The Quality of Translation Courses in Public and Private Universities in Hodeidah: A Comparative Study

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Abstract:

This study aims to critically investigate the educational quality of translation program courses offered by public and private universities in Hodeida city, Yemen, with a focus on how the institution type affects the quality of education. The main objective of this study is to identify the strengths and weaknesses of educational quality standards. To collect data for this study, the study employed a Classroom Observation Checklist tool, which includes 30 items distributed across six distinct metrics ranging from curriculum structure to teaching methodologies. Consequently, the collected data was analyzed using the descriptive statistical analysis program (SPSS). The findings revealed that there is a significant difference in educational quality between public and private universities, including content organization and technology integration. Additionally, results found that the effects of the institution type on graduates' efficiency have valuable insights for students, decision-makers, and curriculum developers and designers alike. This study is vital for providing several educational recommendations and necessary suggestions for further analytical studies, which will significantly assist to comprehend and enhance the educational quality of translation programs in general and more particularly in the Yemeni context.

جودة مقررات الترجمة في الجامعات الحكومية والخاصة في مدينة الحديدة: دراسة مقارنة

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الكلمات المفتاحية

1. الجودة التعليمية
2. مقررات برامج الترجمة
3. الجامعات الحكومية والخاصة

الملخص:

هدفت هذه الدراسة إلى تناول الجودة التعليمية لمقررات برامج الترجمة التي تقدمها الجامعات الحكومية والخاصة في مدينة الحديدة– اليمن بشكل نقدي، مع التركيز على كيفية تأثير النوع المؤسسي على فاعلية التعليم. يهدف هذا البحث إلى تحديد نقاط القوة والضعف في معايير جودة التعليم . ولجمع بيانات الدراسة تم استخدام أداة بطاقة الملاحظة الصفية تشمل (30) بند موزعة على ستة محاور تتراوح من مكون المناهج الدراسية إلى منهجيات التدريس. تم تحليل البيانات التي تم جمعها باستخدام برنامج التحليل الإحصائي الوصفي (SPSS). وكشفت النتائج عن وجود اختلافات كبيرة في جودة التعليم لبرامج الترجمة بين الجامعات الحكومية والخاصة. بما في ذلك تنظيم المحتوى، و دمج البرامج التطبيقية في الجانب العملي. بالإضافة إلى ذلك، وجدت النتائج أن تأثيرات النوع المؤسسي على كفاءة الخريجين لها رؤى قيمة للطلاب وصناع القرار ومطوري ومصممي المناهج على حد سواء. تعد هذه الدراسة حيوية لتقديم العديد من التوصيات التربوية والمقترحات اللازمة لإجراء المزيد من الدراسات التحليلية، والتي ستساعد بشكل كبير في فهم وتعزيز الجودة التعليمية لبرامج الترجمة بشكل عام وفي السياق اليمني بشكل خاص

1.0.   Introduction

Nowadays, education has a dynamic interaction between educators and learners (Saidi, 2022), occurring within a structured framework designed to achieve both individual and institutional goals. While educational psychology asserts the learner's central role in this process, this focus is often insufficiently addressed within the translation teaching programs.

Additionally, a notable shift has recently been observed among universities from content-based to outcome-based educational models, which prioritizes the competencies students must demonstrate upon completing their academic programs (Rani, 2020; Zhang & Fan, 2020; Shaikh et al., 2017).

This transition is particularly relevant in the domain of translation education, which has expanded significantly on a global scale (Daneil, 2007; Munday, 2001; Munday et al., 2022). Hence, this expansion underlines the urgent need for translation programs to align with international standards while addressing the specific requirements of local industries (EL-Karnichi, 2024).

Translation transcends the boundaries of a single academic discipline, resembling fields such as chemistry or economics. It is deeply intertwined with language acquisition, encompassing both native and foreign languages. Consequently, translation should be regarded not merely as a scientific endeavor but as an art form that requires the cultivation of students' skills, ultimately promoting quality and generating benefits for both individuals and institutions (Alwazna, 2023). Davidson (2007) echoed the perspective of the American Translators Association (ATA), asserting that completing a translation program may not adequately prepare students for the job market in terms of their proficiency. Furthermore, Tennentl & Davies (2008) claimed that the importance of equipping translation students for real-world experiences through thoughtfully designed tasks and activities have grounded in humanistic and socio-constructivist principles, accommodating individual differences and improving social interaction.

Several studies indicated that there is growing interest in translation and translator training programs that have emerged these days. Saleem et al., 2025; Nwaikpo, 2025; Ashuja'a& Jibreel,4; Yahya et al., 2023 Alshargabi& Al-Mekhlafi, 2021; Lee et al., 2020; Abu-ghararh, 2017; Alenezi, 2016; Heidari&Mowlaie, 2016).

Equally important, this trend highlights an increasing demand for skilled translators and interpreters, driven by factors such as globalization, advancements in information technology, and cultural diversity. Consequently, translation has emerged as a crucial facilitator of global communication (Bielsa, 2005; Wiersema, 2004).

The urgency of the study's analysis is further underscored by the growing preference for international curriculum packages over localized programs (Badry& Willoughby, 2016), raising critical questions about the relevance and adaptability of such programs to the specific needs of the region (Taibi, 2016). Concerns regarding quality have also been highlighted as a significant issue (Gambier, 2012). This study aims to investigate various aspects of translation programs at public and private universities in Hodeida, Yemen, focusing on pedagogy and educational research, particularly assessing the competencies of instructors within translation programs and the effectiveness of these programs in training proficient translators.

The key purpose of this research is to evaluate the skills and effectiveness of translation curricula within higher education environments. Through a comprehensive analysis, this study stimulates significant contribution toward the advancement of research and practice in translation education, thereby providing a deep understanding of how the institution types influence educational effectiveness.

the effectiveness of translation curricula in preparing graduates for future professional markets. The shift from content-based to outcome-based education emphasizes the need for programs to develop competencies that could meet both international standards and local industry requirements.

A noteworthy literature paid considerable attention to the quality of translation education among public and private institutions. However, the lack of systematic studies comparing these programs, particularly in Yemen, limits understanding of how the type of institution affects educational quality and graduate competency.

Therefore, the current study intends to analyze the pedagogical translation courses and research practices within the translation programs at public and private Yemeni universities in Hodeida. Furthermore, it assesses curricula competencies and the overall effectiveness of these programs, identifying areas for improvement in both public and private sectors, and finally offering valuable insights for prospective students and policymakers, which lead to promoting educational quality and workforce readiness in translation programs.

1.1. Problem Statement of the Study

The quality of translation programs at public and private Yemeni universities is a significant concern. With globalization and technological advancements driving the need for skilled, qualified translators, it is important to evaluate

1.2. Question of the Study;

Are there any statistically significant differences in the educational quality of translation programs between public and private universities?

1.3.   Significance of the Study

This study has considerable significance within the field of higher education, as it provides a critical examination of the variations in educational quality that impact graduate competency across different types of universities. By analyzing key factors such as curriculum structure and teaching strategies, this research will equip students' perspectives with essential information that facilitates informed enrollment decisions. Additionally, it offers valuable insights to policymakers for effective resource allocation and the identification of best practices.

Furthermore, this analysis promotes a deeper understanding of how educational environments can be optimized to cultivate competent graduates, ultimately benefiting society through the development of a more skilled workforce. The findings of this study have the potential to inform enhancements in pedagogical strategies and institutional policies, thereby contributing to the overall elevation of educational standards in both public and private sectors.

1.4.   Study Limitations

The present study is limited to:

Firstly, translation teachers teach third- and fourth-year students in the Departments of English at both public and private universities in Hodeida, Yemen.

Secondly, the study took place during the first semester of the academic year 2023-2024.

Thirdly, the study provides valuable insights into different variations in translation courses as content organization and objectives, teaching strategies and presentation, instructional materials and environment, classroom management, evaluation and feedback, and technology integration.

1.5.   Terms Definition

Content: Nord (1997) discussed the concept of "content" in the context of translation and text analysis. Nord emphasized the importance of understanding the content of a text to facilitate effective translation. She defined content as the information and ideas conveyed within the text, which encompasses not only the explicit meanings of words and phrases but also the underlying messages and intentions of the author.

Instructional Objectives: Explicitly, Clark (1972) states the instructional objectives for a course have multiple purposes. It can develop the organization of the course by assisting the instructor in prioritizing and executing educational activities that align with the intended competencies. It also directs the choice or development of appropriate assessment tools. Furthermore, it provides a better mapping with broader program objectives, ensuring that the course contributes

effectively to achieving those overall objectives.

Strategies of Teaching: the methods and techniques employed by instructors to convey material to students effectively. This encompasses various pedagogical approaches, such as lectures, discussions, and hands-on activities, tailored to enhance student engagement and understanding.

Classroom management refers to the techniques and strategies employed by educators to create a productive learning environment. Effective classroom management fosters positive behavior, maintains order, and maximizes instructional time, directly impacting educational quality.

Evaluation and Feedback: refers to the processes of assessing student performance and providing constructive responses to guide future learning. This includes formative and summative assessment techniques that measure educational effectiveness and inform instructional improvements in both educational settings.

Technology Integration: the incorporation of digital tools and platforms into the teaching and learning process. This entails using technology to enhance educational delivery, foster collaboration, and improve access to information, particularly in contrasting environments of public and private universities (Alotaibi, 2014).

2.0. Literature Review

Higher education is pivotal in equipping individuals with the necessary knowledge and skills for career success and self-sufficiency. This educational framework addresses skill shortages and aligns workforce capabilities with labor market demands (Nwambuko et al., 2024). In translation studies, educational quality is assessed through various criteria, including curriculum design, faculty qualifications, student satisfaction, and graduate employability. Pym (2012) highlights the necessity for a comprehensive curriculum that integrates practical translation skills, theoretical foundations, and exposure to translation technologies, all vital for cultivating competent translators.

The interpretation of educational quality varies among scholars, as illustrated in the works of Canbolat (2025), Nwaikpo (2025), Ramirez & Palacio (2025), Yahya et al. (2023), Alshargabi& Al-Mekhlafi (2021), and Al-Hawri& Al-Qanes (2018). Generally, educational quality encompasses procedures designed to ensure that institutions can deliver services that meet established standards. Quality assurance is characterized by a program's ability to cater to explicit and implicit needs, encompassing all features and characteristics of the educational experience (Al-Hawri& AL-Qanes, 2018; Hiadar, 2009). Its primary objective is to assist higher education institutions in enhancing the quality

of their services (Kajala & Daka, 2023). Over time, the evolution of quality assurance mechanisms has significantly influenced university operations and their responses to external factors, such as government funding, which affects resource allocation (Daka, 2019).

A remarkable disparity exists in educational quality between public and private universities, largely attributable to differences in resource access. Public institutions often benefit from greater government funding, enabling them to maintain well-equipped facilities, employ experienced faculty, and offer diverse programs (Laviosa & Davies, 2020). Conversely, private institutions typically feature smaller class sizes, which can facilitate personalized attention and foster improved learning environments. To enhance educational quality, private universities implement follow-up processes to ensure compliance with quality standards (Canbolat, 2025; and Kajala & Daka, 2023). However, these institutions frequently encounter funding and accreditation challenges that may adversely affect the perceived quality of their educational offerings (Nwambuko et al., 2024).

The increasing demand for multilingual professionals in a globalized world has intensified scrutiny of translation program quality, particularly concerning curricular design, teaching methodologies, and student outcomes in public versus private universities. Research suggests that well-structured curricula, which integrate linguistic skills with cultural understanding and practical experience, correlate positively with student success (Ramírez& Palacio, 2025).

The dynamic interplay between public and private institutions in Yemen reveals trends toward privatizing state universities and the rise of non-state entities. Despite offering free education, public institutions often need more resources and have issues related to quality. Gabr (2002) examined the state of translation education at Egyptian universities, noting a lack of scientific rigor in teaching materials and methods. In a subsequent study, Gabr (2007) advocated for adopting Total Quality Management (TQM) principles in the design of translation programs, emphasizing the need for alignment between market demands, departmental capabilities, and student needs. Bansal et al. (2025).

In the same vein, Alaoui (2008) identified that Moroccan universities often prioritize academic outcomes over professional objectives due to inadequate faculty qualifications and technical resources. Al Aqad (2017) observed similar challenges in Palestinian universities, suggesting that these issues are prevalent across Arab institutions.

Further challenges in translation education were underscored by Al Mubarak (2017), who examined issues faced by educators at the University of Jazan in Saudi Arabia, including inadequate teaching materials and suboptimal

classroom environments. Hawamdeh & AlAqad (2022) noted that such challenges could drive students toward private universities, which, despite criticisms regarding their quality, may offer more accessible options and competitive tuition rates compared to some public institutions. Experiences from other contexts indicate that when higher education is provided at no cost without adequate government investment, it can lead to low retention rates, prompting students to seek alternatives in private universities or pursue studies abroad.

As well, Zaghlool & Khasawneh (2023) asserted this notification and referred that there is an effective pedagogical strategy in translation education that is used for task-based methods, collaborative approaches, and reflective practices. In the same way, these strategies have been successfully implemented in integrating technology into educational frameworks. However, there are still significant disparities in educational quality among public and private universities. Also, the quality assurance of higher education includes methodologies that are utilized for uploading and promoting academic standards, which results in producing graduates' academic achievements (Alshargabi & Al-Mekhlafi, 2021).

In Yemen, many undergraduate bachelor's translation programs have regularly pursued accreditation, which is necessary in order to adhere to the quality assurance standards established by the Academic Accreditation Standards Council for Accreditation and Quality Assurance (CAQA, 2021). The quality of higher education institutions significantly influences the caliber of graduates, which makes essential translation program assessment based on course descriptions, teaching methodologies, and faculty qualifications better.

In the context of Yemen, certain studies have been conducted to analyze the effectiveness of bachelor's degree programs concentrating on student perspectives. (Alshargabi & Al-mekhlafi, 2021).

Moreover, there are several investigations evaluating the status of translation programs in terms of academic accreditation standards and student attitudes toward training programs (Rutherford et al., 2025).

Despite prior research having created clear links between translation programs and market needs, the connection of the learning outcomes and labor market requirements is regularly ignored (Aguiar& Calabrese, 2025; Nwaikpo, 2025; Okonma&Makwe, 2024;Yahya et al., 2023; Mohammed, 2020). Regionally, studies by Mahmoud (2019) & Abu-Ghrarah (2017) have explored similar issues in Saudi Arabia and Iran, identifying poorly designed objectives, irrelevant materials, and traditional teaching methods contributing to student dissatisfaction.

Furthermore, challenges faced by BA translation students have also been revealed by Al-Aqad (2017) & Al-Khalil (2014), who reported that traditional methods employed by unqualified faculty often fail to meet the objectives of producing professional translators. Studies by Pouli & Ali (2019) and Rahimy (2015) have highlighted the necessity for curriculum improvement, addressing deficiencies in academic infrastructure, and recognizing the challenges faced by faculty in teaching translation courses, including unclear objectives and limited opportunities for practice.

While El-Karnichi (2024) reviewed educational approaches in the Arab context, considering the future of translator education, modernization in teaching methods is called to enhance quality and relevance. Alotaibi (2014) examined attitudes toward computer-aided translation tools, finding that technology-enhanced instruction positively influenced students' perceptions of the discipline and recommending incorporating such tools in classrooms.

Since the existing studies focus on general challenges in translation education, such as methodology and syllabus design, results found that students ignored the multifaceted nature of translation competence.

In summary, there remains a significant gap in analytical studies assessing the educational quality of translation programs at public and private universities in Yemen, particularly in Hodeida. As a result, this study aims to fill this gap by addressing how previous criticisms of translation programs have neglected graduate employability and trainee success metrics.

3.0.   Method and Procedures

3.1.   Participants

The participants in this study were (15) translation instructors in translation programs in public institution (Hodeidah University) and private institutions including (the University of Science and Technology, National University, and AlYamania' University) in Hodeida, Yemen. These universities were purposively selected because they are the leading universities established in the target city, and many scholars considered them the leading universities for their studies. The participants were observed during the first semester of the academic year 2023-2024.

The common characteristics of the participants are as follows: they possess advanced academic qualifications; the majority of translation teachers, 60%, hold PhD degrees, while 25% have completed their Master's degrees. The percentage of participants with a Bachelor's degree is relatively low at 7 %, and there is no participant with a Diploma. This insight into

the educational background of translation instructors underscores the importance of higher academic achievement in delivering quality education outcomes and provides a foundation for continuous improvement in teaching methodologies.

3.2. Instrumentation

For the purpose of achieving the aims of the current study, an observation checklist was developed. The checklist was used to analyze and assess the educational quality of translation programs in public institutions (Hodeidah University) and private institutions, including the University of Science and Technology, National University, and AlYamania' University, in Hodeida, Yemen.

According to Danielson (2001), classroom observation checklists can provide specific feedback to evaluators, identify areas of improvement, and guide professional development efforts to enhance teacher effectiveness.

Likert five-point scale (i.e., Always, Often, Sometimes, Rarely, and Never) criteria was used to evaluate the different dimensions under investigation. The study tool consists of (6) dimensions and (30) items. The items of the six dimensions demonstrate substantial positive correlations with the overall construct (ranging from .528 to .896), with p-values indicating statistical significance (all $p < .001$), as Frankel and Wallen (2006) suggested that the reliability

coefficient should be at least 0.70. This tool was purposed to check the content organization and objectives, teaching strategies and presentation, instructional materials and environment, classroom management, evaluation and feedback, and technology integration.

In order to establish the validity of the instruments and ensure that dimensions and items measure what they have been devoted to measure, the first draft of the checklist was submitted to a panel of experts specialized in translation with wide experience in teaching and practicing translation in both public and private universities, particularly in Hodeidah city, Yemen. A cover letter containing the question of the research was also sent to the panel. Their critical comments and valuable suggestions guided some improvements.

3.3. Data Analysis

After gathering the data from the observation checklist, the items were coded using the Statistical Package for Social Sciences (SPSS) Program. Descriptive statistics were used, which means and standard deviations were calculated. The Independent Samples T.test was used to compare the quality of Translation Programs courses at public and private universities in Hodeidah, Yemen.

The significance level in this study was established at $p<0.05$.

4.0. Results and Discussion

In this section, results generated from the instrument analysis for each dimension will be

presented and commented on briefly. To answer the question of this study, which states, "Are there any statistically significant differences in the educational quality of translation programs between public and private universities?"

Table (1) below presents a comparative analysis of various teaching dimensions between public and private universities, focusing on key aspects such as content organization and objectives, teaching strategies and presentation, instructional materials and environment, classroom management, evaluation and feedback, and technology integration. Through using statistical measures, the data reveals significant differences in mean scores across several dimensions, as indicated by the t-values and p-values, which suggest a significant difference between university type and the effectiveness of teaching practices.

Table1

Descriptive Statistics Mans & SD of Teaching Practices between Public and Private Universities.

Dimension	University Type.	No. of items	Mean	S.D	t	p	Degree of Availability
a. Content Organization and Objectives	public	5	3.7500	.87342	3.937	.000	High
	private		4.6917	.46431			
b. Strategies of Teaching and presentation.	public	5	3.6750	.91924	3.321	.002	High
	private		4.5917	.58229			
c. Instructional Materials and Environment	public	5	3.2250	.55997	4.911	.000	Moderate
	private		4.2417	.48982			High
d. Classroom Management	public	7	3.7857	.68724	3.806	.001	High
	private		4.5357	.40020			
e. Evaluation and Feedback	public	4	3.0313	.58915	4.915	.000	High
	private		4.1875	.57223			
f. Technology Integration	public	4	1.7500	.65465	4.442	.000	Moderate
	private		3.6042	1.11051			

Based on table (1), the results showed significant differences in the quality of translation courses among Hodeidah University and private universities(Universityof Science and Technology "UST", National University, and Al.Yamania University) in Hodeidah, Yemen.

The statistical analysis revealed that Hodeida University is characterized by lower mean scores across all the assessed dimensions; however, private universities(UST, National University, and Al.Yamania University) revealed significantly higher means with significant p-values. The dimensions under this study included content organization and objectives, teaching strategies and presentation, instructional materials and environment, classroom management, evaluation and

feedback, and technology integration. These differences between public and private universities will be illustrated below.

a. Content Organization and Objectives

This dimension consists of five items exploring the mean scores for content organization and objectives in public and private universities in Hodeidah.

Hodeidah University scored a mean of 3.75 (SD = 0.87), which was significantly lower than private universities' mean of 4.69 (SD = 0.46), with a t-value of 3.937 and a p-value of 0.000. This suggests that private universities present their curricular content in a more structured and transparent manner, potentially improving the learning experience for students. This finding is supported by Ramírez and Palacio (2025), who observed that there is a tension between adherence to prescriptive curricular structures and the need for flexibility to address the specific demands of public education.

b. Strategies of Teaching and Presentation

Significant differences were observed in teaching strategies and presentation methods, where Hodeidah university scored (M=3.68 & SD= 0.92) compared to private universities with mean score of (4.59) & (SD= 0.58), resulting in a t-value of 3.321 and a p-value of 0.002. This highlights that private universities in Hodeidah city may use more effective teaching methodologies to promote student engagement and learning outcomes.

This finding asserted bystudiessuch as(Rutherford et al., 2025;Okonma &Makwe, 2024), who have shown that private universitiestend to prioritize the development of comprehensive curricula and innovative teaching strategies, which may contribute to higher student satisfaction and learning outcomes.These studies critically report that public institutions emphasis on certificate acquisition rather than on skill mastery, such issue leaving graduates without practical exposure required of the workplace.

c. Instructional Materials and Environment

The analysis of instructional materials and the learning environment revealed a significant disparity between publicprivate Yemeni universities in Hodeidah.

Hodeidah university (Hod.U) public institution had a mean score of 3.23 with a standard deviation (SD) of 0.56, while private universities(UST, National University, and AlYamania University) scored higher, with a mean of 4.24 and an SD of 0.49.The difference was statistically significant, with a t-value of 4.911 and a p-value of 0.000.These findings are consistent with those of Bixler and Ceballos (2025), who suggest that private universities are more likely to provide a conducive environment and better resources, leading to improved quality of education.

d. Classroom Management

Classroom management practices differed significantly between public and private

universities. Hod.Uhad a mean score of 3.79 (SD = 0.69), while private universities scored higher, with a mean of 4.54 (SD = 0.40). The t-test results (t(30) = 3.806, p = 0.001) indicate that private universities in Hodeidah apply more effective management strategies, leading to a more orderly and productive classroom environment.

This finding is supported by empirical evidence from recent evaluations (Kausar et al., 2024; Saleem et al., 2025), which highlight

effective classroom management and the use of technology as indicators of private universities' commitment to provide a strong learning experience.

These studies collectively asserted that the current factor of educational structure provides a comprehensive understanding of the classroom management attitudes while helping in the design of effective professional development for teachers. Conversely, these results are in contrast with Canbolat (2025), who found that identical instructional quality in public and private institutions expressed comparable student achievement by school type.

e. Evaluation and Feedback

Differences in evaluation and feedback mechanisms were also significant among public and private universities in Hodeidah. Hodeida University scored M = 3.03 & SD = 0.59, while private universities had a significantly higher mean score of 4.19 & SD

of 0.57, with a t-value of 4.915 and p-value of 0.000.

This result suggests that private universities (UST, National University, and Al.Yamania University) offer more robust feedback processes, which are essential for student development and improvement.

This finding aligns with the observation of the recent study by Cheng et al. (2025), who observed that private universities adopted a comprehensive approach to feedback, with a particular focus on errors. These studies altogether asserted the need for continuous assessment strategies in ensuring the achievement of educational objectives and promoting active learning.

Evaluation and Feedback

f. Technology Integration

Finally, the comparison of technology integration among public and private sectors revealed significant disparities. Hodeidah University scored very low (M = 1.75, SD = 0.65), compared to the mean of 3.60 (SD = 1.11) for private universities, with a t-value of 4.442 and a p-value of 0.000. This stark contrast indicates that Hodeidah University may be less effective in integrating technology into teaching, which is crucial for modern education.

Alshammari & Alkhwaldi (2025) and Heidari & Mowlaie (2016) emphasize this notion and recommend providing practical implications that educational institutions, particularly in

Hodeidah, would apply to achieve successful usage of these digital learning technologies. This result is supported by Azubuike & Oguguo (2024) and Nwaikpo (2025), who reported that most of the academic curricula in public institutions are not dynamic enough to address the needs of the industry; rather, they are static, lacking digital skill integration.

All in all, the findings of the current study reflect that there are significant differences in the educational quality of translation curricula between public and private universities across various metrics such as content organization and objectives, strategies of teaching and presentation, instructional materials and environment, classroom management, evaluation and feedback, and technology integration (all at p-values < 0.05).

The data reveals that private universities in Hodeidah, Yemen, tend to have higher quality in most educational metrics of translation courses than public university , as indicated by the higher means for private universities in the respective categories where significant differences were observed.

These findings correlate with the results of earlier studies, indicating that private universities typically adopt more effective teaching methods and demonstrate superior classroom management, leading to enhanced student engagement and improved learning outcomes (Aguiar& Calabrese, 2025;

Rutherford et al., 2025; Saleem et al., 2025; Ashuja'a & Jibreel, 2023; Yahya et al., 2023).

Additionally, a previous study (Lee et al., 2020) revealed disparities in educational quality between public and private institutions. These differences underscore the need for public universities to assess and enhance their educational methods and resources to better support student learning and success. Addressing these gaps may involve implementing best practices observed in private institutions, improving faculty training, and increasing investment in educational resources.

5. Conclusion

This study comprehensively analyzed the educational quality metrics of translation program courses in public versus private universities in Hodeida, Yemen.

The findings revealed statistically significant differences in the educational quality of translation program courses between public institutions (Hodeidah University) and private Yemeni universities in Hodeida (UST, National University, and Al.Yamania University). In addition, the results showed that private universities received higher scores than public universities in certain assessed aspects, such as content organization and objectives, teaching and presentation strategies, instructional materials and environment, classroom management, evaluation and feedback, and

technology integration. Therefore, the necessary improvements to the courses and approaches are influenced by the type of institution, educational quality, and graduate competencies.

6. Recommendations

Due to the results of the study, some   recommendations are suggested:

1. Hodeidah University (public institution) could work towards bridging the educational quality gap with private institutions, basically benefiting students and society through the cultivation of a more skilled and competent workforce.

2. Hodeidah University (public institution) should consider adopting best practices from private institutions, particularly in the areas of identified weaknesses, such as involving professional development programs for faculty focused on innovative teaching methods and presentation and effective classroom management strategies.

3. Reviewing the curricula at Hodeidah University may be necessary to ensure it correlates with industry standards and incorporates current technological advancements.

4. Hodeidah University (public institution) should implement new strategies, particularly for translation programs, to promote more meaningful interactions between instructors and learners, such as increasing opportunities for feedback.

5. The learning experience in the public sector should be improved by integrating more educational technologies that facilitate interactive learning and improve instructional materials.

6. Hodeidah University (public institution) should conduct regular assessments and evaluations to improve teaching quality and student learning outcomes.

7. Policy makers and curriculum developers should consider allocating resources to support the identified areas of improvement in Hodeidah University . This includes funding for faculty development, technological enhancements, and infrastructure improvements to create an environment conducive to high-quality education.

7. Suggestions for further studies

Future studies need to explore a comprehensive set of factors that affect educational quality. For instance, institutional resources and faculty development programs.

Conduct a study by including a more extensive and diverse sample of universities and exploring additional factors that may influence educational quality, such as institutional resources and faculty development programs. Also, there should be a study comparing Hodeidah and Sana'a or between gender

factors, male and female. Besides, the use of the observation research approach may limit causal influences and fail to capture progressive change over time. Future studies could address this limitation by utilizing experimental designs or mixed methods.

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