



The Strategic
JOURNAL of Business & Change
MANAGEMENT

ISSN 2312-9492 (Online), ISSN 2414-8970 (Print)

www.strategicjournals.com

Volume 4 Issue 3, Article10

FACTORS INFLUENCING EDUCATION QUALITY IN MOGADISHU IN SOMALIA

ABDULKADIR HUSSEIN HASSAN, MOSES WEKESA

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Abdulkadir Hussein Hassan^{*1}, Moses Wekesa²

^{*1}Jomo Kenyatta University of Agriculture & Technology [JKUAT] Box 81310-80100 Mombasa, Kenya

²Jomo Kenyatta University of Agriculture & Technology [JKUAT], Box 81310-80100 Mombasa, Kenya

Accepted: July 25, 2017

ABSTRACT

The proposed study aimed to assess factors influencing education quality in Mogadishu in Somalia. Quality has become the concern of educational policy-makers around the world as the heart of education. The study adopted a descriptive survey design to enable the researcher to collect in-depth information about the population being studied. The population of the study consisted of school heads, teachers, students, education informants from local authority in selected schools in Mogadishu, Somalia. Data was collected by use of questionnaires, interview guide and observations. Pilot study was also used to help assess whether each questionnaire item is useful in answering the research objectives. The findings revealed a significant relationship between the dependent and independent variable as the P-value was less than 0.05 significance level. In addition the R value was 0.7879 indicating that there was a positive relationship between independent and dependent variable. While R was 0.7802 indicating that the independent variable explains 78.02% change on the dependent variable. A high positive linear association was established between learning resources availability, Teaching competence, Curriculum relevance, Education policy framework implying that there was a strong correlation between the variables under study. The study concluded that the Somali being an unstable state both politically and economically, the implementation of education policies that could improve the education sector has not been effective. It was therefore recommended that the government needed to revise the education curriculum of in order to improve the relevance of the curriculum content being taught in the educational institutions the country as a whole. This would not only improve the education sector but also ensure that learners get skills and knowledge that are relevant globally. Finally, the education stakeholders in Somali starting from the national government should implement policies that are focused in improving the education sector. The policy should include equitable funding of schools as well as equipping the schools with adequate resources that are relevant to the learners needs. Policy should also be formulated to ensure that only competent teachers are with relevant qualifications are employed to instruct learners.

Key Terms: Education, Education cluster, Social mobility, Education quality commtitte, Financial lifeline

INTRODUCTION

Since the adoption of the Education for All (EFA) goals in Dakar, Senegal in 2000, many countries across the globe made remarkable gains toward meeting the six EFA goals by 2015. However, as the 2010 EFA Global Monitoring Report states, there are still many countries that remain far from achieving their commitments (UNESCO 2010). Violent conflicts represent a major impediment for the realization of the EFA and the Sustainable Development Goals, especially for the universal completion of primary education and gender equality in primary and secondary education (Buckland 2005). According Nicolai (2008), more than half of the world's children not attending school live in conflict-affected fragile states. Given that armed conflicts vary in duration, intensity and localization, educational systems may be affected in different ways. Research reveals various dimensions of the educational system that are negatively affected by conflict, especially with regard to existing inequalities within societies, whether by region, gender or ethnicity.

The World Bank has identified 13 conflict-affected countries that are on track to meet the goal of universal primary education, including Colombia, El Salvador, Somali, Kosovo and Sri Lanka (Buckland 2005). Some international organizations see conflict as both a major challenge and a major opportunity, as the post-conflict environment may be fertile ground for substantial development (Buckland 2005; Nicolai 2008).

The eruption of civil unrest inside Somalia in 1991 has had its devastating impact on the formal education system in the country. Most of education facilities were destructed in the civil war, and by the heavy weapons used by the contesting political rivals and clan conflicts as well (Abdinoor, 2008). Some schools turned into accommodation for the

internally displaced people fleeing from the war to protect their families from the heavy exchange of weapons while others served as base for warring soldiers. Killing of educated individuals for clan retaliation purposes was boldly part of the devastating impact on the formal education system (UNESCO, 2010).

The period between 1991 and 1992, obtaining open schools was very few especially southern parts of the country. However, 1993, as local violence begun slightly downsized, some small educational projects were launched through the efforts of Somali educators who remained in the country and with small scale support from number of international organizations (Bradbury, 2008).

These were initial attempts to establish some sort of facilities where children can learn how to write and read. Few schools were rehabilitated by international forces or by Western and Arab NGOs; this has been motivated by the intervention of UNITAF and UNOSOM in Southern Somalia. For example, Canadian troops rehabilitated schools in Beled Weyne town, and Irish Concern some other schools in Benadir, Lower Shabelle, Bay, and Bakool regions (Farah, 2009).

UNESCO reprinted several old Somali textbooks from grades one to four, and UNICEF distributed education kits containing chalk, exercise books, and pencils, (Cassalleni, 2008). The World Food Programme initiated food for work projects to help rebuild schools, while UNHCR, in collaboration with CARE, supported refugee education programs for Somalis in refugee camps. Several schools became operational in 1994.

However, the lack of any coordinating authority, even at the regional or district level, made planning and implementation very difficult, hence encouraging production of low skilled graduates

and nearly all these initiatives collapsed after the withdrawal of UNOSOM in 1994 (Abdullahi, 2015).

The education system in Mogadishu is not managed fully by the government although now the influence of the government to education system in the country is growing gradually. During the year 2015, ministry of education informed all education umbrellas that the ministry will take a centralized exam from all students in these schools who are sitting their final exam in the secondary school (Ministry of Education Culture & High Education, 2015).

The process seems to be working as since, then a centeralized exam by the government occurs till now, but there still schools who don't attend.

According to the Ministry of Education (MoE), all but 12 of Mogadishu's public schools were bolstered by Non-Governmental Organizations and United Nations (UN) agencies through the Global Partnership for Education, which the government joined in 2012, and the G-2 School Program, launched in partnership with the United Nations Children's Fund (UNICEF) in 2013. The MoE had no available estimate of the number of schools in Mogadishu operated by Non-Governmental Organizations at the time of the study, but a United Nations report estimated that by the end of 2015, humanitarian organizations would reach 340,000 students around Somalia up from 263,441 in 2014 leaving approximately 1.36 million children without access to education throughout the country (UNOCHA, 2014).

UNICEF and Save the Children co-lead the education cluster to coordinate this service delivery, and they appoint one inter-cluster focal point every year. There are six regional education clusters throughout South Central Zone, with a national education cluster seated in Nairobi. Community education

committees (CECs) comprised of businessmen, community leaders, and parents have also emerged in some districts representing local interests in education decisions (UNICEF, 2014).

Private schools have become characteristic of urban education in South Central Zone, with 14 administrative "umbrellas" managing 399 schools that served 89,850 students throughout Mogadishu as of late 2014, according to the Education Management Information System (EMIS) database. The umbrellas elect one organization from their ranks every year to lead the Education Umbrellas Union, though this was said to be an informal position, leaving many gaps in coordination among private schools. For instance, there was no coordinated inter-umbrella participation in the education cluster; instead, each umbrella chose whether or not to participate in cluster meetings. The competitive nature of these umbrellas further obstructed cooperation, sometimes leading to violent confrontation (UNOCHA, 2014).

Due to their nature of working in a failed state with no competently trained education instructors, graduates are only equipped with rudimentary proficiency of area of education they trained for. There were 56 Higher Education Institutions throughout Somalia as of January 2015, serving about 50,000 students. Although there was no official database of Higher Education Institutions in Mogadishu, informants believed there to be between 25 and 30; and a recent report estimated that about half of the country's students in higher learning institutions were enrolled in universities in South Central Zone, mostly in Mogadishu (HIPS, 2013). All of these institutions depend primarily on student tuition for their funding, though some receive minor government grants. Like private primary and secondary schools, Higher Education Institutions are governed by umbrellas with influence from local education associations, though

many Higher Education Institutions belong to no greater governing authority (HIPS, 2013).

The eruption of civil war in 1988 and the subsequent collapse of the central state in 1991 severely disrupted all public social services in Somalia. The education sector in Somalia was entirely destroyed. Prolonged periods of instability and intermittent conflict constrained the ability of local populations and the international community to rehabilitate the country's educational facilities and resources. According to Lindley (2008), the destruction of Somalia's education sector went far beyond the deterioration of physical infrastructure. It is estimated that more than 80% of the educated elite left the country in the period since the conflict began. The extended period of insecurity and instability robbed a generation of young Somali men and women the chance to attend formal education. Somalia currently records the lowest literacy rates in the world (Cummings and van Tonningen, 2003).

After Somalia went into a failed state in 1991, the country lost its centralized system of education. The governing body of the education which was the government's ministry of education became dysfunctional thus unable to take this role (Elmi, 2010). Subsequent education umbrellas formed as a result developed their own curriculums which they based on the educational system of the countries they got financial support, for example, UAE, KSA and Sudan. Since the curriculums were from foreign countries, teachers were unable to perfectly relay the information to student thus resulting to average graduates. These graduates therefore further supplementary trainings to improve their skills and knowledge of the particular field they have learned. These trainings are sourced out of the country.

The recent growth of the education sector especially higher education has however been considerable in Mogadishu. Shortly before the civil war in Somalia, the only state-owned university that Somali had was located in Mogadishu and enrolled approximately 4000 students by the year 2010 (Hoehne, 2010). Leesen (2007) assert that there are over 50 educational institutions of different sizes and different capacities functioning across the country and enrolling over 50,000 students. The exponential growth of the higher education sector, especially given the prolonged periods of insecurity experienced in parts of the country, challenges conventional wisdom that social and economic development ceases in the absence of a central government. The absence of a central government and strong local authorities in Somalia has enabled and encouraged the privatization of the higher education sector.

Issue of curriculum relevance together with inadequate knowledge of the teaching teachers at the schools for the curriculums were inevitable as there were no other methods of teaching to be used due to the security situation in the country which could not allow qualified teachers to be outsourced from other countries. Majority of schools in Mogadishu are privately owned education institution (UNICEF, 2011).

Research Objective

The main objective of the study was study was to assess factors influencing education quality in Mogadishu in Somalia. The study was guided by the following objectives:-

- To establish the influence of learning resources availability on education quality in Mogadishu in Somalia.
- To find out the influence of teaching competences on education quality in Mogadishu in Somalia

- To determine the influence of curriculum relevance to education in Mogadishu in Somalia.
- To examine the influence of education policy framework on education quality in Mogadishu in Somalia.

RELATED LITERATURE

Theoretical Framework

Systems Theory; Interrelationship Between different Organizations

Ineffective coordination and communication between the different education authorities mount poor structure of education system and less quality graduates especially a country like Somalia that didn't have legitimate and functioning government education body for more 20 years, because that reduces the chances to evaluate gaps in education system, shortfalls in learning materials, necessary improvements on teaching methods and education structure as a whole. The study was therefore guided by systems theory which was introduced by Bertalanffy in 1937. It tends to explain the interrelationship between different organizations. It integrates the general systems theory with biological systems so as to have a better understanding of the world. Schools in this case will act as the organizations as they have several stakeholders working together in attainment of a common objective. Thus, system theory sees human behavior as the outcome of shared interactions of persons who are within the same social systems. In addition to that it has been realized that establishing routine and consistently following them built important relational trust among the leader and teachers (Sterrett, 2011). The major issue in system theory is communication.

According to National School Public Relations Association (2006) it is important to establish

effective two-way communication as a necessary trait for success at all levels of education, from school board to superintendent to principal, administrator and teacher. This ensures a constant flow of quality information from the administration to the school board.

The theory well explains the need for inter-governmental bodies incharge of education to operate together through policy formulation implementation and monitoring.

Grass Root Theory

Grass root theory was developed by Hilda Taba's (1962) who modified Tyler's basic model to become more oriented to curriculum development in schools. The theory explains that teachers have the expertise and the time to get involved in designing, planning and developing of the curriculum rather than educational planners, policy makers and the authorities who may not have the knowledge of what is actually happening in the classroom. The theory has major seven steps that make up the grass root idea to which teachers have major input. Diagnosis of needs is the first step of the the grass root theory. The teacher is the curriculum designer starts the process by identifying the needs of the students for whom the curriculum is designed the teacher has to identify the learners need and group them in groups. Formulation of objectives is the second step indicates that the teacher should formulate both the general objectives that go into the subject area and the specific objectives that will be accomplished during the training process. All specific objectives should be in line with the general objective of the programme.

Selection of content is third step is the selection of contents. Collected contents should be guided by the specific objective to satisfy the general objective. Organization of content is the fourth

step is the organization of content. Here the teacher must select content and also organize it in a sequence, taking into consideration the specific objective. Selection of learning experiences is the fifth step involves selection of relevant methodologies to help learners to get involved in the content. The teachers should be aware of all the features and conditions in the learning environment in order to ensure satisfactory facilitation of the content. Organization of learning activities is the sixth step involves organizing the sequencing of the learning activities these are guided by the nature of contents and the ability of the learner to learn the available contents.

Determination of what to evaluate and ways and means of doing it is the seventh and last step is the evaluation and how it is done. Curriculum planner must determine the objective of the learning activity. The evaluation process helps to identify the weaknesses and the strengths of both the teacher and learner in the teaching/learning process (Akhtar, 2004).

The theory helps in identifying curriculum relevance in education quality through selection of the learning materials, it further helps in the identifying the availability of learning resources for a particular programme as well as the weakness and strength of the teacher and the learners thorough evaluation process. The theory is suitable for the study since it aims at identifying the quality of education through various steps

Conceptual Framework

Generally, the objective of this study was to assess factors influencing education quality in Mogadishu in Somalia while it approaches existing education community in the capital of Mogadishu and with special connection to local schools and universities in Mogadishu.

Below depicted conceptual framework has been used to illustrate main picture of the problem. Education quality is the dependent variable identified and as key determinant on education sector performance.

It then depends on the those other factors considered as independent variable which if improved, the performance of the education production in the city suits the required skills by the labour force market and efforts to move the country into a transformational stage. It is illustrated below.

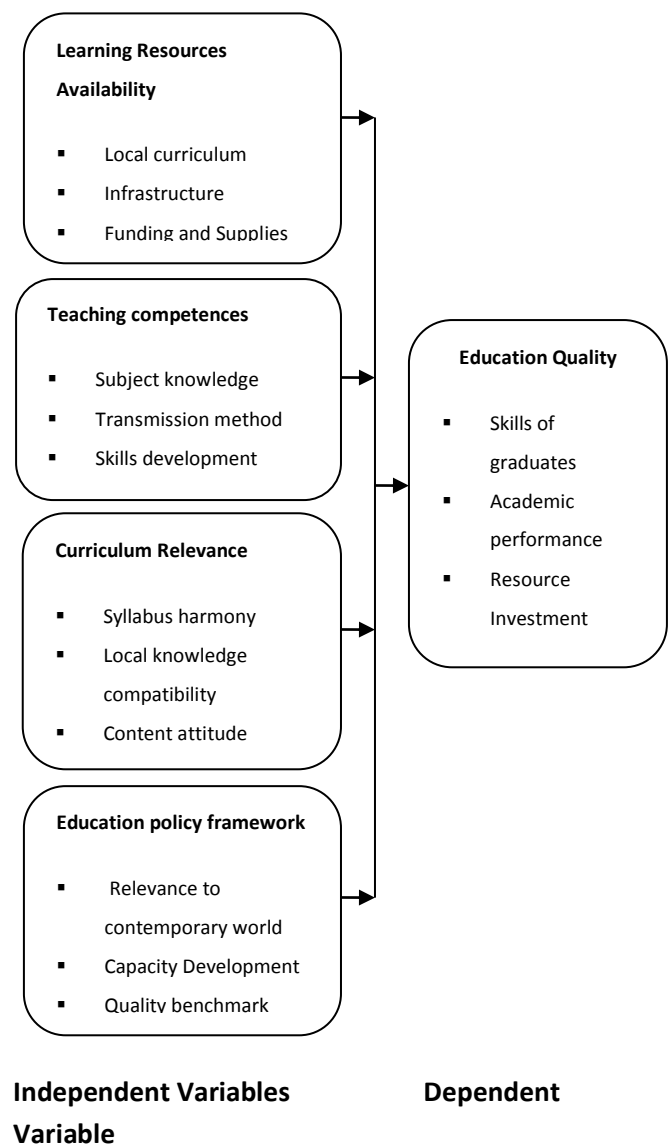


Figure 1: Conceptual framework

Learning Resources Availability

The schools and classrooms organization have profound implications for students' learning. They need to be nurturing, caring, safe, and conducive to learning, classroom communities need to foster rapport between educators and students, help learners believe they can succeed, and establish and maintain fair and constructive standards of behavior (Noddings, 2005).

Eshiwani (1988) observed that lack of textbooks and teaching materials makes teaching difficult as pupils are unable to do their oral or written work during class lessons. The availability of quality resource material has a great influence on curriculum implementation (University of Zimbabwe, 1995). Students' achievement at any point is a cumulative function of inputs such as laboratories, textbooks, school buildings and libraries among others (Dahir and Faize, (2011). Provision of stationeries and teaching aids is also critical to curriculum implementation.

According Yara and Otieno (2010), the more the provision of stationeries and teaching aids the better the academic performance of students. The findings of Yadar (2001) and the Report by UNESCO (2008) have shown that classrooms, teaching aids and stationeries affect the academic performance of learners. Further, they argue that learning is strengthened when there are enough reference materials such as textbooks, and classrooms. According to the KIE survey of 1994, there was a general lack of adequate and appropriate facilities and resources for teaching and learning in the NFSs. The survey revealed that learning materials were inadequate and of low quality. Shortage or lack of learning and teaching hampers curriculum implementation in NFSs (MoE, 2007)

A study by Cassanelli & Abdikadir (2008) established that there is a shortage of classroom, teachers,

texts, school facilities, latrines, water and other resources at every level of the educational system. Many school buildings were bombed or burned, the content of the curriculum was not reviewed and no texts were produced, and teacher professional development (and replacement) came to a standstill.

Teaching Competences

Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning. Teachers' presence in the classroom represents the starting point. Many teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hours are over. Many teachers must hold second jobs, which may detract from the time and energy they expend in the classroom. Teachers may miss school altogether. A study in China, Guinea, India and Mexico found that nearly half the teachers interviewed reported being absent at some point during the previous month (Carron & Chau, 1996), requiring other teachers to compensate for them or leaving students without instruction for the day. Next, when teachers are present, learning occurs when teachers engage students in instructional activities, rather than attending to administrative or other non-instructional processes (Fuller, et al., 1999).

In Somalia, before the civil war, schools were said to have been staffed by qualified teachers. The only problem then was training and retaining qualified teachers due to their exodus to Arab countries for better paying jobs (Cassanelli & Abdikadir, 2008). For example in 1962, the Ministry of Education reported that 112 of 201 intermediate and secondary school teachers were expatriates, and only 89 Somalis. In Somali today, teachers are for the most part paid through user fees. According to

report of Somali Education, one of the major constraints to the development of the public education sector was the limited amount of government finance (Global partnership for education, 2007).

There are many unqualified teachers without the necessary pedagogical and teaching skills in classrooms. There is existence of a form of 'in-service' training in most schools but the contents of this training and its length and frequency are inadequate and do not cover important issues such as teaching pupils with special educational needs. The country suffered a serious teacher shortage at all levels of basic education (UNICEF, 2011). Teachers are also grossly underpaid forcing them to take on second jobs to supplement their income. The qualification of teachers determines the quality of teaching and learning. Policy makers from local authorities in education therefore need ensure that there is some equity in the distribution of qualified personnel in all schools. This is because the allocation of human resources to schools is as important as the allocation of financial resources (SADC, 2000).

Curriculum Relevance

Curriculum refers to the sum of learning experiences offered by schools (Harris, 1991). A curriculum is a three dimensional document and takes in to account the needs of the students, the content and the instructional methodology while the syllabus is a uni-dimensional document, which lists the subjects, and contents outline with broad time allocation (Karisiddappa and Sangam, 1994). Curriculum development is a key innovative process for the education sector. Creating and developing a curriculum is a process common to all disciplines.

It is often described as a cyclic process (Roffe, 2004) comprising of four stages which include: the identification of needs; the design of a course of

study; delivery of the learning programme; and the evaluation of the outcomes in relation to the initial objectives.

The objectives model of curriculum design is come up with relevant content that is based on specific objectives. These objectives should specify expected learning outcomes in terms of specific measurable behaviours. This model comprises four main steps: agreeing on broad aims which are analyzed into objectives, constructing a curriculum to achieve these objectives, refining the curriculum in practice by testing its capacity to achieve its objectives, and communicating the curriculum to the teachers through the conceptual framework of the objectives (Gatawa, 1990).

Study noted a new education system run by communities and the private sector (i.e., outside government control). These new schools, which were able to provide formal and somewhat rudimentary educational opportunities to Somali pupils, organized themselves under a number of educational umbrellas. This system survived and even expanded under different transitional governments (Abdinoor, 2008).

For formal schooling to play an important role in society, it must be legitimate. People who use it must trust that it serves their interests and needs (Cassanelli & Abdikadir, 2008). Most of the currently operating schools tend to follow the educational models used in the past, which were adopted from different countries. The two main models are the 4-4-4 system inherited from the post-1960 era, and the 6-3-3 system followed in several Arab countries. Both systems add up to twelve years of schooling, which is compatible with most international schooling systems (World Bank, 2002).

According to a survey conducted in Mogadishu in 2003 by Wamy and Novib (2003) found that of the parents preferred Arabic-medium schools

compared to 38% for the English-medium schools. Interestingly, there are a growing number of schools that use more than one language at the secondary level. The schools may differ in the weight they give to different subjects, according to the medium of instruction.

At the primary level, the Arabic language schools devote considerable time to religious education.

At the secondary level, both English and Arabic schools tend to teach the following ten subjects: language courses of Somali, English, and Arabic; and courses on Islam; Mathematics; Physics; Biology; Chemistry; Geography; and History (Cassanelli & Abdikadir, 2008).

Lemmer and Badenhorst (1997) assert that a situation analysis of curriculum development should take into account the short-term and long-term needs, interests and potential of those who are to be educated. The needs of the learner are not static. To that end, ideological, political as well as economic aims are influential factors in curriculum development. According to Zvobgo (1994), in the formulation of educational policies, a government must use the ideological state apparatus effectively. Parents must be regarded as an important component of the education system and therefore they have an input in curriculum development. Like parents, employers also need to have an input in curriculum development because they know the curriculum that is marketable in the world of work (Lemmer and Badenhost, 1997).

Education Policy Framework

The policy of the Ministry of Education of Federal Government of Somalia is to revive and promote education at all levels and to give every child and citizen equal access to free public education as well as affordable private education.

With the many internally displaced Somalis throughout the country, the government planned to provide emergency education where people can be reached and services are possible. As part of revival of policy framework, more than a dozen distinct curricula are currently utilized throughout the country and steps are in place to unify and develop the existing curriculum in schools, school calendar, leaving certificates and the introduction of school uniforms in public and private schools. (Report of Education from MOE, 2011)

The education sector in many African countries are in a state of disarray as a result of political instability brought about by armed conflicts (Nwomonoh, 1998). This is illustrated by the country reports presented during the seminar devoted to Curriculum development and education for living together: conceptual and managerial challenges in Africa (Nairobi, 25-29 June 2001), most of the countries had numerous problems arising from various internal and external factors. The reports from eleven of the Sub-Saharan countries presented at the conference highlighted Obanya's point (1999) that in Africa education has been a product of historical (i.e. colonization), social, political and economic forces that have determined its successes or failures in the continent over the years. There are also both internal and external dimensions of Africa's educational dilemma for example over dependence on external donor funding in the cases of Somalia as a result of the collapse of the Central Government due to armed conflicts.

Generally, Somalia did not have effectively functioning education system since the collapse of central government in 1991. This has eased formation of privately owned education organizations that developed their own syllabus but un-standardized curriculums while the shortage of qualified teachers disturbs yet.

Museum and academic resources including books, historic materials, scientific equipment in the national archives have been looted partly and partly destroyed without knowing the imperative retaining these resources deserved. Some of them were illegally sold in out of the country.

Beyond the physical destruction of school infrastructure is a human tragedy that directly affects pupils, teachers and administrators, children are disproportionately affected by war in the process of fighting, fleeing, or hiding (Sommers, 2002). Even after wars eventually end and the sounds of guns stop, children continue to suffer the effects in the form of trauma due to the violence they witnessed. Finally, war also takes its toll on teachers who could be taking part as combatants or are killed (Obura, 2003).

State collapse in Somalia coupled with targeted attacks on educational infrastructure ground the country's educational system to a halt (Abdi 1998). War and conflict also often destroy and damage schools and educational infrastructure.

The World Bank reports that as a result of the conflict in Bosnia and Herzegovina, 50% of its schools required repair or reconstruction (Buckland 2005). Similarly, 58% of primary schools in Mozambique had been closed or destroyed as a result of its long civil war (Brück 1997). The level of destruction was even higher in Iraq, at 85% (Buckland 2005). Schools and places of learning are often explicit targets during periods of armed conflict. In *Education under Attack*, UNESCO reports that "education has been attacked in at least 31 countries in Africa, Asia, Europe and Latin America over the past three years" (2010b). One of the most afflicted countries is Afghanistan, which witnessed a dramatic increase in attacks on schools, from 242 in 2007 to 670 in 2008 (UNESCO 2010b).

There is a growing proportion of out-of-school children and adolescents living in conflict-affected countries, this has been increased by the inefficient humanitarian and development aid system, together with the insufficient levels of domestic financing where millions of children and adolescents in the conflict affected countries are excluded from education.

Education Quality

Unlike industrial definitions where quality is defined in terms of product, defect free, exceptional and value for money, (Coombs 1985) defines education quality as pertaining to relevance of what is taught and learned in the classrooms and how well what is taught contextually fits the present and future needs of the particular learners in question, given their particular circumstances and prospects.

Preferably, education quality should indeed address what is learned and how it is learned; that is, the learner should learn the right things and learn them well. That is, in fact, why there is a concern and emphasis on quality education everywhere, even in countries where all children are enrolled in basic education. Leu and Price-Rom (2005) remarked that despite the prominence of "quality" as the motivating factor for educational planning and success, "quality" is used in a detached way, leaving the vision of quality in education embedded within country policies and interests.

For the case in Mogadishu, it is from scratch, because the civil war and the subsequent collapse of the Somali state completely destroyed the education infrastructure of the country (Abdinoor, 2008). Nevertheless, some significant progress has since been made in the reconstruction of education infrastructure throughout Somalia (Somaliland Ministry of Education and Higher Education, 2012) the relatively longer periods of peace and stability that has characterized Somalia between the years

1999 to 2007 created an easier environment to initiate reconstruction efforts. That progress is particularly substantial and number of education institutions across all levels has increased significantly. According to IMF Somalia's economy grew 3.7% in 2014 (Abdullahi, 2015) and this was led by increased literacy rate.

However education in Mogadishu is a very basic that is very below from universal standard and the one from the region as well, the lack of capacity meant schools could not cope with this increase and many children had to be placed on waiting lists. The growth of lower levels of education has fuelled the increase in demand for higher levels of education.

2011 report by the Ministry of Education, Culture and Higher Education stated that 15 universities were operational across the region. Since then, the number of HEIs increased exponentially. Consequently, the number of students in universities, the number of faculties, and the number of university graduates has also increased (Abdullahi, 2015). The Education Sector is funded from multiple sources which include communities, diaspora and development partners.

Local authorities have played, and continue to play, a limited role in the operations of the higher education sector. The majority of the universities are owned, funded, managed, and maintained by a diverse range of actors – the private sector, the diaspora, the local community, local and international NGOs, and religious organizations – with limited oversight from the national or local authorities (Hoehne, 2010).

Despite the fact that Somali administration in assistance with other key organizations such as the UN and NGOs has been focusing on raising education standards in the country, there are, however, many limitations and obstacles facing it especially the impact it can have on the students.

Due to the many years of poor education provision since the collapse of the Somali state, planning and management of education at the national level are very low. At about 22%, the gross education enrolment rate in Somalia is among the lowest in the world (Abdullahi, 2015).

METHODOLOGY

The study adopted a descriptive survey design. The target population was schools in Mogadishu. There are more than 400 schools in Mogadishu, however the target population was school heads, teachers, students, education consultants in the ministry of education. These have come from 7 primary schools, 15 secondary schools, 8 universities and Ministry of education.

RESEARCH FINDING

Learning Resources Availability

The study sought to establish how availability of learning resources influence education quality in Mogadishu. The results are presented in the below.

Table 1: Influence of Learning Resource Availability on Education Quality

Statement	N	Mean	Standard Deviation
Availability of learning resources contributes to an influence on education quality	32	4.5491	0.9645
Schools suffer inadequacy of relevant reading books, texts, softwares, teaching guides, libraries to use to assist students meet expectations for learning	32	4.7842	0.7823
Unavailability of adequate learning resources contribute less impact training on students, insufficient coverage of subject during teaching and production of less skilled graduates	32	4.5673	0.7321
Various disconnected education umbrella formed with limited focus on quality education.	32	4.3472	0.8435

The researcher sought to establish how availability of learning materials influence quality of education in Mogadishu, the responses were rated on a Likert scale of 1 to 5 where 1= Strongly Disagree, 2= Disagree, 3=Not Sure, 4= Agree and 5= Strongly Agree. A mean (M) score of 0-1.5 means that the respondents strongly disagreed, between 1.50 to 2.50 means the respondents disagreed, 2.50 to 3.50 means the respondents were not sure, 3.50-4.50 means that the respondents agreed, and a mean above 4.50 means that the respondents strongly agreed. Based on the findings, the respondents strongly agreed to the following statements: Availability of learning resources contributes to an influence on education quality (M=4.549;SD=0.9645); Schools suffer inadequacy of relevant reading books, texts, softwares, teaching guides, libraries to use to assist students meet expectations for learning (M=4.7842;SD=0.7823);

Unavailability of adequate learning resources contribute less impact training on students, insufficient coverage of subject during teaching and production of less skilled graduates (M=4.5673;SD=0.7321). The respondents however agreed that various disconnected education umbrella formed with limited focus on quality education (M=4.3472; SD=0.8435).The findings concur with that of Cassanelli & Abdikadir (2008) established that in Somali, there is a shortage of classroom, teachers, texts, school facilities, latrines, water and other resources at every level of the educational system.

Teaching Competence

The study sought to determine the influence of teaching competence on Education Quality in Mogadishu. The findings are presented in below.

Table 2: Influence of Teaching Competences on Education Quality in Mogadishu

Statement	N	Mean	Standard Deviation
Inadequate proficiency for course by teachers in the schools leads to poor performance by students	32	4.5524	0.6740

There are no government's initiatives to advance the teachers' skills	32	4.5705	1.2450
The number of teachers with the required skills is disproportionately low	32	4.4422	0.9734
Teaching competence is determined by the existing economic status of the country	32	4.5854	1.8720

The researcher sought to determine the influence of teaching competence on the quality of education in Mogadishu. The respondents were instructed to rate the statements on a five point liker scale where 1= Stronly Disagree, 2= Disagree, 3=Not Sure, 4= Agree and 5= Strongly Agree. A mean (M) score of 0-1.5 means that the respondents strongly disagreed, between 1.50 to 2.50 means the respondents disagreed, 2.50 to 3.50 means the respondents were not sure, 3.50-4.50 means that the respondents agreed, and a mean above 4.50 means that the respondents strongly agreed. Based on the findings presented on table above, the respondents strongly agreed to the following statements: Inadequate proficiency for course by teachers in the schools leads to poor performance by students (M=4.5524;SD0.6740); There are no government initiatives to advance the teachers'

skills(M=4.5705;SD1.2450) and that teaching competence is determined by the existing economic status of the country (M=4.5854;SD=1.8720). They however agreed that he number of teachers with the required skills is disproportionately low (M=4.4422;SD=0.9734). The findings concur with those of (UNICEF,2011) survey which established that Somali experiences a serious teacher shortage of competent teachers at all levels of basic education and that teachers are also grossly underpaid making them unable to finance skills development programmes.

Curriculum Relevance

The researcher sought to establish how curriculum relevances influence Education Quality in Mogadishu. The findings are prseneted on table below.

Table 3: Influence of Curriclum Relefence on Education Quality

Statement	N	Mean	Standard Deviation
Local curriculum differs and challenge in implementing matching curriculums is due to lack of coordination among authorities.	32	4.8704	1.2452
Imported curriculum from other economically stable and supportive countries are taught in the country	32	2.3425	0.9734
The schools lack resources necessary to ensure	32	4.7852	1.8722

curriculum matching

Current curriculum has content that local teachers are not conversant with 32 4.5451 0.8923

Based on the findings presented on table above, the respondents strongly agreed that: Local curriculum differs and challenge in implementing matching curriculums is due to lack of coordination among authorities (M=4.8704;SD=1.2452); The schools lack resources necessary to ensure curriculum matching (M=4.7852;SD=1.8722); Current curriculum has content that local teachers are not conversant with (M=4.5451;SD=0.8923). The respondents however disagreed that imported curriculum from other economically stable and supportive countries are taught in the country (M=2.3425;SD=0.9734). The findings concur with

those of Lemmer and Badenhorst (1997) who established that curriculum in post war nations such as Somali is usually not relevant. He further recommends that a situation analysis of curriculum development should take into account the short-term and long-term needs, interests and potential of those who are to be educated.

Education Policy Framework

The study sought to establish the influence of education policy framework on Education Quality in Mogadishu in Somalia. The findings are presented on the table below.

Table 4: Influence of Education Policy Framework on Education Quality

Statement	N	Mean	Standard Deviation
The schools lack a well-defined policy for the implementation of matching curriculum	32	4.6305	0.9872
With the collapse of the central government, there is inadequate funding for education policy restoration	32	4.5567	1.0339
There is lack of clear policy guidelines on education due to the collapse of government	32	4.6572	0.9456
Due to collapse of central government, it's been hard for education sector to receive external funding for unified policy development	32	4.5341	0.8451

From the findings, the respondents strongly agreed to the following statements: The schools lack a well-defined policy for the implementation of matching curriculum(M=4.6305;SD=0.9872); With the collapse of the central government, there is inadequate funding for education policy restoration(M=4.5567;SD=1.0339); There is lack of clear policy guidelines on education due to the

collapse of government (M=4.6572;SD=0.9456); Due to collapse of central government, it's been hard for education sector to receive external funding for unified policy development (M=4.5341;SD=0.8451). These findings are in line with that of Zvobgo (1994) who established that education policy is a major challenge facing governments in post war nations in Africa. He

further recommended that in the formulation of educational policies, a government must use the ideological state apparatus effectively.

Education Quality

The researcher finally sought to examine the extent to which some general factors influence education

Table 5 : Influences of General factors on Education Quality in Mogadishu

Statement	N	Mean	Standard Deviation
Unskilled graduates from local educational institutions is a result of poor quality of in Mogadishu	32	4.7691	0.8641
Poor academic performance that exist in the country is related to education quality	32	4.8242	0.7425
Waste of resource is what parents believe based on the quality of education they get for the kids	32	4.6373	0.6721
Teaching method is a key determinant of quality education	32	4.5272	0.8835

From the above finding, the respondents strongly agreed that: Unskilled graduates from local educational institutions is a result of poor education quality in Mogadishu (M=4.7691; SD=0.8641); Poor academic performance that exist in the country is related to education quality (M=4.8242; SD=0.7425); Waste of resource is what parents believe based on the quality of education they get for the kids (M=4.6373; SD=0.6721) and that teaching method is a key determinant of quality education (M=4.5272; SD=0.8835).

Regression Analysis

A regression model developed for the study was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:-

Y = Education Quality (Dependent variable)

quality in Mogadishu . The findings are presented on table below.

$\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$ = Explained Variations of the Model.

β_0 =constant. It defines the level of child behavior without inclusion of predictor variables

ϵ = Unexplained Variation i.e. error term, it represents all the factors that affect the dependent variable but are not included in the model either because they are not known or difficult to measure.

β_0 = Represents education when $(X_1, X_2, X_3, X_4)=0$

X_1 = Learning resources availability

X_2 = Teaching competence

X_3 =Curriculum relevance

X_4 = Education policy framework

$\beta_1, \beta_2, \beta_3,$ and β_4 represent the coefficient of X_1, X_2, X_3 and X_4

Defining the amount by which Y is changed for every unit change of predictor variables. The significance of each of the co-efficient will be tested

at 95 percent level of confidence to explain the

variable that explains most of the model.

Model Summary

Table 6: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 ^a	.604	.545	.46659

Predictors: (Constant), Learning resources availability, Teaching competence, Curriculum relevance, Education policy framework. From the table above, there is a significant relationship between the dependent and independent variable as the P-value is less than 0.05 significance level. In addition the R value is 0.777 indicating that there is a positive relationship between independent and dependent variable. While R² is 0.604 indicating that the independent variable explains 60.4% change on the dependent variable.

0.00, thus less than 0.05. The relationship between learning resources availability, teaching competence, curriculum relevance, education policy framework and education quality had a high degree of fit where R²= (0.604) at (F = 10.285. The P- Value (0.000) of F - tests at 95% confidence level states that the result is not significant as it is more than 0.05. As shown in table 4.11 below, results indicates F-statistics is 10.285 and it can be interpreted to mean that it is significant at 0.604. Therefore it can be stated that independent variable influences education quality by 60.4 per cent and hence the model is considered well to the actual data.

ANOVA

The study tested the significant of the model, using ANOVA. Table 7 shows the significance value is

Table 7: ANOVA Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.957	4	2.239	10.285	.000 ^b
	Residual	5.878	27	.218		
Total		14.835	31			

a. Dependent Variable: Education quality

b. Predictors: (Constant), Learning resources availability, Teaching competence, Curriculum relevance, Education policy framework.

Regression Coefficient

Table 8: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.559	1.157		.483	.033
	B	.140	.230	.092	.606	.002
	C	.053	.200	.038	.263	.001
	D	.719	.115	.776	6.250	.000
	E	-.053	.152	-.057	-.351	.001

a. Predictors: (Constant), Learning resources availability, Teaching competence, Curriculum relevance, Education policy framework

b. Dependent Variable: Education Quality
 The established multiple linear regression equation is:
 $Y = 0.559 + 0.140X_1 + 0.053X_2 + 0.719 X_3 + -0.053X_4$

From the regression model above, every unit change in learning resources there is 0.140 unit change in the education quality, all other factors held constant. While every unit of change in teaching competence there is 0.053 unit change in the education quality all other factors held

constant. A unit increase in curriculum relevance there is 0.179 change in education quality Further the study also indicated that for every unit decrease in education policy framework, there is -0.053 unit idecrease in the quality of education. From table 8 above, Learning resources availability, Teaching competence, Curriculum relevance, Education policy framework influence the quality of education as p-values were less than 0.05 significance level.

Table 11: Correlation of the Variables

Correlations		Learning Resources	Teaching Competence	Curriculum Relevance	Education Policy Framework
Learning Resources	Pearson Correlation	1	.657**	.573**	.704**
	Sig. (2-tailed)	.030	.310	.313	.230
Teaching Competence	Pearson Correlation	.657**	1	.532**	.241**
	Sig. (2-tailed)	.030	.400	.340	.000

Curriculum Relevance	Pearson Correlation	.598*	.301**	1	.023
	Sig. (2-tailed)	.14	.123	.321	.002
Education Policy Framework	Pearson Correlation	.530*	.289**	1	1
	Sig. (2-tailed)	.130	.130		.240

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

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

The correlation results presented on Table 11 shows positive linear association between the independent variables. A high positive linear association was established between learning resources availability, Teaching competence, Curriculum relevance, Education policy framework, the results imply there is a strong correlation between the variables under study.

CONCLUSIONS

Somali being a nation that has experience civil war leading to the subsequent collapse of the Somali state, the education system has been highly affected with most learning institutions lacking the relevant resources necessary for learning. The government on the other hand has not been able to formulate, articulate policies that can fully revive the education sector to enhance economic development of the country. However, significant progress has since been made in the reconstruction of education infrastructure throughout Somalia, the relatively longer periods of peace and stability that has characterized Somalia between the years 1999 to 2007 created an easier environment to initiate reconstruction efforts. The progress in Somalia is particularly substantial and the number of education institutions across all levels has increased

significantly. Various international, development organizations are also trying to improve the situation of education in Somali by partnering with the government as well as local NGOs.

RECOMMENDATIONS

Learning Resources Availability

The government needs to have adequate budget for the education sector. With adequate budget learning resources should be made available in all the educational institution across the country to enhance education quality that is now been assessed very below from universal standard and the standard of the regions as well.

Teaching Competences

Lack of competence among teachers was established in the study as one of the major factors influencing the quality of education in Somalia as whole. The government needs to work closely with the relevant stakeholders in the education sector in order to organize in-service trainings for teachers with regard to teaching methods, use of teaching resources, student assessment and curriculum implementation. Also, Special training could be given to teachers so that they would be able to

recognize signs of psychological trauma in learners specifically victims of displacement, bereavement and abandonment. Teachers should be able to direct these learners to psychological support services that could help them get out of the vicious circle of trauma.

Curriculum Relevance

The government needs to revise the education curriculum in order to improve the relevance of the curriculum content being taught in the educational institutions in the country as a whole. This will not only improve the education sector but will also ensure that learners get skills and knowledge that are relevant globally and that provides the right attitude and life skills.

The government should work closely with development organization, international and local Non-Governmental Organizations to facilitate important innovations such as development of a neutral national curriculum that can be used in schools on both sides of the conflict divide. Influential international actors should also push education authority to actively support the maintenance of their systems. They need to find ways to carry out their work with ministries even when it means working with a government whose actions are considered distasteful or even reprehensible

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Education Policy Framework

The education stakeholders in Somali starting from the national government should implement policies that are focused in improving the education sector. The policy should include equitable funding of schools as well as equipping the schools with adequate resources that are relevant to the learners needs. Policy should also be formulated to ensure that only competent teachers are with relevant qualifications are employed to instruct learners.

Suggestions for Further Study

- The study was basically conducted in Mogadishu, Somalia. Further and related studies are recommended to be carried out in other regions of Somalia so that the results could be compared.
- The study was confined to few of the factors that can influence the education quality. Further and related studies on other factors are recommended to be conducted.
- The study found that the majority of the teachers lacked adequate skills and not show the expected professionalism when teaching. Further study on the effects of training received by teachers from the higher learning institutions in Somalia is recommended.

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