Recommendations student makes on ways to enhance and develop the academic program of the university and policies in the school environment. The study provides students need more experienced Proffisors to the rearch department. This suggestion include

- To encourage university policy and to make better relations with management,
- degree history, to improve practical classes and need more skills
- to promote training and skills.

- University should help students do more practical laboratory practices than theoretical ones
- Some of the program's recommendations make us clear that it is their history degree.

Results

Three main inter-related themes were identified:

Major change in usual PHE approach

The weekly face to face multidisciplinary PEH meetings were significantly disrupted and it was important to maximize opportunities to maintain the regular conversation space:

'Today, as we had a reduction in the team meeting time, it used to be from 2 pm to 4 pm, and today it is from 3 pm to 4 pm, because part of the team is no longer present …. so we try to optimize this time as much as possible. [Respondent 3 – nurse]

The conversation space was also increasingly used for information exchange in response to the COVID-19 crisis:

' The team really wants to be up-to-date, and they seek us to answer their questions, find out about new protocols, because everything is new, everything is very scary, and in this sense we've tried to support them.' [Respondent 1 – nurse]

' So we had more people looking for information as it was a new pandemic, there were different questions, several types of doubts, about the disease itself, the use of PPE, medication, and everything else. So, because of all these things, we had a collective approach with them.' [Respondent 3 – nurse]

Increased use of familiar technologies to maintain PHE

The face to face conversation space was augmented virtually and also maintained by the increased use of social media:

'I think that today, social media have been a very important tool to help us work.' [Respondent 4 – nurse]

There was increased use of familiar technologies, especially WhatsApp for communication and You Tube for information:

'We use WhatsApp very often, which is probably the most common tool today, so everything we receive and then share with the team, so I think this is the most frequently used tool.' [Respondent 2– nurse]

' [Before COVID-19], we had no access to channels like YouTube, to watch some videos, but now during the COVID-19, we can access a lot of materials.' [Respondent 1– nurse]

The focus of PHE moved towards meeting information needs, with a change in the role of the Coordinator to identify information needs and share information using familiar social media:

'Facebook and Instagram were fed every day with .. content, and we felt people were using these social channels. In some situations, I used to do some Instagram polls, for example, asking if they had any doubt, and I got more feedbacks than from the form … by email. So, apparently, social media have been a very important tool for us to send this content to a large number of people.' [Respondent 4 – nurse]

Major change in the role of the coordinator

There was a major change in the role of the coordinator, with increasing responsibility to navigate the complexity of information about COVID-19 on behalf of the FHT.

Usually this interest is more individual. They usually hear some information on the television, read news or an article, and come to ask questions to me. And many times the employees are not aware, so it generates a demand for us, nurses, to answer these questions.' [Respondent 5 – coordinator]

"And there's no time, there's no such thing, I often see that, when they see a situation… They say: "Look, there's something going on, how can we handle this situation?' [Respondent 6 – business/administration manager]

Discussion

There was a major impact of the COVID-19 pandemic on PEH by FHTs in early and mid 2020, with less opportunities for face to face meetings but there was also a change in the processes of PHE. In response to the challenge, the meetings were maintained but also virtually augmented by the use of social media. The focus of PEH and the role of the coordinator moved towards meeting the urgent and increasing information needs.

Three inter-related lessons learned were noted that have important implications for future PEH in LHT in Brazil but there are also important lessons for primary care educators in other contexts.

Importance of agile organisations in rapidly changing and complex environments

The importance of the ability of an organisation to rapidly respond by transformation and change to unexpected and sudden dramatic events, especially related to external factors, was highlighted [17]. An essential feature of an agile organisation is rapid information management through the use of technology ,[18] and this feature was also noted in the study. A strength of small organisations, such as PHT, with long term experience of making 'bottom up' decisions is that they can more rapidly and effectively respond to crises than when faced with 'top down' commands [19].

Importance of information brokers in rapidly changing and complex environments

Making decisions about when and how to make organisational change requires access to appropriate information and the importance of an information broker was highlighted in the study. Information brokers have an essential role in identifying information needs and disseminating information, including providing a synthesis of conflicting information. These actions reduce the time burden on other team members for making sense of the information, which is important when there is a high workload.

Appreciation of socio-technical system for technology adoption

A socio-technical framework highlights the importance of the user perspective in successful adoption of technology in an organization and this was noted in the study. Users prefer using familiar technologies since they are not only useful for their needs but also have ease of use, which is essential when rapid adoption is required in a crisis. The ubiquitous use of social media outside of healthcare is important in Brazil since many nurses in PHT do not use technology in their daily practice, especially for information seeking.

Conclusion

The COVID-19 pandemic in Brazil had a major impact on face to face PHE in FHTs. However, FHTs rapidly and successfully transformed their process for PHE by implementing an online approach using social media. The role of the PHE coordinator also changed from being a facilitator to become an information broker for navigating the large volume of conflicting information and misinformation. The lessons learned are highly relevant in other contexts, and include the importance of being an agile organization, with a 'bottom-up' approach to innovation: key role of having an information broker in rapidly changing and complex environments: and an appreciation of the importance of the socio-technical system for technology implementation in an organisation, with the use of familiar technologies.

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