INSECURITY AND EDUCATION SERVICE DELIVERY IN SECONDARY SCHOOLS IN MOGADISHU SOMALIA

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JUNE, 2018
DECLARATION

I, Ahmed Mohamed Farah, declare that this research work herein, is a product of my unreserved efforts and has never been submitted in any University or higher institution of learning for any academic award.

Signed..............................................................

                Ahmed Mohamed Farah

Date.................................................................
APPROVAL

This research has been carried out under our supervisions and is ready for submission to the university with our approval.

Supervisor:

Signature ........................................ ..............................................................

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Date.................................................. ..............................................................
DEDICATION

I dedicate this work to my parents for their utmost effort towards my academic life specially my lovely mother Dhuh Hashi Ali. I am very grateful for the firm foundation that was laid by my parents, may ALLAH bless you I would like to thank my Uncles with sincere gratitude for their unconditional support Mr Mohamud Farah ALI And Garrad Farah Ali Also I would like to dedicate my Aunt Duniyo moallim mohamud and my brothers and sisters where ever they are and All Farah family and Also my expecting future wife and my coming children Insha ALLAH
ACKNOWLEDGEMENT

I extend my special thanks to the Almighty ALLAH for his wonderful blessing and guidance. Without ALLAH’s intervention I would not have reached this far.

My grateful thanks to my supervisor Dr. Sofia Gaite for her professional advice and support he rendered to me throughout this research project.

Special thanks go to my respondents from Mogadishu who spared their time to give me the data required to accomplish this study.

I thank parents, It’s your financial support, care, advice and prayers that made me reach great heights.

Special thanks go to all my lecturers at Kampala International University and teachers in all schools I attended. Without all of you, finishing this course would not be easy. I will live to remember you. ALLAH bless you.
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ABSTRACT

The purpose of the study was to investigate the relationship between insecurity and education service delivery in secondary schools in Mogadishu. The study objectives were to examine the level of insecurity, to identify the extent of education service delivery and finally to establish the relationship between insecurity and education service delivery in secondary schools in Mogadishu Somalia. The study was conducted from Mogadishu from 3 districts in Mogadishu. Questionnaires were used to collect data from 158 respondents and 30 from this who were administrators were interviewed using the interview guide. The analysis also took into consideration the secondary data that was collected based on the education service delivery and emergencies occurring in Mogadishu. Frequency, mean and standard deviation and Pearson linear correlation was used to analyze the data at 0.05 level of significance. The study employed a quantitative and qualitative research design based on the descriptive research design. The study findings on the Level of insecurity in Mogadishu Somalia reveal that the general situation of insecurity was high with a mean of 2.743. The results regarding the extent of education service delivery in secondary schools in Mogadishu Somalia was found to be low with the mean of 2.299. Results indicated a negative relationship between insecurity and education service delivery in secondary schools in Mogadishu Somalia, the sig value (.001) was far less than 0.05, which is the maximum level of significance, required declaring a significant relationship in social sciences. The study results concluded that the level of insecurity in Mogadishu was high the study conclude that clan politicization, war economy, armed conflicts and religious fundamentalism account for service delivery in the country. The study concludes that there is need for considering the factors mentioned to attain the values for the insecurity. The study on the second objective concludes that the extent of service delivery in education was low coupled with low level of remunerations, infrastructure limited teaching staff and facilities. The study on the third objective conclude that the state of the insecurity has a high bearing on the service delivery of education, the insecurity has had majorly a negative influence on the education service delivery through destruction of infrastructure and creating bottlenecks to the education systems. The study recommends for the need to reduce clan politicization through political negations, there is need for improving the armed conflicts fighting through enhancing the security and training of the local army to counter the terrorist that have caused insecurity in Mogadishu. On the second objective, there is need for the improvement of funds allocation to schools in order to realize value for the education services and finally there is need for increasing on the funding to the schools There is need for education administration to setup investigations in order to realize the value for the management of the institutions. The schools need to improve on education policy especially on the teachers in order to provide realizable value for enhancing services delivery.
CHAPTER ONE
INTRODUCTION

This chapter presents the background of study statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis, and scope of the study and significance of the study.

1.1 Background of the study

The background of the study was based on four perspectives historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical Perspective

Insecurity in the world is believed to have originated during the Reign of Terror (September 5, 1793 – July 28, 1794) in France. It was a period of eleven months during the French Revolution when the ruling Jacobins employed violence, including mass executions by guillotine, in order to intimidate the regime's enemies and compel obedience to the state. The Jacobins, most famously Robespierre, sometimes referred to themselves as "terrorists. Some modern scholars, however, do not consider the Reign of Terror a form of terrorism, in part because it was carried out by the French state. Insecurity is associated with state terror and the Reign of Terror in France, until the mid-19th century when the term also began to be associated with non-governmental groups. Anarchism, often in league with rising nationalism, was the most prominent ideology linked with terrorism. Attacks by various anarchist groups led to the assassination of a Russian Tsar and a U.S. President.

In the 19th century, powerful, stable, and affordable explosives were developed, global integration reached unprecedented levels and often radical political movements became widely influential. The use of dynamite, in particular, inspired anarchists and was central to their strategic thinking. Prior to the American Civil War, abolitionist John Brown (1800–1859) advocated and practiced armed opposition to slavery, leading several attacks between 1856 and 1859, the most famous attack was launched in 1859 against the armory at Harpers Ferry. Local forces soon recaptured the fort and Brown was tried and executed for treason (Jeffrey, 1999).
In Africa, the path to independent statehood and the framework of post-colonial economic and social policy became issues in which the major powers in the east-west divide displayed an abiding interest within the framework of an essentially bipolar security framework. In fact, an often necessary dimension of the negotiation of the exit of the colonial master and independent statehood was some form of security treaty with the departing coloniser. These treaties had the effect of ‘constructing’ Africa’s external friends as well as enemies. This of course also meant structuring relations among African countries within east-west dynamics, so that issues such as intra-African cooperation became bogged down in the global bipolar struggle for power. In assimilating the security problématique of African states into the east-west divide, a convenient lid was often imposed on various expressive forms in which domestic groups and individuals outside the state sought to air their grievances. While African regimes found the framework convenient for visiting oppression on opponents, regimes that tried to toe independent lines also found their hold on power a precarious matter.

Somalia has gone through an unprecedented protracted conflict since 1991. Somalia became independent in 1960 with a civilian administration. Though the leadership of first and the second presidents, Adan Abdulle Osman and Abdilrashid Ali Shama’arke respectively, was not without shortcomings. However, it was the reign of General Mohammed Siad Barre that planted the seeds of the current conflict. Barre’s rule was characterized by discrimination, violence and dictatorship. Many renegade armed groups began to challenge his rule in the 1980s and in 1991 Barre was ousted from power with no dominant group emerging to exert authority over the whole of Somalia. Consequently, in the last two decades Somalia has been engulfed by chaos without a central authority. It is estimated that 15% of the former Somalia population now lives in exile, while many more are internally displaced (Heidi, 2011). In 2012, the Federal Government of Somalia (FGS) was elected into office replacing the Transitional Federal Government (TFG) that was established in 2004.
All over the world, there is a debate about the way public services operate, and the way they need to develop in order to reflect and promote these values. Many international treaties on eradicating illiteracy, such as Millennium Development Goals. United Nations Education Scientific and Cultural Organization has developed educational norms which have come to provide an important guiding tool (Elmi and Barise, 2012). The UNESCO constitution adopted in London at the end of World War II, committed the world to the great principle of full and equal opportunities for all (UNESCO, 2004). From this, came the convention on the rights of the child and the UNESCO convention on the elimination of all forms of racial discrimination.

Risikat (2010) assert that since the advent of democracy in Africa, successive governments negate the future direction of the macroeconomics policy of investing in human resources in Africa. Olaniyan & Okemakinde (2008) opined that education is an investment in human capital which is a critical input for innovation, problem of development in Africa is poor education expansion to stimulate growth and development. The reason for this problem is that despite many policies and programs of government; the countries lack functional qualitative education. Ogunrinola & Oluranli (2011) added that economic growth largely depend on human capital, government spending on human capital has negative relationship, the reason for the relationship was the degree of corruption and misappropriation of public funds by those entrusted to manage it and recommended public private partnership in education.

Education service delivery in Somalia is affiliated to lack the organizational structure to assist in arranging teacher and student interviews. A middle school also turned out to be somewhat difficult to work in, because the parents closely monitored research requests for the reason that they felt the research might interfere with the education of their children. The principal at this school was very aware of this oversight by the community and placed greater structure on our visits than we would have wished. Despite these difficulties, we were able to collect data and conduct observations at both of these schools (UNESCO, 2008). Achievement levels for schools and for students have
traditionally been set by community expectations, and communities continue to influence curriculum and instructional decisions made at the school level. Standards, therefore, are also a result of local decisions, such as those governing the selection of textbooks and those affecting a school's policy on the promotion or retention of students. These mechanisms for establishing standards will also be discussed (World bank, 2015)

1.1.2 Theoretical Perspective

The study was based on the Game Theory propounded by John Von Neumann's (1944) game theory is the study of human conflict and cooperation within a competitive situation. In some respects, Game theory is the science of strategy, or at least the optimal decision-making of independent and competing actors in a strategic setting. The theory proposed that game theory explains the stability of any form of political government. Taking the simplest case of a monarchy, for example, the king, being only one person, does not and cannot maintain his authority by personally exercising physical control over all or even any significant number of his subjects. Sovereign control is instead explained by the recognition by each citizen that all other citizens expect each other to view the king (or other established government) as the person whose orders will be followed. Coordinating communication among citizens to replace the sovereign is effectively barred, since conspiracy to replace the sovereign is generally punishable as a crime. Thus, in a process that can be modeled by variants of the prisoner’s dilemma, during periods of stability no citizen will find it rational to move to replace the sovereign, even if all the citizens know they would be better off if they were all to act collectively. In the insecurity environment the approach undertaken by rational individuals is fundamental to the decisions regarding the educational service delivery. The behavior undertaken rationally by a group of focus is pivotal in determine the state of the educational services. Complexity of human sense-making plays a major role as sense-making is not simply decoding policy messages but 'the process of comprehension is an active process of interpretation that draws on the individual’s rich knowledge base of understanding, beliefs and attitudes. In the insecurity environment
the approach undertaken by rational individuals is fundamental to the decisions regarding the educational service delivery.

1.1.3 Conceptual Perspective

Insecurity is an inner feeling of being threatened and/or inadequate in some way. We’ve all felt it at one time or another. But while it’s quite normal to have feelings of self-doubt once in a while, chronic insecurity can sabotage your success in life and can be particularly damaging to your intimate relationships. Chronic insecurity robs you of your peace and prevents you from being able to engage with your partner in a relaxed and authentic way (Foxley, 2010).

Harms, Philipp and Heinrich (2002) argued that insecurity is a feeling of uncertainty, a lack of confidence or anxiety about yourself. Put aside your insecurities and start acting like the smart, capable person you are. Insecurity is the word for what you are probably feeling when you walk into the cafeteria on your first day at a new school and everyone else already has someone to sit with. But soon you will make friends and forget about your insecurities. It can also describe the state of being open to danger or threat.

In the study insecurity is based on four constructs;

Clan participation: Is the degree of clans and ethnic grouping organized at the degree of the people or the organized to create the conflicts in the surrounding environment that provide a ground for the occurrence of insecurity. War economy refers to the environment that is created in the economic setup for the organizations in the country that trigger the presence of the war in the country. The environment that is created by the economic situation creates the conflicts in the organizations. Religious fundamentalism refer to the conflict situation arising from the state of claims raised by different people on the issues of religion were many are deemed to have insufficient knowledge on religion hence insecurity. Organized armed groups are the ill intention of create a disturbing environment or havoc to the society due to their own interests and connive to cause the conflicts hence the presence of insecurity.
Education service delivery refers to provision of a basic human right, it is also not easy to finance by private individuals due to poverty and lack of family support, therefore government needs to intervene by provision of subsidy (Wade, 1990). The role of state is not only to provide public goods, maintain rule of law but to mobilize resources needed to achieve development. Education service delivery is the extension of the educational infrastructural services to the people in an area. However, in Africa millions of children, particularly girls, are still denied the right to education and are unable to access the knowledge, skills and capabilities necessary to take an empowered and equal role in society (Farah, 2009).

Educational service delivery is defined as the network of services that are provided to support the education services to the school going children. Teacher’s commitment means that state when the teachers operations are intended to work in the manner that suit their required means of work. Performance of students is the manner in which the students attain the results or their overall intensions of work/ studying (Abdinoor, 2008).

The focused on infrastructure, teacher’s performance, budgetary allocations and students facilities. The assessment of the status quo in the infrastructure is seen through the schools infrastructures, budgetary allocations and the schools facilities (Abdinoor, 2008).

1.1.4 Contextual Perspective

Insecurity in Somalia is a long issue that has occurred for a long period of time. 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 system 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. Destruction of the 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 (Lindley, 2008). This extended period of insecurity and instability has robbed a generation of young Somali men and women the chance to attend formal education. Somalia now suffers from one of the lowest literacy rates in the world (Cummings and van Tonningen, 2003).

The education system in Somalia started to fall apart long before the civil war. In the aftermath of the war with Ethiopia in the late 1970s, and the subsequent economic collapse during the 1980s, policy development stagnated with social services severely affected. In recent years, as stability and security has improved in parts of the country, a diverse range of actors (including local communities, the Somali diaspora, local and international NGOs, Islamic aid agencies, and the private sector) have made a significant contribution to the rehabilitation and development of the education sector.

The relative peace and stability that has characterized the self-declared Republic of Somaliland, in the north-west of Somalia, since 1991 has meant that the level of reconstruction of the education sector in this region is noticeably higher than other regions. In the north-eastern region of Somalia, the semi-autonomous Puntland State of Somalia has also made significant progress in rebuilding the education sector since it was formed in 1998. The prolonged period of insecurity, intermittent conflicts, and volatility of political control in the southern and central parts of Somalia (referred to in this study as South-Central following conventional usage) has meant that progress has been localized, occurring in specific areas of relative stability only. Recent growth of the higher education sector has however been considerable. Shortly before the war, Somalia had only one state-owned university located in Mogadishu and enrolling approximately 4000 students (Hoehne, 2010). There are now close to 50 higher education institutions (HEIs) 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.

In the absence of regulation by governing authorities in all three regions and the low capacity of teaching staff, the quality of education has suffered considerably. An alarming 86% of surveyed HEIs complained about low capacity of teaching and administrative staff. This is likely to impact the quality of education students are receiving, and the qualification and competence of graduates entering the public and private sector in Somalia. Although the expansion of the higher education sector is evident throughout the country, there remains a lack of detailed information on the activities of the education sector (Pham, 2011).

1.2 Statement of the Problem

Education is a key avenue through which countries gain value and improve their ways of life. It is seen as a driver for development in countries. The education service delivery in several countries including those in the horn of African country of Somalia is faced with a series of problems that include poor or low funding for the education sector, low motivation of education staff, low level of highly educated, skilled and experienced staff, high degree of students drop outs that has affected the provision of the education services in Somalia (UN Somalia, 2012). There is low recruitment of teachers in many public secondary schools that has affected the way education is managed; there is low enrollment of students in schools due to limited facilities to serve the students Population (MOE, 2015). The effect accustomed from the problems of the education service delivery has led to poor provision of scholastic materials to the schools, poor state of the educational infrastructure in terms of buildings, books among others that have left the education sector of the country in a dilapidated state. The state of the education service delivery further being poor has made country lose a lot of many through students seeking for education outside Somalia to countries like Uganda, Kenya, Turkey, China, and India among others. According to UNICEF report (2016) the state of the education service delivery in Mogadishu is Poor this is affiliated to the
political turmoil in Mogadishu Somalia African Union report (2014). It was based on this that the study setup to investigate if insecurity has a relationship with the education service delivery.

1.3 Purpose of the study
The purpose of the study was to investigate the relationship between insecurity and education service delivery in secondary schools in Mogadishu Somalia.

1.4 Objectives of the study
1) To examine the level of insecurity in Mogadishu Somalia
2) To identify the extent of education service delivery secondary schools in Mogadishu Somalia
3) To establish the relationship between insecurity and education service delivery in secondary schools in Mogadishu Somalia.

1.5 Research Questions
1) What is the level of insecurity in Mogadishu Somalia?
2) What is the extent of education service delivery in secondary schools Mogadishu Somalia?
3) What is the relationship between insecurity and education service delivery secondary schools in Mogadishu Somalia?

1.6 Null Hypothesis
There is no relationship between insecurity and education service delivery in secondary schools Mogadishu Somalia.

1.7 Scope of the study
1.7.1 Geographical Scope
The study was limited to Mogadishu’s municipal government. Mogadishu, the capital of Somalia, is also referred to as the Banadir region. Mogadishu is situated on the Indian Ocean coast of the Horn of Africa, in the Banaadir administrative region (gobol) in southeastern Somalia. The region itself is coextensive with the city and is much smaller than the historical province of Benadir. The city is administratively divided into the many districts, but this research was conducted in 3 districts of Abdiaziz, Wadajir and Yaqshid. The city, governed by a mayor, is divided into 16 districts, each headed by a
district commissioner. There are no recently verified population figures for Mogadishu, but UNDP’s 2005 report estimated it at 900,000, while according to the Federal Government of the Republic of Somalia (FGRS), the current population figure is 2.5 million. The place is chosen because it has experienced some degree of insecurity in the country for a long period of time.

**1.7.2 Content Scope**
The study focused on insecurity and education service delivery. The insecurity was on clan participation, war economy, religious fundamentalism and organized armed groups while education service delivery focused on infrastructure, teacher performance, budgetary allocation and students facilities

**1.7.3 Theoretical Scope**
The study employed the game theory propounded by John Von Neumann's (1944) the game theory is the study of human conflict and cooperation within a competitive situation. In some respects, game theory is the science of strategy, or at least the optimal decision-making of independent and competing actors in a strategic setting.

**1.7.4 Time scope**
The study was based on the time of 5 years focusing on 2010 to 2016. It was conducted for a period of 9 Months that is to say from September 2017 to May 2018. This reference period will help in establishing the state of affairs over the time.

**1.8 Significance of the study**
The findings of the study are beneficial to the following stakeholders:

Ministry of Education:- The findings of the study will serve as base line information to the officials of the Ministry of Education to improve the education service delivery by increasing the budget and recruiting qualified teachers and funding the infrastructure.
The Ministry of Education and Sports, Ministry of Finance and Economic Planning can benefit and formulate appropriate policies that could guide better management of service delivery to educational institutions for better achievement.

The findings the study will encourage family send their children to school to get a better education.

To academicians, the findings will add to the existing body of literature on insecurity and education service delivery. Academicians can use the findings as point of reference in their future scholarly work.

To researchers, the study findings may identify gaps in the existing literature on local government administration and insecurity thus suggests areas for further research.
CHAPTER TWO
RELATED LITERATURE

2.0 Introduction
This chapter presents literature related to the study. It comprises three main sections which are theoretical review, conceptual framework, related studies and research gaps.

2.1 Theoretical Review
The study was based on the Game theory Von Neumann's (1944). The game theory is an example of a rational choice approach is game theory which is ‘a mathematical treatment of how rational individuals will act in conflict situations to achieve their preferred objectives’ (Firestone 1989: 18). It is in particular helpful for theories that seek to clarify how coalitions build and pass legislation. The literature on implementation and game theory is still rather sparse in the political science literature (for exceptions Koremenos and Lynn 1996. For example, Bardach (1977) considers implementation as a continuation of a political game from the policy adoption stage, but with other actors and other relations between actors. He analyses the type of games that actors apply in the implementation process in order to pursue their own interests. But these games distort implementation from the legislative goals. Despite limitations, game theoretic models are helpful for exposing points of leverage for implementation managers (O’Toole 2000).

On the other hand O’Toole (1995) examines the use of rational choice theories (in particular game theory) in implementation research. He argues that while game theory might enhance inter-organizational management, it has some serious practical limitations which constrain what might be theoretically possible. There are several challenges in rational-choice approaches to implementation, such as uncertainty across different areas and the lack of institutionalization in the implementation setting (since many implementation networks are not highly institutionalized). But active and skilful multilateral implementation managers can successfully intervene at several points in a network context to reduce uncertainty and institutionalize cooperation. Such strategies include facilitating moves and linking games through signaling, commitment, and
iteration; influencing preferences of actors and persuading them of the benefits to encourage cooperative outcomes; developing norms of trust and cooperation; and shifting the inter-unit structure to facilitate cooperation.

Also drawing on game theory, Firestone (1989) offers an education policy example by analyzing an ecology of games. Individuals compete in one or few available games, which can be in government, education, business, religion or news. This model borrows from ecology as species interrelate in their environment in different ways through competition, cooperation or interdependence (Firestone 1989). Educational games are linked through flows between them: an downward flow of resources and regulation from legislature to classroom, and an upward flow of demands from educators as well as the general public (Firestone 1989). Again, the temporal dimensions and context play an important role in the implementation of education policy. Local variation should be taken advantage of, and practitioners should experiment with different models at the local level.

A review of the implementation literature several years ago suggested that the education sector constitutes about 65 percent of the research in the 1970s, but other policy areas such as environment and health have increased in importance in later years (Saetren 2005). To stay with the example of education policy, Spillane, Reiser and Reimer (2002) examine why the local implementation of education policy is difficult. In particular they focus on agents’ sense-making with regard to reform initiatives. Their framework considers three aspects: individuals and their beliefs and experiences, the importance of the situation or context, and the role of external representation in the sense-making process. Complexity of human sense-making plays a major role as sense-making is not simply decoding policy messages but ‘the process of comprehension is an active process of interpretation that draws on the individual’s rich knowledge base of understanding, beliefs and attitudes. In the insecurity environment the approach undertaken by rational individuals is fundamental to the decisions regarding the
educational service delivery. The behavior undertaken rationally by a group of focus is pivotal in determine the state of the educational services

2.2 Conceptual framework

The conceptual framework below illustrates how variables in the study are conceptualized and related.

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
</tr>
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<tbody>
<tr>
<td>Insecurity</td>
<td>Education Service delivery</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Clan politicization</td>
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<tr>
<td></td>
<td>▪ War economy</td>
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<tr>
<td></td>
<td>▪ Religious fundamentalism</td>
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<tr>
<td></td>
<td>▪ Organized armed groups</td>
</tr>
<tr>
<td></td>
<td>▪ Infrastructure</td>
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<tr>
<td></td>
<td>▪ Teachers performance</td>
</tr>
<tr>
<td></td>
<td>▪ Budgetary allocations</td>
</tr>
<tr>
<td></td>
<td>▪ Students facilities</td>
</tr>
</tbody>
</table>


Fig. 1: Diagram showing the relationship between the insecurity and education service delivery and the intervening variables

Source: Designed from Literature Review.

The diagram show the independent variable of this study which is insecurity that include clan politicization, war economy, religious fundamentalism and organized armed groups like the alshabab while the dependent variable include infrastructure like the school buildings, facilities like latrines, budgetary allocations, teachers and students.
The intervening variables in the study are political situation and economic situation which affect both the independent and dependent variables.

2.3 Related studies
2.3.1 Insecurity
Heinrich (2002) argued that insecurity is a feeling of uncertainty, a lack of confidence or anxiety about yourself. Put aside your insecurities and start acting like the smart, capable person you are. Insecurity is the word for what you are probably feeling when you walk into the cafeteria on your first day at a new school and everyone else already has someone to sit with.

Somalia has made significant progress in recent years towards peace, stability and prosperity. With the election of new national leadership, Somalia now has an unprecedented opportunity to consolidate these gains and accelerate progress towards the country’s long-term recovery. This New Partnership for Somalia (NPS) sets out how Somalia and the international community will work together to meet Somalia’s most pressing political, security and economic needs and aspirations, as set out in the National Development Plan (Cassanelli & Abdikadir, 2008).

Clan Politicization
The clan forms a major marker of identity and societal values. According to Abdullahi Osman. The clan in Somalia is above everything else; above political parties, religion and any ideology. Most social problems are addressed through the clan system. The clan is both a uniting and dividing factor. Every Somali traces his origin to the family and sub-clan and clan. The clans are divided into four major groups.

There are also two major societal divisions based on economic activities pastoralists and sedentary farmers. The latter are weak and have often been (worse) victims of the conflict After an attempted coup against Siad Barre in 1978, he relied more on Marehaan-Ogadeen-Dulbahante (MOD) clan coalition at the expense of other clans. A
situation that made other marginalized groups agitates for political change. There are still no viable governance structures that can guarantee all the clans equal treatment. There is no viable federal administration that can ensure social justice among all the citizens and regions.

The youth in Somalia are hindered from effective participation in peace building and development due to illiteracy, lack of economic opportunities, unemployment, breakdown of family and social ties and other cultural inhibitions. Over 70% of the youth in Somalia are under the age 30. The average unemployment rate for people aged 15-64 is 54% while the unemployment rate of youth aged 15-29 is 67% which is one of the highest in the world. Cases in other regions indicate that poor parts of society tend to turn towards criminal activities such as banditry, violence and other illegal activities when there is political instability (World bank, 2003).

**War Economy**

It has been argued that during conflicts there emerge groups that make profit from the conflict. These groups may not have any interest in seeing an end to the conflict since their lifeline might come to an end. During the long conflict in Somalia, there emerged groups engaged in illicit trade of small arms and light weapons and smuggling goods into neighbouring countries. Foreign companies benefit from the absence of central government as they have an easy and uncontrolled access to Somali resources and never pay taxes; these companies are part of the problem as they always fund spoilers and regional administrations to rubber-stamp their selfish interests (Murphy, 2012).

For a long time, the Al Shabaab controlled the port of Kismayo. It took the military might of the Kenya Defence Forces to dislodge them after October 2011. These groups were certainly benefiting from the lawlessness in the country. Other international firms such as fishing and shipping vessels took advantage of uncontrolled territory (Chester, Hampson and Aall, 2009). The business sector in Somalia established its own security system of protecting property. If the new government does not provide adequate
security to this sector, it will continue to operate a parallel security network. There are groups, too, across south-central Somalia sitting on illegal assets piracy, too, has been a major threat to maritime security in Somalia. The governments in Puntland and South Central Somalia have not been able to prevent pirates from operating within their territories. Piracy thus became a lucrative criminal enterprise supported by some clan leaders. This has raised the cost of maritime trade and security to an all time high (Pham, 2011).

**Religious Fundamentalism**

Islam is the main religion in Somalia and Islamic leaders are recognized for having contributed a lot to peace building and reconciliation efforts in the country Martin 2012). However, the existence of religious groups with competing ideologies is one of the contributing factors to conflict in Somalia today. The Somalis subscribe to the Sunni Islam and follow the Shafii School (Mahdab) of religious interpretation which is relatively liberal. Radical Islam began to emerge in the 1980s and was accelerated by state failure in 1991 and external intervention from the UN, USA and Ethiopia. There have been reports of Al-Qaeda linkage to Al-Shabaab and conflicts over interpretation of Islam in Somalia.

There are other Islamic groups operating in Somalia today such as Al-Sufiya, Al- tahad, Tabliiq, Al-Islah, Ahlu-Sunnah Wal jama and Al-ictism among others. Hizbul Islam does not practice extremist religious ideology and the group is currently supporting the government. Due to application of Islamic law, areas that were governed by Islamic Courts Union (ICU) registered considerable improvement in security. Al-Shabaab, imposed strict Islamic law on the population such as banning Western music, books, television and sports. However, due to infiltration by foreign fighters, they attacked even fellow Muslims who were opposed to them. This alienated them from a large Somali population. It is important to note that suicide bombings and religious radicalization of the Somalia conflict began after the Ethiopian invasion in 2006. The Ethiopia incursion was viewed as a proxy war for the Christian West to fight Islamic
influence in Somalia. Due to Somali sensitivity to foreign invasion and commitment to Islam, the Al-Shabaab witnessed burgeoning local support. Gunaratna Rohan (2005)

Somali religious practices are highly influenced by the Somali culture. The goal of Al-Shabaab is to establish an Islamic state in Somalia and enforce Sharia law. Religious conflict is exacerbated by the government’s attempts to impose democracy in the country which often is not in line with the different religious groups’ ideologies (Heidi, 2011).

**Organized Armed Groups (OAG)**

There are many organized armed groups operating in Somalia. Many of these groups are sponsored by their clans to provide security. A number of OAG are aligned with the current government. The Harakat Al-Shabaab Al Mujahideen (Movement of Youth Warriors) or Al-Shabaab is the main threat to security in Somalia today. Al Shabaab sprung up as the armed youth wing of the Islamic Courts Union (ICU). The group has since been operating as an independent movement. There are a number of regions in the rural areas that are controlled by the group, though its fortunes have dwindled after its sources of income such as the port of Kismayo were taken over by KDF/AMISOM and handed back to the local administration. Al-Shabaab has been weakened but is still executing guerrilla attacks in urban areas.

Some leaders of Hizbul such as Hassan Dahir Aweys have also been leaders of Al-Shabaab.59Muaskar Ras Kamboni (Ras Kamboni Brigades) operates in Jubaland and supported (KDF)/AMISOM to fight against Al-Shabaab in South-Central Somalia. Somali emerged as a militarized society during the reign of Siad Barre. During the 1980s, half of GDP was spent on defence and security. Members of the armed forces sold their weapons to civilians during the economic hardships in the 1980s, and state armouries were looted after the collapse of the government in 1991. There are also weapons provided by Ethiopia in support of particular armed groups.
In 1992 the UN Security Council passed Resolution 733 which called for an embargo on weapons and military equipment being sent to Somalia. This embargo has, however, been violated many times. The supply of weapons continued mainly from Ethiopia, Eritrea, Yemen, Djibouti, Egypt and Sudan. The UNSC lifted the embargo to allow for rebuilding of the security sector after election of a new government. Weapons under the custody of Local private security providers and the Sharia courts have not been registered and controlled by the government Al Shabaab has been conducting terrorist attacks across the body in Kenya, and most recently staged a deadly siege on a popular shopping mall in Nairobi.

Different regions have welcomed external actors who are friendly to their cause such as Ethiopia in Putland and Somaliland and Kenya in Jubaland. These diverse relationships and antagonism affects the nature of political solution to the Somali conflict. Genuine security threats inform Ethiopia and Kenya’s interests in Somalia. Ethiopia has been concerned about armed groups in Somalia which support the Ogaden National Liberation Front (ONLF) such as Al Ittihad Al Islamiya and the Al-Shabaab. Somalia has also become a playground for the proxy war between Eritrea and Ethiopia. Eritrea would like to exploit. Somali discontent with Ethiopia over intervention in Somalia politics and occupation of Ogaden to its advantage. Eritrea would also like to maintain good relations with Somalia due to its border dispute with Djibouti Fowsia Abdulkadir, 2007). Armed conflict in Somalia has crippled the prospects of a better life for over two decades through destruction of institutions, encouraging human and capital flight, undermining investors’ confidence, spreading disease and disrupting trade

Somalia is now making rapid progress towards peace, stability and prosperity. A national government, established in 2012, has led a process of peace building and negotiation aimed at establishing a new political settlement based on a federal model. Following the electoral process in 2016/2017 and with a new national leadership there is a renewed hope for consolidating the gains made so far and accelerating progress towards long-term recovery (Farah, 2009).
Kaufmann, Aart and Massimo (2005) contend that success in this area will both reinforce the legitimacy and stability of Somalia’s new governance arrangements, bolster the Government’s ability to deliver services, attract investment, and help advance Somalia along the path toward normalization with the international financial institutions and debt relief, essential to rebuilding a flourishing economy, strengthening resilience and fulfilling the aspirations of the Somali people. Somalia needs rapid normalization of its financial relations. Development Partners, International Financial Institutions and the FGS have produced a clear and comprehensive process, including a set of reform commitments towards IFI normalization and debt relief, and Development Partners commit to supporting the government to achieve identified milestones (Globerman, Steven, and Shapiro, 2002).

The challenges that Somalia faces are complex, multifaceted and differ according to various political, social and regional contexts. The strategy to address these challenges and effectively lead Somalia on a path of recovery, development and durable peace, must include: focused and committed leadership, solid government structures capable of delivering basic services, peoples’ trust, mediation and community participation, sound civic dialogue, and good and friendly international relations based on mutual respect (Leeson (2007).

The Somali Compact presents a new beginning in the joint partnership between the Somali people and the international community. It embeds the need for close coordination of the political, security and development spheres (Nel, 2003). Aid plays a critical role in the implementation of the Compact, representing a significant proportion of public expenditure to help achieve the peace building and state building priorities that have been collectively agreed. It is therefore crucial that government and development partners work harder than ever to improve the effectiveness of development assistance in Somalia and demonstrate that aid contributes to peace building and state building results. This will require a paradigm shift in the way aid is
provided away from “business as usual” to more innovative, flexible and risk-taking approaches based on the principles of the New Deal and international commitments on aid effectiveness (Harms, Philipp, and Heinrich, 2002).

2.4 Education Service Delivery

Education as a variable for economic growth has been underscored by many studies. Risikat (2011) opined that education increases human capital development at the same time improves productivity, increase in income leading to invention of technology. It is also beneficial to the society both at micro and macro level and engine for poverty eradication, promotion of social justice, equity and fairness. Since independence education expenditure has not been encouraging which could be seen from government’s allocation to the sector.

Infrastructure

The education sector is greatly affected by this political instability which has resulted in the displacement of people, destruction of infrastructure and schools, and looting of equipment and books. As much as things are slowly returning to normal, thanks to the efforts of UN bodies, NGOs, and local communities, education system revival and reforms are just but beginning. And as much as ICT is acknowledged as a possible tool in the reform agenda and a possible catalyst to bring about better quality and more accessible education in Somalia, it does not feature in the current plans of most of the organization working in Somalia or the ministry in charge Hussein (2012).

Students

Somalia has one of the world’s lowest enrolment rates for primary school-aged children while the number of out-of school/at risk children and youth is approximately half of the total population. In Somalia, more than 73% of the population is under 30 years old1. Children and youth should ordinarily be seen as the foundation for a successful new country, but this youth bulge knows only war. This generation is at risk of being lost and can only be recovered by an urgent and effective national and international program that empowers Somali youth with education. Providing children with education is not only a moral and human imperative, but is the basis of generating the human
capital needed to develop a fledgling nation. This is the impetus behind the Minister of Human Development and Public Services’ announcement of a comprehensive strategy to enable one million additional children and youth to claim their right to education: Go-2-School: Educating for Resilience (2013-2015). Achieving the lofty goals of this strategy will not be easy. It requires systematic and innovative approaches which balance short term needs with a long term vision for a resilient and sustainable education system. It will also require national leadership, commitment and a significant injection of resources; both human and financial. As such, the three education administrations have begun to reprioritize and reframe education challenges and the manner by which the international community responds. This will focus on strengthening delivery systems while building the resilience of children and their families through quality education services. To succeed, innovative approaches will be sought including exploring new partnerships such as those with pioneering private sector firms Lindley, 2008).

Samatar (2004) contend that cultural resistance to education remains a significant hurdle. Additionally, more than half of the total population is pastoral by nature (up to 60% in Puntland). With government funding already constrained by the need of formal schools, it is difficult to respond to the unique needs of pastoralist children. Furthermore, the Government’s inability to consistently pay teacher salaries means that much of the burden is left on families already struggling with poverty. Many simply cannot afford either the formal fees or associated costs of schooling.

Samatar (2001) argued that the education systems in all three regions are making strides in enrolling students, but must do so with an eye towards a simultaneous improvement of quality. The protracted era of conflict faced by Somalia means that few have been able to pursue the education or training necessary to teach or to manage a classroom. While the zonal Governments do show strong initiative in pursuing improved education, the institutional capacity is still developing. The relative newness of these
administrations and resulting inexperience in education specific management makes additional outside support necessary.

**Students facilities**

UNICEF (2011) contend that the increasing collaboration, rather than competition, between the Education Umbrellas and the is a sign of promise for education in South Central Somalia. Most recently, the Umbrellas collectively agreed to a common curriculum so that children leave school with a common set of skills. Such collaboration is not limited to the borders of Somalia. The Minister actively advocates for education both in and outside of Somalia, seeking innovative ways to secure funding as well as ways to return 'skills' to Somalia. As part of this, short-term programs for teachers from the Somali Diaspora to teach inside Somalia as a chance to gain experience are being considered. Opportunities for Public-Private Partnerships are also being explored. The is experimenting with ways for the diaspora community to choose to deduct a portion of remittance payments through Dahabshiil3 to contribute to teacher incentives while also using this mobile technology to manage teacher salaries, thus ensuring that teachers are paid on-time (World Fact book, 2007).

**Teachers**

Education and formal classroom learning opportunities are limited and unavailable for a majority of children in Somalia. There have been substantial increases in the number of operational schools and in enrolment rates since the transitional federal government came to power in 2005, but considerable disparities in the quality of and access to primary education are still problematic in parts of the country because of the socio-economic, cultural, and political realities. Primary education is paid for and managed by regional educational committees which assumed the role of the government during the war. Only in Puntland is education free and teachers are paid by the administration.

**Budgetary allocations**
Most existing schools are concentrated in and around urban areas and are mainly financed by fees or other forms of support from parents and communities, with some input from external agencies. There are various NGOs, both local and international, working in the education sector in Somalia and an education sectoral committee under the Somalia Support Secretariat sitting in Nairobi, Kenya. Somalia has one of the lowest primary school enrolment rates in the world. A survey of primary schools in 2003-04 showed that there are 1,172 operating schools with a total enrolment of over 285,574 children representing a 19.9% gross enrolment ratio.

Working alongside other UN agencies, NGOs, local development groups, and the regional educational committees, UNICEF has helped develop a new national curriculum and textbooks for primary grades. Somali educationalists joined a two-year process that was fraught with logistical difficulties and political sensitivities. A series of consultative workshops ensured that all stakeholders had a voice in the process, resulting in a “homegrown” curriculum that respects cultural differences while advocating for the rights of all children. The curriculum is now in place in nine out of 10 primary schools (Varghese, 2007)

2.5 Relationship between insecurity and education service delivery
Mwaniki (2006) argued that insecurity for long periods of time negatively affect education service delivery. Education has the potential to ease some of these problems by promoting “agency which is the ability of an individual to pursue and realize goals that he or she values. Furthermore, an educated individual is more likely to find a job and has an increased capacity to use acquired resources efficiently. Thus, education is critical to the ability of poor people to escape from poverty and hunger.

The Human Capital Approach holds that education is relevant insofar as it increases personal earnings, productivity and national economic growth (Psacharopoulos & Patrinos, 2004). This approach often views the impact of education exclusively in economic terms. The authors found that education is positively correlated with security
implying that insecurity lead to reduced education service delivery. This study a meta analysis that draws on the results of 118 prior studies conducted in a variety of locations worldwide - estimated that completing the first four years of formal education was associated with a 7.4 percent increase in agricultural productivity.

Mukudi (2003) claims that education plays an integral role in enabling individuals to access public information, especially concerning health, nutrition and hygiene. He also argues that people with a minimum level of education are more likely than people with no education to obtain information about how to adopt a balanced diet, avoid illnesses, and maintain good hygiene, all of which improve food security. Primary education and literacy play vital roles in providing individuals the means to access written information about health and proper diets. Also important is the role that gender plays in mediating this relationship. Various studies (Mukudi (2003) argue that girls who attend school and obtain basic skills can teach basic hygiene and proper diets to children, improving their health and nutritional status. The studies conclude that education has a stronger relationship with health and diet among women than among men.

Drysdale (2000) argued that insecurity lead to reduced education service delivery in the country. Transparency entails freedom or access to information and openness. All these are interwoven; The East Asia achieved the tremendous set of growth through investment in education, followed by health which contributes to poverty reduction. For the achievement of freedom, government can copy private initiative as well as cooperation with Nongovernmental organizations. The close relationship between government and industry, effectiveness of government and absence of corruption, good policy that led institution building, financial regulation and cooperative structure promote growth in East Asia.

Sahr (2012) argued that an insecure political environment have effect on policy planning and implementation in any nation, the political terrain in Nigeria and subsidiary
Africa does not promote quality education because funding education was inadequate (Akindutire, 2011). In addition, lack of patriotism and bad leaders constitute big problem to development in Africa (Agagu, 2010). Three dimensions of political will such as commitment of government, continuity effort, and anticorruption will be used as measurement. Ten questions were set from the dimensions to measure political will.

World Bank (2003) argued that insecurity has a relationship with education service delivery viewed as a sustained zeal of administrators and politicians to come together and invest resources to achieve specific objectives and ability to implement policy and program of government). Addressing the level of political will of government (Little, 2010) observed that the willingness to support primary education depend on the commitment of political actors which in turn legitimize government through the provision of good policies and programs that have direct impact on the masses. Government commitment to education is based on resource allocation which includes funds, time, people and attention.

Michael (2009) argued that political will in strengthening the environment will increase the value of the education service delivery. The strength of public and private sectors in a zeal to provide efficiency in an organization is a direct effect of commitment which is defined as political will (Sahr, 2012). He added that the challenges to political will is to distinguish between reforms that are designed to boost the image of political leaders and substantial efforts that are based on creating change.

2.5 Research Gaps
The scanty literature on insecurity and education service delivery. There is no study that has been conducted on insecurity and education service delivery in Mogadishu. Most of these studies were purely quantitative using questionnaires only. This study used questionnaire, interviews and documentary review. The study used both qualitative approach including interviews. The study also used the game theory by Von (1944) while other studies used themes.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter presents the research design and methodology that was used to carry out the research. It presents the research design, the population, sample size and sampling procedure, data collection and analysis.

3.1 Research Design
This study employed the descriptive research design especially descriptive correlation. Descriptive research design was used because it enabled the researcher to generalize the findings to a larger population in Mogadishu Somalia. The study used descriptive correlation because it wants to find out the relationship between insecurity and service delivery. The study also used qualitative and quantitative research approaches.

3.2 Study Area
Mogadishu is the capital and most populous city of Somalia. Located in the coastal Banaadir region on the Indian Ocean, the city has served as an important port for millennia. As of 2017, it had a population of 2,425,000 residents. Mogadishu is situated on the Indian Ocean coast of the Horn of Africa, in the Banaadir administrative region in southeastern Somalia. The region itself is coextensive with the city and is much smaller than the historical province of Benadir. The city is administratively divided into the districts of Abdiaziz, Bondhere, Daynile, Dharkenley, Hamar-Jajab, Hamar-Weyne, Heliwa, Hodan, Howl-Wadag, Karan, Shangani, Shibis, Waberi, Wadajir, Wardhigley and Yaqshid.

Mogadishu is located in or near the tropical thorn woodland biome of the Holdridge global bioclimatic scheme. The mean temperature in the city year round is 27 °C, with an average maximum of 30 °C and an average minimum of 24 °C. Mean temperature readings per month vary by 3 °C (5.4 °F), corresponding with a hyperoceanic and subtype truly hyperoceanic continentality type.
According to Demographia, Mogadishu has a population of around 2,425,000 residents as of April 2017. It is the 210th largest city in the world by population size. The urban area occupies 91 square kilometres (35 sq mi), with a population density of around 26,800 inhabitants per square kilometer (69,000/sq mi).

### 3.2 Target Population

The target population of the study included political leaders, civil servants and educational employees of Mogadishu city who were teachers, educational administrators in the district and head teachers of schools. These are courtesy of human resource manual on the staff of the Mogadishu Staff were 345 implying that the population of 345 employees is the potential respondents for the study.

### 3.3 Sample Size

Out of the total population of the study, the researcher computed a sample of respondents using the Slovene's formula in table 3.1 shows the data.

<table>
<thead>
<tr>
<th>Category of Respondents</th>
<th>Population</th>
<th>Sample</th>
<th>Sampling Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mogadishu Political Leaders</td>
<td>107</td>
<td>58</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>City administration</td>
<td>118</td>
<td>63</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Education staff</td>
<td>120</td>
<td>64</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Total</td>
<td>345</td>
<td>185</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Human resource, Manual, May, 2017*

### 3.4 Sampling Techniques

The researcher used both purposive and simple random sampling techniques to gather data. The political leaders were purposively selected since they represent a proportionate group of people in the community of their operations and thus have sufficient knowledge concerning insecurity and education service delivery. Civil servants and city education staff were randomly selected so as to get equal representation of the respondents. In that way, every member has an equal chance to be selected.
3.5 Research Instruments
Two methods was used to collect data and these included questionnaires, interview guide and documentary review guide.

3.5.1 Questionnaires
Questionnaires was used as the main data collection instruments because they allow the collection of information from a large number of respondents without much effort. Since the questionnaires were self-administered, they served the respondents’ convenience in addition to relieving the researcher of the need to sit with the respondents until they finish answering the questions therein. The study employed closed ended questionnaires. This type of questionnaire was composed of structured questions that compelled the respondents to select from a list of options the one that best described their sentiments. Sections of the questionnaire composed of questions that required the respondent to select from four options which were:

- 1=Strongly Disagree
- 2=Disagree
- 3=Agree
- 4=Strongly Agree

The four likert scale were used because the respondents are deemed to have sufficient information on the topic. The aspect of “not sure” is not provided to constitute a 4 likert scale.

3.5.2 Interview Guide
The researcher used face to face interview with head teachers and city administration. Qualitative data of the study was gathered by use of interviews. The interviews to be conducted were considered for a limited number of respondents. In fact the only category that was considered for interviews is management. This is because these respondents are thought to have a busier work schedule relative to the others. This method allows further probing and clarification of questions that tends to be difficult and not clear to the respondents. It also enhances responses for questions which would be regarded as sensitive. Interviews were important since they helped in getting
information that may not have been asked in the questionnaires. The interview guide was used to collect data from the city administrators and head teachers.

3.5.3 Documentary Review
This involved the analysis of previous documents that include reports on insecurity and education service delivery in Somalia. The insecurity situation environment was determined using the analysis of the ministry of internal affairs reports on state of insecurity in Mogadishu while the extent of insecurity was reviewed using education reports to the people of Mogadishu. The documentary showed the insecurity situation and education service delivery. The data on insecurity was attained from ministry of Interior in Somalia and that education was got from Ministry of education report.

3.6 Validity and Reliability of Research Instruments
3.6.1 Validity
To ensure the validity of the questionnaire and interview guide. Three experts in research were involved in validating of the research instrument were the lecturers in the college of education. In this regard, after formulating the questionnaires submitted to the three experts to ensure their validity through analysis. This is based on the estimated alpha coefficient value of 0.7 and more. Thus, after the experts’ judgment, the compilation of the resonances from raters (experts) was computed to determine the content validity index (CVI).

According to Amin (2005) validity of instrument is determined by the formula:

$$CVI = \frac{RQ}{TQ}$$

**Legends:** CVI = Content Validity Index  
RQ = Relevant Questions  
TQ = Total number of Questions

<table>
<thead>
<tr>
<th>Table 3.7.1: Determination of the Validity of the instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater 1</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Rater 1</td>
</tr>
<tr>
<td>Rater 2</td>
</tr>
</tbody>
</table>
Thus, if the CVI computed is above 0.7, the standard Cronbach alpha, the instruments were considered valid this is also in line with Amin (2005) who noted that the overall CVI for the instrument should be calculated by computing the average of the instrument and for the instrument to be accepted as valid the average index should be 0.70 or above (Amin, 2005).

3.6.2 Reliability

To achieve accuracy or reliability, pre-testing of the instruments was done. This was done with similar studies conducted in the education setting that do not form part of the study. Questionnaires were distributed to those categories of people as pilot test. The results from this pre-testing helped in rephrasing and adjustment of questions that were unclear so as to bring about clarity and reliability and the findings regarding. The reliability test was done and the Cronbach Alpha Values of the various constructs investigated was 0.810, the standard Cronbach Alpha Values thus, the items were reliable enough.

**Table 3.6.2: Cronbach’s Alpha**

<table>
<thead>
<tr>
<th>Construct Variable</th>
<th>Number of items</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity</td>
<td>13</td>
<td>0.82</td>
</tr>
<tr>
<td>Education service delivery</td>
<td>12</td>
<td>0.78</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>25</strong></td>
<td><strong>0.80</strong></td>
</tr>
</tbody>
</table>

The mean of the reliability is established at 0.80 therefore the internal consistency (Reliability) of the instrument was confirmed.
3.8 Data collection Procedures

3.8.1 Before the data collection
Specifically, the researcher and the assistants requested the respondents to do the following:

(1) To answer completely all questions and not to leave any item of the questionnaires unanswered;

(2) To avoid biases and to be objective in answering the questionnaires. Some respondents were guided on what to do by data collectors and as such, some questionnaires were retrieved on spot, while others retrieved after some days or weeks.

3.8.2 During the data collection
On their return, the researcher edited and entered the questionnaire responses into the SPSS software for further processing and analysis. Finally, a report was prepared and after approval from the supervisor, the final copy was submitted to CEODL for final examination.

3.8.3 After the data collection
After the data collection, the data was analyzed and the report submitted to the college of education for final submission and approval to the University.

3.9 Data Analysis
Analysis of the data collected during this research enlisted statistical methods. First, the demographic characteristics of the respondents were analyzed by use of frequencies and percentages. The first and second objectives required the determination of the means and standard deviation on the insecurity and education service delivery. The third objective was analyzed using Pearson correlation coefficient to determine the level of significance at 0.05. The data on both the independent/dependent variables is interpreted using the following mean ranges:
<table>
<thead>
<tr>
<th>Mean range</th>
<th>respondent</th>
<th>interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26—4.00</td>
<td>strongly agree</td>
<td>Very High</td>
</tr>
<tr>
<td>2.51—3.25</td>
<td>Agree</td>
<td>High</td>
</tr>
<tr>
<td>1.76—2.50</td>
<td>Disagree</td>
<td>Low</td>
</tr>
<tr>
<td>1.00—1.75</td>
<td>strongly disagree</td>
<td>very Low</td>
</tr>
</tbody>
</table>

For qualitative data in documentary review results were analyzed based on themes presented in the research according to the results attained from the documents. The review of documents was presented based on objectives of the study in the textual themes that presented in Italics texts while the interpretation for the information is done in plain text.

**3.9 Ethical Considerations**

In order to achieve this, the following measures were taken. The respondents had to sign an informed consent form before they were allowed to take part in the study. They were not forced to give their sensitive information if they did not feel like.

In each question found in the questionnaire, there was an option for the respondent to claim neutrality. The research instruments were also coded in order to provide the respondents with anonymity.

The workplaces were not visited during busy hours of the day so that the employees and other stakeholders do not get offended by the research.

Due protocol observed in seeking permission to collect data from relevant authorities before conducting the research. The researcher attained a letter from Kampala International University and research permit from the selected manufacturing companies in Somalia on before actual data collection carried out. Respondents were guaranteed of confidentiality in handling of any information provided. All the information got from the respondents were used for the sole purpose of this study.
The data collected in the study was used for academic purpose and would be kept as confidential. Respondents have the right to ignore items that are secret or not relevant to the topic being studied.

Efforts were made towards adherence to informed consent through explanation of the nature, purpose, and procedure of the study together with the time commitment required to each participant on an information sheet. Respondents were made aware that they would be at liberty to refuse to answer any questions or drop out of the study at any time and this would not affect them. Consent were obtained from each participant in the study where participants were expected to append their signatures or thumbprints.

3.10 Limitations of the study

The validity of the study is likely to face some threats borne out of the following situations;

Intervening or confounding variables were beyond the researcher’s control such as honesty of the respondents and personal bias. To minimize such conditions, the researcher requested the respondents to be as honest as possible and to be impartial/unbiased for answer the questionnaires.

Instrumentation was another limitation of this study. The research tools were used in this study were the researcher made. However, validity and reliability tests were done to arrive at a reasonable measuring tool.

Language Barrier the questionnaires were structured in English and some of the respondents may have been a problem comprehending them. To counter this barrier, research assistants were used to translate the information to the respondents.

Not all the questionnaires were returned because of the busy schedule of the respondents in the study
CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction
This chapter presents the findings from the study to establish the relationship between insecurity and education service delivery in Mogadishu Somalia. The study solicited response for these research questions. The focus was on three objectives which included assessing (1) To examine the level of insecurity in Mogadishu Somalia (2) To identify the extent of education service delivery in Mogadishu Somalia and (3) To investigate the relationship between insecurity and education service delivery in Mogadishu Somalia. This chapter is organized based on the demographic traits of respondents, following by the analysis as per the research objectives presented objective by objective. The data is presented, analyzed and interpreted as shown in the sub-chapters below.

4.1 Response Rate
The study targeted a sample population of 158 respondents from the questionnaires that were dispatched from the field. The research achieved a response rate of 85.4 percent from the 185 respondents out of the 185 questionnaires that were administered and distributed to the selected respondents of the study. Therefore with this response rate, there is high confidence that the responses received on the study are reliable. Mugenda (1999) as well as Saunders (2007) suggests that a response rate of 50% is adequate when quantitative data is manually collected. Table 4.1 below presents a breakdown of the response rate of the respondents by their categorization.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Respondents Category</th>
<th>Sample Size</th>
<th>Actual returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All respondents</td>
<td>185</td>
<td>158</td>
<td>85.4</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2018
Table above presents the response rate of the responses to which the research instruments were administered. The findings presented show that out of 185
respondents targeted 158 responded giving a response rate of 85.4%. This implies that the response rate was high. The information was therefore collected from the respondents with high responsibility hence the information is collected from responsible respondents and cant be doubted on the line of rate of return.

4.2 Demographic characteristics of respondents
This was based on the gender of respondents, gender, age, education, marital status and time of service. This was intended to attain a detailed understanding of the respondent’s key characteristics influences the result of the study. The general information has an implication on the study variables. The different demographic characteristics are analyzed and presented in table 1 below;

Table 4.2: Demographic Characteristics of the Respondents
Frequency and percentage showing the demography of the respondents (n=158)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>97</td>
<td>61.4</td>
</tr>
<tr>
<td>Female</td>
<td>61</td>
<td>38.6</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>100.0</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>20</td>
<td>12.7</td>
</tr>
<tr>
<td>Diploma</td>
<td>36</td>
<td>22.8</td>
</tr>
<tr>
<td>Degree</td>
<td>31</td>
<td>19.6</td>
</tr>
<tr>
<td>Masters</td>
<td>68</td>
<td>43.0</td>
</tr>
<tr>
<td>Phd</td>
<td>3</td>
<td>1.9</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>100.0</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>35</td>
<td>22.2</td>
</tr>
<tr>
<td>30-39</td>
<td>51</td>
<td>32.3</td>
</tr>
<tr>
<td>40-49</td>
<td>59</td>
<td>37.3</td>
</tr>
<tr>
<td>50+</td>
<td>13</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>100.0</td>
</tr>
<tr>
<td>Marital Status</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>33</td>
<td>20.9</td>
</tr>
</tbody>
</table>
Table 4.2 present the findings on the demographic characteristics of respondents. The demographics are presented in the forms of gender, age, academic qualifications, marital status and time of working experiences of respondents. The presentations were that on the gender of respondents, majority of the respondents were male who constituted 97(61.4% of the total respondents while the female were 61(38.6%). The findings imply that the respondents were both male and female. It further implies that females dominated in provision of data given that the study was about women, otherwise the study can't be doubted on gender grounds because it involved respondents from across the gender grid.

Regarding the information on the education of the respondents provided that the majority respondents were masters who were 68(43%) of the respondents, diploma 36(22.8%) of the respondents, degree had 31(19.6%) of the respondents while certificate holders were 20(12.7%) of the respondents and finally the PHD holders were 3(1.9%) of the respondents. The findings on this imply that majority of the respondents were educated, it is of no doubt that researcher attained data from the educated people.

The study results reveal that the majority respondents were 59(37.3%) of the respondents who were in the age of 40-49 while those in the age of 30-39 were 51(32.3%) of the respondents while 35(22.2%) of the respondents were between 20-29 and finally those of 50+ were 13(8.2%) of the respondents. The findings imply that
the study was taken from mature respondents therefore information attained can be based on for decision making.

The study results regarding the marital status of the respondents reveal that the majority respondents were married with 88(55.7%) of the respondents, single were 33(20.9%) of the respondents while the divorced were 25(15.8%) of the respondents and finally those of widowed were 12 (7.6%) of the respondents. The results reveal that the study was conducted from the respondents with more information.

Finally the research findings on experience of the respondents were that majority of the respondents had been in Mogadishu for a period of above 10 years 87 (55.1%) of the respondents 33(20.9%) of the respondents were in the organizations for the period of between 6-9 years, those with 3-5 years were 28 (17.7%) of the respondents and below 1 year were 10(6.3) % of the respondents. The findings imply that respondents have worked for a long period of time so have information about the required information. The information on the respondents reveals that data was collected from responsible, respondents with knowledge and have worked for long in the Mogadishu environment.

4.3 Level of insecurity in Mogadishu Somalia

The independent variable in this study was level of insecurity in Mogadishu Somalia, on this research objective, the researcher set to investigate the level of insecurity in Mogadishu Somalia these was guided by 13 research questions. The questions were based on the four aspects of Clan politicization 3 questions, War economy 4 questions, religious fundamentalism had 3 questions and Armed organized groups 3 questions. Each of these questions was based on the four point Likert scale where by respondents were asked to rate the insecurity by indicating the extent to which they agree or disagree with each question and their responses were analyzed using SPSS and summarized using means and rank as indicated in table 3 The interpretations for the data for both the independent and dependent variables are interpreted using the following mean ranges:
Table 4.3.1: Means shows the level of insecurity in Mogadishu Somalia

<table>
<thead>
<tr>
<th>Response on Level of insecurity in Mogadishu</th>
<th>Mean</th>
<th>Std. D</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clan politicization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is danger for people traveling from one place to another in fear of clan fights</td>
<td>3.094</td>
<td>1.116</td>
<td>High</td>
</tr>
<tr>
<td>There is inter clan conflicts that cause insecurity amongst the different clans</td>
<td>3.208</td>
<td>0.881</td>
<td>High</td>
</tr>
<tr>
<td>There is improper proper inter-personal contact and coordination between people of different clans</td>
<td>2.651</td>
<td>0.909</td>
<td>High</td>
</tr>
<tr>
<td><strong>Average Mean</strong></td>
<td>2.984</td>
<td>0.968</td>
<td>High</td>
</tr>
<tr>
<td><strong>War economy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is inadequate security for persons in Mogadishu Somalia</td>
<td>2.873</td>
<td>0.962</td>
<td>High</td>
</tr>
<tr>
<td>The security organs are effective in ensuring safety for the people every time</td>
<td>2.632</td>
<td>1.060</td>
<td>High</td>
</tr>
<tr>
<td>The government is weak given the attacking force or rebel frustrating their operations</td>
<td>2.993</td>
<td>0.999</td>
<td>High</td>
</tr>
<tr>
<td>There is insecurity for business in Mogadishu Somalia</td>
<td>2.240</td>
<td>0.973</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Average Mean</strong></td>
<td>2.654</td>
<td>0.998</td>
<td>High</td>
</tr>
<tr>
<td><strong>Religious fundamentalism</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The war situation is created based on the religious groupings present in the country</td>
<td>2.588</td>
<td>1.095</td>
<td>High</td>
</tr>
<tr>
<td>The need for a specific religious group in the power is the cause of insecurity</td>
<td>2.651</td>
<td>0.996</td>
<td>High</td>
</tr>
<tr>
<td>The struggle by the different Islamic factions account for the insecurity</td>
<td>2.772</td>
<td>1.105</td>
<td>High</td>
</tr>
<tr>
<td><strong>Average Mean</strong></td>
<td>2.670</td>
<td>1.065</td>
<td>High</td>
</tr>
<tr>
<td><strong>Armed organized groups</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The environmental atmosphere in Mogadishu Somalia is insufficient and support armed groups groupings</td>
<td>2.911</td>
<td>0.999</td>
<td>High</td>
</tr>
<tr>
<td>The porous borders allow the organized armed groups to stretch to Mogadishu</td>
<td>2.721</td>
<td>1.051</td>
<td>High</td>
</tr>
<tr>
<td>There are rebels and terrorists activities originating from the neighboring countries</td>
<td>2.367</td>
<td>1.042</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Average Mean</strong></td>
<td>2.664</td>
<td>1.030</td>
<td>High</td>
</tr>
<tr>
<td>OVERAL Average mean</td>
<td>2.743</td>
<td>1.015</td>
<td>High</td>
</tr>
</tbody>
</table>

Source: Field Data, 2018
The study results on the Level of insecurity in Mogadishu Somalia reveal that the general situation of insecurity was high with a mean of 2.743, SD. 1.015 interpreted as high meaning that the state of insecurity is prevalent and high. The results are guided by the results on clan politicization had the mean of 2.984, war economy had the mean of 2.654, religious fundamentalism 2.670 and Armed organized groups had the mean of 2.664. The results are presented based on the assessment provided under here.

The study results on the clan politicization revealed that regarding the issue of there is danger for people traveling from one place to another in fear of clan fights had the mean 3.094, SD=1.116 interpreted as high while the presence of inter clan conflicts that cause insecurity amongst the different clans with mean of 3.208, SD=.881 interpreted as high while there is improper proper inter-personal contact and coordination between people of different clans had the mean 2.651, SD=.968 interpreted as high. The situation of clan politicization explains the occurrence of insecurity in Mogadishu, Somalia.

The study results on war economy were provided with the mean of 2.654, SD=.998 interpreted as high, the findings are provided by the issues of There is inadequate security for persons in Mogadishu Somalia had the mean of 2.873, SD=.962 interpreted as high. The security organs are effective in ensuring safety for the people every time had the mean of 2.632, SD=1.060 interpreted as high. The government is weak given the attacking force or rebel frustrating their operations had the mean of 2.993, SD=.999 interpreted as high while the results on the there is insecurity for business in Mogadishu Somalia had 2.240, SD=.973 interpreted as low.

The results on the issues of religious fundamentalism had the mean 2.670, SD=1.065. The results are based on the issues of the war situation is created based on the religious groupings present in the country had the mean of 2.588, SD=1.095 interpreted as high meaning that the war is also created by religious. The need for a specific religious group in the power is the cause of insecurity had the mean of 2.651,
SD=.996 interpreted as high and the struggle by the different Islamic factions account for the insecurity had the mean of 2.772, SD=1.105 interpreted as high meaning that the war economy.

The results on the armed organized groups had the mean of 2.664. The study results reveal the environmental atmosphere in Mogadishu Somalia is insufficient and support armed groups groupings had the mean of 2.911, SD=.999 interpreted as high meaning that armed groups explain conflict occurrence. The study also revealed that the porous borders allow the organized armed groups to stretch to Mogadishu of 2.721, SD=1.051 interpreted as high while the issue of there are rebels and terrorists activities originating from the neighboring countries had the mean of 2.367, SD=1.04 interpreted as low.

**Table 4.3.2 : List of insurgencies and security crisis in last 10 years 2007 to 2016**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ambush &amp; raids</th>
<th>Bombings</th>
<th>Suicide attacks</th>
<th>Assassinations</th>
<th>Kidnapping</th>
<th>Sabotage</th>
<th>Unknown tactics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>56</td>
<td>41</td>
<td>05</td>
<td>01</td>
<td>20</td>
<td>21</td>
<td>01</td>
<td>145</td>
</tr>
<tr>
<td>2008</td>
<td>43</td>
<td>21</td>
<td>04</td>
<td>02</td>
<td>3</td>
<td>31</td>
<td>10</td>
<td>114</td>
</tr>
<tr>
<td>2009</td>
<td>41</td>
<td>32</td>
<td>06</td>
<td>02</td>
<td>25</td>
<td>21</td>
<td>05</td>
<td>132</td>
</tr>
<tr>
<td>2010</td>
<td>41</td>
<td>32</td>
<td>08</td>
<td>05</td>
<td>40</td>
<td>20</td>
<td>30</td>
<td>176</td>
</tr>
<tr>
<td>2011</td>
<td>31</td>
<td>11</td>
<td>21</td>
<td>00</td>
<td>32</td>
<td>31</td>
<td>23</td>
<td>149</td>
</tr>
<tr>
<td>2012</td>
<td>12</td>
<td>21</td>
<td>15</td>
<td>30</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>178</td>
</tr>
<tr>
<td>2013</td>
<td>40</td>
<td>11</td>
<td>9</td>
<td>31</td>
<td>26</td>
<td>34</td>
<td>30</td>
<td>181</td>
</tr>
<tr>
<td>2014</td>
<td>31</td>
<td>12</td>
<td>7</td>
<td>4</td>
<td>25</td>
<td>40</td>
<td>23</td>
<td>142</td>
</tr>
<tr>
<td>2015</td>
<td>26</td>
<td>06</td>
<td>5</td>
<td>5</td>
<td>32</td>
<td>21</td>
<td>14</td>
<td>109</td>
</tr>
<tr>
<td>2016</td>
<td>25</td>
<td>06</td>
<td>4</td>
<td>1</td>
<td>34</td>
<td>16</td>
<td>13</td>
<td>99</td>
</tr>
</tbody>
</table>

**Source: Ministry of Interior Somalia (2017)**

The data collected through documentary review were that data collected on the emergency of the insurgencies that occurred in Mogadishu from 2007 to 2016. The documents review information was attained from the ministry of internal affairs regarding the state of insecurity in Mogadishu and the analysis their done.

The study results on the state of insecurity in accordance to the results of
insecurity provided by the list of insurgencies and security crisis in last 10 years 2007 to 2016. The insurgencies that occur in the results reveal that there was a highest attack in 2007 with the death or insurgence occurring at 145, these was followed by the reduction in the insurgencies in 2008 with the subsequent insecurity in 2009, 2010 and then 2011 reduction while the increase was registered in 2012 and an increment in 2013. In 2014, there was a reduction from 181 to 142 then to 109 in 2015 and finally to 99 insurgencies occurring in 2016.

The study results reveal that the rate of insecurity in Mogadishu is generally high which much insurgency occurring in 2009 to 2013. The study findings also reveal that the insecurity occurred though in the means of reduction of the insurgency in their mode of occurrence.

The information also present the results on the data collected using the research interview guide. The data collected from the respondents reveal the following.

According to the City administrator, security Mogadishu Somalia, there exist vast insecurity in Mogadishu Somalia with local Al-Shabaab consisting of a Sufi alliance of the central regions of Hiiran and Galgudud has long been seen as a moderate Islamic movement in defense of traditional Sufi practices. It has been met with some politically and military successes, and notably managed to regain some territories previously controlled by Al-Shabaab.

Despite some highly prominent attacks and terror incidents against westerners and international workers, on the ground, Shabaab commanders appear to be able to hold on a more moderate stand. Some have for instance not implemented its policies against Sufi Islam, while providing some sense of public good and offering alternatives to the youth, in the areas under its control. Though Al-Shabaab used to be very popular, its popularity has been
recently eroded because of its authoritarian and rigorist Islamic rule. Al-Shabaab is a very heterogeneous organization, with divisive leaderships.

The factors for continued increase in the activity of the terrorists is their major prevalence in the city areas, citing them and handling them in most cases is important but difficult to attain the means of arresting the terrorists. The state of the terrorists attack on the civilians has reduced though the existence of the high degree of an insecure environment provides an appropriate direction to the mode of the research in the factual under takings. It was also discovered the terrorists attack other countries due to the prevalence of security forces of the other countries in Somalia through AMISOM that provide ground security and their intension is to hinder terrorism so because of these the terrorists are hindered by the neighboring forces of the other countries.

The study results from the interviews with the key respondents regarding the insecurity reveal that the issues of Alshabab activity has undertaken the means of destabilizing security set up of Mogadishu through the means that provide the guidance on the means of the avenues that are responsible for the undertaking of the insecure environment for the respondents.

4.3 Extent of education service delivery in secondary schools of Mogadishu Somalia

The the dependent variable in this study was to identify the extent of education service delivery in Mogadishu Somalia. The variable had 12 questions for which respondents were required to ascertain the extent to which they agree or disagree with the items or statements by indicating the number which best describe their perceptions. This variable was measured using questions with response rate ranging between 4=strongly agree, 3=agree, 2=Disagree and 1=strongly disagree. The responses were analyzed and described using means as summarized below in table 4.4
Table 4.4: Means showing the extent of education service delivery in secondary schools in Mogadishu Somalia

<table>
<thead>
<tr>
<th>Items on Extent of education service delivery in Mogadishu Somalia</th>
<th>Mean</th>
<th>Std</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infrastructure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The educational services through buildings is sufficiently provided in the schools</td>
<td>2.069</td>
<td>1.065</td>
<td>Low</td>
</tr>
<tr>
<td>The educational health services are effectively in place for both teachers and students</td>
<td>2.253</td>
<td>1.183</td>
<td>Low</td>
</tr>
<tr>
<td>The library materials are highly accessible by the students and satisfies needs</td>
<td>2.474</td>
<td>1.143</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>2.158</strong></td>
<td><strong>1.130</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers are highly monitored and motivated by the district local government</td>
<td>2.462</td>
<td>1.132</td>
<td>Low</td>
</tr>
<tr>
<td>The teachers are committed to work due to a tough district management</td>
<td>1.822</td>
<td>.817</td>
<td>Low</td>
</tr>
<tr>
<td>There is low level of absenteeism and misuse of school resources by the teachers.</td>
<td>2.784</td>
<td>1.196</td>
<td>High</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>2.356</strong></td>
<td><strong>1.048</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Student facilities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is effective provision of scholastic materials like desks for students in schools</td>
<td>2.006</td>
<td>1.091</td>
<td>Low</td>
</tr>
<tr>
<td>The students performance in final exams is promising due to effective supervision</td>
<td>2.531</td>
<td>1.181</td>
<td>High</td>
</tr>
<tr>
<td>The educational staff available is sufficient and capable for educational success</td>
<td>2.373</td>
<td>1.153</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>2.303</strong></td>
<td><strong>1.141</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Budgetary Allocations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are sufficient budgets for facilitating acquisition of scholastic materials</td>
<td>2.101</td>
<td>1.118</td>
<td>Low</td>
</tr>
<tr>
<td>The budget for the teachers in the schools is sufficient and appropriate</td>
<td>2.455</td>
<td>.941</td>
<td>Low</td>
</tr>
<tr>
<td>There is sufficient budgets for the teachers’ salaries and emoluments in the district</td>
<td>2.259</td>
<td>1.112</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>2.271</strong></td>
<td><strong>1.057</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Overall mean</strong></td>
<td><strong>2.299</strong></td>
<td><strong>1.049</strong></td>
<td>Low</td>
</tr>
</tbody>
</table>

Source: Primary data, 2018
The results regarding the extent of education service delivery in Mogadishu Somalia was found to be low with the mean of 2.299, SD=1.049 interpreted as low. The results were presented using the means of the responses. The overall means for the education service delivery are low occasioned by the means provided under.

The study results on the educational service delivery through buildings is sufficiently provided in the schools the mean was 2.069, SD=1.065, standard deviation interpreted as low. The results also provided that the educational health services are effectively in place for teachers and students, the mean of 2.253, SD=1.183 interpreted as low. The library materials are highly accessible by the students and satisfies needs the mean of respondents was 2.474, SD=1.143 interpreted as low while the teachers are highly monitored and motivated by the district local government had the mean of 2.462, SD=1.132, interpreted as low. The issues of education service delivery in the country are therefore low.

The study findings on the teachers are committed to work due to a tough district management had the mean of 1.822, SD=.817 interpreted as low while the presence low level of absenteeism and misuse of school resources by the teachers had the mean of 2.784, SD=1.196 interpreted as high and there is effective provision of scholastic materials like desks for students in schools with the mean of 2.006, SD=1.091 interpreted as low and finally the students performance in final exams is promising due to effective supervision with the mean 2.531 implied as low services delivery.

The study on the educational staff available is sufficient and capable for educational success had the mean of 2.373, SD=1.153, low interpretation. There are sufficient budgets for facilitating acquisition of scholastic materials with the mean of 2.101, SD=1.118 interpreted as low while the budget for the teachers in the schools is sufficient and appropriate had the mean of 2.455, SD=.941 interpreted as low while There is sufficient budgets for the teachers’ salaries and emoluments in the district with
the mean of 2.259, SD=1.112 interpreted as low. The study findings provided that the means of the findings provided are revealing that the education service delivery is low.

**Table 4.4.2: Education service delivery for Mogadishu in 2007 to 2016**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Dollars</th>
<th>Implementation</th>
<th>teacher population</th>
<th>Infrastructure (buildings)</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2000,000</td>
<td>1,800,00</td>
<td>15,000</td>
<td>33,210</td>
<td>231</td>
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<td>2008</td>
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<td>2,520,000</td>
<td>15,500</td>
<td>32,078</td>
<td>243</td>
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<td>2009</td>
<td>3,002,000</td>
<td>2,600,000</td>
<td>16,000</td>
<td>34,000</td>
<td>244</td>
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<tr>
<td>2010</td>
<td>3,200,430</td>
<td>2,803,000</td>
<td>17,200</td>
<td>32,100</td>
<td>244</td>
</tr>
<tr>
<td>2011</td>
<td>3400,000</td>
<td>2,900,000</td>
<td>17,800</td>
<td>34,500</td>
<td>254</td>
</tr>
<tr>
<td>2012</td>
<td>3,540,000</td>
<td>2,960,706</td>
<td>18,020</td>
<td>37,000</td>
<td>259</td>
</tr>
<tr>
<td>2013</td>
<td>3,650,000</td>
<td>2,900,000</td>
<td>19,002</td>
<td>37800</td>
<td>266</td>
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<td>2014</td>
<td>3,700,000</td>
<td>2,995,990</td>
<td>21,032</td>
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<td>2015</td>
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<td>3,020,000</td>
<td>22,043</td>
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<td>270</td>
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<td>2016</td>
<td>3,860,000</td>
<td>3,100,000</td>
<td>27,200</td>
<td>40325</td>
<td>278</td>
</tr>
</tbody>
</table>

**Source:** Ministry of Education report Somalia (2017)
The study results regarding the state of the education service delivery in secondary schools in Mogadishu Somalia provided given on the education state of life according to the data collected from the documentary information provided and under taken as provided.

The budget for the education system in Mogadishu is low with though slightly increasing over the period of 10 years. The budget slightly increased from 2007 to 2008 and up to 2016, the budget increment is though slight but reflects an occurrence of the situation that has been accustomed by the insecurity in the country.

The teacher population in the years has been increasing though at a low rate, In 2007 to was stagnant at 15,000 teachers which was followed by the slight increase to 1600 followed by the 17,000 by 2009. The 2010 results reveal and increase to 17800 and a sporadic increment to 2011 up to 2016.

The study results regarding the infrastructure reveal that the infrastructure is low with the limited state of the infrastructure existing and providing the means that the existing atmosphere for the environment that point to the fact that the infrastructure existence is low and prevailing in the community stakes for the organizations.

The interview findings received through the interview guide on the educational service delivery in Mogadishu Somalia. The results provided that the mechanism for the educational service delivery in the district is provided below.

Access to education continues to favor the more affluent groups. Net enrolment rate continues to be skewed against the poor from primary education to higher levels, the situation getting worse with advancement in levels. According to the findings the educational services delivery in the district was seen with poor
educational infrastructure in the district. The findings imply that the educational services delivery in the district of Mogadishu is difficult.

In the table concerning the item of “There is provision of reading material by the district local government. The findings further present that there is provision of scholastic materials like desks for students in schools and there is limited scholastic materials to schools. The study results although reveal that the teachers are highly monitored by the district local government. The results imply that there is some monitoring for educational services provisions. Findings on item still that “The teachers are committed to work due to a tough district management and finally management has done less to improve teacher’s commitments.

The mechanism for the education service delivery in terms of teacher’s remunerations and monitoring of the teachers. The educational services in terms of the scholastic materials and infrastructure for supporting the teaching profession on the services in Mogadishu Somalia.

The study results concerning on the state of the educational service in Mogadishu reveal that the service delivery in the mechanisms are provided and an understanding provided that the service delivery in the education in terms of financing, infrastructure and teacher remunerations still remained poor in the organizations.

4.5 Relationship between insecurity and education service delivery secondary schools in Mogadishu Somalia

The first objective in this study was to examine the relationship between insecurity and education service delivery in secondary schools in Mogadishu Somalia. To achieve this objective the researcher correlated the mean on insecurity and education service delivery using the Pearson’s Linear Correlation Coefficient, as indicated in table 4.5.
Table 4.5: Pearson correlation between insecurity and education service delivery in secondary schools Mogadishu Somalia

<table>
<thead>
<tr>
<th>Variables Correlated</th>
<th>r-value</th>
<th>Sig</th>
<th>Interpretation</th>
<th>Decision on Ho</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity Vs Education service delivery</td>
<td>-.251</td>
<td>.001</td>
<td>Significant correlation</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Source: Primary data, 2018

Results in Table 4.5 indicated a negative relationship between insecurity and education service delivery in secondary schools Mogadishu Somalia, the sig value (.001) was far less than 0.05, which is the maximum level of significance, required declaring a significant relationship in social sciences. This finding can be seen in the r-values of -.251 and a small significant value of 0.000. This research finding means that any increase in insecurity will lead to .251 reductions in education service delivery. Regarding the relationship, the respondents revealed that the presence of the insecurity accounted to reduction in education service delivery, the results imply that the occurrence of conflicts are responsible for the reduction in education service delivery. The researcher hence reject the null hypothesis and conclude that a significant negative relationship exist between insecurity and education service delivery.

The interview results attained from the city administrators from the interview responses on how terrorist activities affect people’s life. The findings reveal that terrorists have affected the people through death were attacks on the people has caused suffering death, displacements and means of assessing the people. The prevalence of terrorism has attacked the resource bases on trade, has caused poverty because of failure of the people to work causing diseases to the people, hence the society to be back ward in the society for the Somalia community.
Insecurity has affected education service delivery in Mogadishu Somalia. The study results denote that the state of education service delivery in Mogadishu has been lowered with a high concentration and government budgeting centered on facilitating education service delivery.

Education service delivery in Mogadishu has reduced due to the presence of budget reductions that are put on security and improving the service delivery is fundamental. The study results reveal that the insecurity situation in Mogadishu has constrained service delivery in Mogadishu with reduction in budgets, increase of insecurity in the areas of the country that has limited service delivery.
CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter presents the discussion of findings conclusions and recommendations arising from the findings of the study along the study objectives.

5.1 Discussion of the findings
The discussion of the findings was done based on the objectives by objective. The discussion has also been done based on the previous research.

5.1.1 Level of insecurity in Mogadishu Somalia
The study results on the Level of insecurity in Mogadishu Somalia reveal that the general situation of insecurity was high, coupled with the mean of 2.743, SD. 1.015 interpreted as high meaning that the state of insecurity is prevalent and high. The study results even though the effect may have been rather weak, its significance was undisputable. These findings are backed by previous research studies that undertook to establish a similar purpose as elaborated below.

Heidi (2011) argued that Somali religious practices are highly influenced by the Somali culture. The goal of Al-Shabaab is to establish an Islamic state in Somalia and enforce Sharia law.56 Religious conflict is exacerbated by the government’s attempts to impose democracy in the country which often is not in line with the different religious groups’ ideologies. Kaufmann, Aart and Massimo (2005) contend that success in this area will both reinforce the legitimacy and stability of Somalia’s new governance arrangements, bolster the Government’s ability to deliver services, attract investment, and help advance Somalia along the path toward normalization with the international financial institutions and debt relief, essential to rebuilding a flourishing economy, strengthening resilience and fulfilling the aspirations of the Somali people. Nel (2003) argued that the implementation of the Compact, representing a significant proportion of public expenditure to help achieve the peace building and state building priorities that have been collectively agreed. It is therefore crucial that government and development partners work harder than ever to improve the effectiveness of development assistance.
in Somalia and demonstrate that aid contributes to peace building and state building results

5.1.2 Extent of education service delivery in Mogadishu Somalia

The study findings on extent of education service delivery in Mogadishu Somalia was found to be low with the mean of 2.299, SD=1.049 interpreted as low. The results are presented on the means of the responses. The overall mechanisms for the education service delivery are low occasioned by the means provided under. Even though the effect may have been rather weak, its significance was undisputable. These findings are backed by previous research studies that undertook to establish a similar purpose as elaborated below.

Samatar (2004) contend that cultural resistance to education remains a significant hurdle. Additionally, more than half of the total population is pastoral by nature (up to 60% in Puntland). With government funding already constrained by the need of formal schools, it is difficult to respond to the unique needs of pastoralist children. Furthermore, the Government’s inability to consistently pay teacher salaries means that much of the burden is left on families already struggling with poverty. Many simply cannot afford either the formal fees or associated costs of schooling. Even UNICEF (2011) contend that the increasing collaboration, rather than competition, between the Education Umbrellas and the is a sign of promise for education in South Central Somalia. Most recently, the Umbrellas collectively agreed to a common curriculum so that children leave school with a common set of skills. Such collaboration is not limited to the borders of Somalia

Varghese (2007) Somali educationalists joined a two-year process that was fraught with logistical difficulties and political sensitivities. A series of consultative workshops ensured that all stakeholders had a voice in the process, resulting in a “homegrown” curriculum that respects cultural differences while advocating for the rights of all children. The curriculum is now in place in nine out of 10 primary schools
5.1.3 Relationship between insecurity and education service delivery in Mogadishu Somalia.

The study findings reveal a negative relationship between insecurity and education service delivery in Mogadishu Somalia, the sig value (.001) was far less than 0.05, which is the maximum level of significance, required declaring a significant relationship in social sciences. This finding can be seen in the r-values of -.251 and a small significant value of 0.000. This research finding means that any increase in insecurity will lead to .251 reductions in education service delivery. Even though the effect may have been rather weak, its significance was undisputable. These findings are backed by previous research studies that undertook to establish a similar purpose as elaborated below.

Mwaniki (2006) argued that insecurity for long periods of time negatively affect education service delivery. Education has the potential to ease some of these problems by promoting “agency which is the ability of an individual to pursue and realize goals that he or she values. Even Mukudi (2003) claims that education plays an integral role in enabling individuals to access public information, especially concerning health, nutrition and hygiene. He also argues that people with a minimum level of education are more likely than people with no education to obtain information about how to adopt a balanced diet, avoid illnesses, and maintain good hygiene, all of which improve food security. The results are in agreement with those of Drysdale (2000) argued that insecurity lead to reduced education service delivery in the country. Transparency entails freedom or access to information and openness. All these are interwoven; The East Asia achieved the tremendous set of growth through investment in education, followed by health which contributes to poverty reduction and World Bank (2003) argued that insecurity has a relationship with education service delivery viewed as a sustained zeal of administrators and politicians to come together and invest resources to achieve specific objectives and ability to implement policy and program of government).
5.2 Conclusions

The purpose of the study was to establish the relationship between insecurity and education service delivery in Mogadishu Somalia. The study results concluded that the level of insecurity in Mogadishu was high. The study conclude that clan politicization, war economy, armed conflicts and religious fundamentalism account for service delivery in the country. The study concludes that there is need for considering the factors mentioned to attain the values for the insecurity. The study on the second objective concludes that the extent of education service delivery in secondary schools was low because of low level of remunerations, infrastructure limited teaching staff and facilities. The study on the third objective conclude that the state of the insecurity has a high bearing on the education service delivery, the insecurity has had majorly a negative influence on the education service delivery through destruction of infrastructure and creating bottlenecks to the education systems.

5.3 Recommendations

The study results on the level of insecurity in Mogadishu high existed through clan, religion, armed conflicts and a war economy. There is need to reduce clan politicization through political negations, there is need for improving the armed conflicts fighting through enhancing the security and training of the local army to counter the terrorist that have caused insecurity in Mogadishu. The war economy can be curbed to efficiency by encouraging the locals in participation to peace building through enhancing providing surveillance to the security forces.

On the second objective, there is need for the improvement of funds allocation to schools in order to realize value for the education services and finally there is need for increasing on the funding to the schools. There is need for education administration to setup investigations in order to realize the value for the management of the institutions. The schools need to improve on education policy especially on the teachers in order to provide realizable value for enhancing services delivery. There is further need for the
education institutions to realize value in the education services through setting up management.

Concerning the third objective, there is need to enhance the political administration management especially on the supervision of the educational infrastructure. Other factors other than those of the political management need improvement in order to access quality and reliable education to the people. Further assessment of the quality of the teachers needs to be done plus improving teacher enrollments in order to improve the performance of the education services delivery.

5.4 Areas of further study

The results presented in this report may not be conclusive and should be treated as being preliminary. Further analysis of the survey data on insecurity and education service delivery needs to be done to validate these findings and provide greater confidence in explaining the influence that insecurity has on educational service delivery. Therefore based on these there is need for further study to be conducted on the following.

- Infrastructural services and educational service delivery
- Educational administration and educational service delivery
- Financial decentralization and educational services provisions

5.5 Contribution to existing Knowledge

The study was conducted on insecurity and education service delivery in secondary schools in Mogadishu Somalia. The study in regard to Mogadishu is a study of its own kind that focused on insecurity and education service delivery in Mogadishu Somalia. The study explores that insecurity has reduced the education service delivery in Mogadishu with the increase in insecurity seen to reduce education service delivery. The study bring on board the situation of education service delivery as being worsened by insecurity in the delivery of services in Mogadishu Somalia contrary to the absence of information in Mogadishu Somalia.
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60


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Appendix i: Transmittal Letter

Directorate of Higher Degrees and Research
Office of the Director

Our ref: MED/46071/151/DF

Thursday 19th April, 2018

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR AHMED MOHAMED FARAH
REG. NO. MED/46071/151/DF

The above mentioned is a student of Kampala International University pursuing a Master’s Degree in Educational Administration and Management.

He is interested in conducting a research for his dissertation titled, “Insecurity and Educational Service Delivery in Mogadishu Somalia”

Your organization has been identified as a valuable source of information pertaining to the research subject of interest. The purpose of this letter therefore is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and your organization.

Any information shared with the researcher will be used for academic purposes only and shall be kept with utmost confidentiality.

I appreciate any assistance rendered to the researcher.

Yours Sincerely,

Dr. Claire M. Mugas
Director

C.c. DVC Academic Affairs
Principal CEODL

"Exploring the Heights"
Appendix ii: Letter to the respondents

Dear Sir/Madam,

Greetings!

I am a candidate for Masters of Education Management and Administration of Kampala International University. My study entitled “Insecurity and educational service delivery secondary schools in Mogadishu Somalia.

Within this context, may I request you to participate in this study by answering the questionnaires Kindly do not leave any option unanswered any data you will provide shall be for academic purposes only. No information of such kind shall be disclosed to others.

Thank you very much in advance.

Yours faithfully,

Ahmed Mohamed Farah
Appendix iii: Informed Consent

I am giving my consent to be part of the research study of Ahmed Mohamed Farah that focuses on Insecurity and education service delivery in Mogadishu Somalia.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse and right to withdraw my participation anytime. I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: ____________________________________

Date: ______________________________________
Appendix iv: Questionnaire

SECTION A: Demographic Characteristics of the respondents

1. **Gender (please tick)**
   - Male
   - Female

2. **Education levels (Please specify):**
   - Certificate
   - Diploma
   - Bachelors
   - Masters
   - PhD

3. **Age**
   - 20 — 29 years
   - 30 — 39 years
   - 40 — 49 years
   - 50 years

4. **Marital Status**
   - Single
   - Married
   - Divorced/ Separated

5. **Number of years (working experience) (please):**
   - Below 2 years
   - 3 — 5 years
   - 6 years and above
### PART B: Insecurity in Mogadishu Somalia

<table>
<thead>
<tr>
<th>Response</th>
<th>Mode</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>You agree with no doubt at all</td>
<td>Very Good</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>You agree with some doubt</td>
<td>Good</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>You disagree with some doubt</td>
<td>Poor</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>You disagree with no doubt at all</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

Direction: please tick the column corresponding rating that best describes your response using the guide below.

**Please rate /indicate/ tick (√) appropriately your response with respect to the importance of the statements below:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insecurity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clan politicization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. There is danger for people traveling from one place to another in fear of clan fights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. There is inter clan conflicts that cause insecurity amongst the different clans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. There is improper proper inter-personal contact and coordination between people of different clans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>War economy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is inadequate security for persons in Mogadishu Somalia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The security organs are effective in ensuring safety for the people every time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The government is weak given the attacking force or rebel frustrating their operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. There is insecurity for business in Mogadishu Somalia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Religious fundamentalism</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

67
The war situation is created based on the religious groupings present in the country

The need for a specific religious group in the power is the cause of insecurity

The struggle by the different Islamic factions account for the insecurity

**Armed organized groups**

The environmental atmosphere in Mogadishu Somalia is insufficient and support armed groups groupings

The porous borders allow the organized armed groups to stretch to Mogadishu

There are rebels and terrorists activities originating from the neighboring countries

### PART C: Educational service delivery in Mogadishu Somalia

*Please rate /indicate/ tick (√) appropriately your response with respect to the importance of the statements below:*

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infrastructure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The educational services through buildings is sufficiently provided in the schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The educational health services are effectively in place for both teachers and students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The library materials are highly accessible by the students and satisfies needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The teachers are highly monitored and motivated by the district local government</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The teachers are committed to work due to a tough district management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. There is low level of absenteeism and misuse of school resources by the teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. There is effective provision of scholastic materials like desks for students in schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The students performance in final exams is promising due to effective supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The educational staff available is sufficient and capable for educational success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budgetary Allocations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. There are sufficient budgets for facilitating acquisition of scholastic materials</td>
</tr>
<tr>
<td>11. The budget for the teachers in the schools is sufficient and appropriate</td>
</tr>
<tr>
<td>12. There is sufficient budgets for the teachers’ salaries and emoluments in the district</td>
</tr>
</tbody>
</table>
Appendix v: Interview Guide

1. What is the state of the insecurity in Mogadishu Somalia?

2. What is the degree of safety of the people in Mogadishu Somalia?

3. What are the factors for the state of insecure environment in Mogadishu Somalia?

4. What is the state of educational service delivery in Mogadishu Somalia?

5. What are the challenges to educational service delivery in Mogadishu Somalia?

6. How does the nature of the insecurity affect the education service delivery in Somalia?
## Appendix vi: Table of insurgencies in Mogadishu

### List of insurgencies and security crisis in last 10 years 2007 to 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Ambush &amp; raids</th>
<th>Bombings</th>
<th>Suicide attacks</th>
<th>Assassinations</th>
<th>Kidnapping</th>
<th>Sabotage</th>
<th>Unknown tactics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>56</td>
<td>41</td>
<td>05</td>
<td>01</td>
<td>20</td>
<td>21</td>
<td>01</td>
<td>145</td>
</tr>
<tr>
<td>2008</td>
<td>43</td>
<td>21</td>
<td>04</td>
<td>02</td>
<td>3</td>
<td>31</td>
<td>10</td>
<td>114</td>
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<tr>
<td>2009</td>
<td>41</td>
<td>32</td>
<td>06</td>
<td>02</td>
<td>25</td>
<td>21</td>
<td>05</td>
<td>132</td>
</tr>
<tr>
<td>2010</td>
<td>41</td>
<td>32</td>
<td>08</td>
<td>05</td>
<td>40</td>
<td>20</td>
<td>30</td>
<td>176</td>
</tr>
<tr>
<td>2011</td>
<td>31</td>
<td>11</td>
<td>21</td>
<td>00</td>
<td>32</td>
<td>31</td>
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<td>12</td>
<td>21</td>
<td>15</td>
<td>30</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>178</td>
</tr>
<tr>
<td>2013</td>
<td>40</td>
<td>11</td>
<td>9</td>
<td>31</td>
<td>26</td>
<td>34</td>
<td>30</td>
<td>181</td>
</tr>
<tr>
<td>2014</td>
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<td>14</td>
<td>109</td>
</tr>
<tr>
<td>2016</td>
<td>25</td>
<td>06</td>
<td>4</td>
<td>1</td>
<td>34</td>
<td>16</td>
<td>13</td>
<td>99</td>
</tr>
</tbody>
</table>

**Source:** Ministry of Interior Somalia (2017)
Appendix vii: Education service delivery in Mogadishu

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Dollars</th>
<th>Implementation</th>
<th>teacher population</th>
<th>Infrastructure (buildings)</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>2,000,000</td>
<td>1,800,000</td>
<td>15,000</td>
<td>33,210</td>
<td>231</td>
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<tr>
<td>2008</td>
<td>2,500,000</td>
<td>2,520,000</td>
<td>15,500</td>
<td>32,078</td>
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<tr>
<td>2009</td>
<td>3,002,000</td>
<td>2,600,000</td>
<td>16,000</td>
<td>34,000</td>
<td>244</td>
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<tr>
<td>2010</td>
<td>3,200,430</td>
<td>2,803,000</td>
<td>17,200</td>
<td>32,100</td>
<td>244</td>
</tr>
<tr>
<td>2011</td>
<td>3,400,000</td>
<td>2,900,000</td>
<td>17,800</td>
<td>34,500</td>
<td>254</td>
</tr>
<tr>
<td>2012</td>
<td>3,540,000</td>
<td>2,960,706</td>
<td>18,020</td>
<td>37,000</td>
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</tr>
<tr>
<td>2013</td>
<td>3,650,000</td>
<td>2,900,000</td>
<td>19,002</td>
<td>37,800</td>
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<td>2014</td>
<td>3,700,000</td>
<td>2,995,990</td>
<td>21,032</td>
<td>38,970</td>
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<tr>
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<td>3,020,000</td>
<td>22,043</td>
<td>40,325</td>
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<tr>
<td>2016</td>
<td>3,860,000</td>
<td>3,100,000</td>
<td>27,200</td>
<td>40,325</td>
<td>278</td>
</tr>
</tbody>
</table>

*Source: Ministry of Education Somalia (2017)*
Appendix viii: Sample Size determination

\[ n = \frac{N}{1 + N(e)^2} \]

Equation 3.1: Slovene’s Formula

\[
\begin{align*}
\quad n & = \quad \frac{345}{1 + 345(0.05)^2} \\
\quad n & = \quad \frac{345}{1 + 345(0.0025)} \\
\quad n & = \quad \frac{345}{1.862}
\end{align*}
\]

\[ n \approx 185 \text{ respondents} \]
Appendix ix: Map of Somalia Showing Mogadishu