

**CONTRIBUTION OF LOCAL GOVERNMENT TO PRIMARY  
EDUCATION IN GALKAIO SOMALIA**

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In Partial Fulfillment of the Requirements for the Degree

Masters of Public Administration

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By

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## DECLARATION A

"This thesis is my original work and has not been presented for a Master's Degree or any other academic award in any University or Institution of Learning".

Omar Abouir Ali 


Name and Signature of Candidate

---

Date

## DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".

  
Dr. Mwaniki Roseya

Name and Signature of Supervisor

2/10/2012.

Date

## **DEDICATION**

The researcher dedicated this study to his beloved Mum zeinab sheikh Hassan and Brothers, Mohidin, Ayan and Falis.

Special thanks to all my Uncles Mohamed Hassan, Sadam, Yusuf, Abas, Mustafe, Sicido, SacdiyoSuri, Nadifo.

## **ACKNOWLEDGEMENT**

My heartfelt recognition goes to my supervisor Dr. Roseann Mwaniki for her ultimate commitment that he rendered to me in an attempt to provide pieces of advice that finally made this study a reality.

I would like to give thanks the MS Saido Sheikh Hassan for her intellectual advise, members of panelist, Dr. Mwanika Roseanne, Abuga Makono Isaac and Dr Rwabahihi Emanuel Festus for their worthwhile contribution. In high spirit I would like to thank my supervisor, DR Mwanika Roseanne with his effort and guidance that enabled me to successfully complete this thesis.


I wish also to extend my heartfelt gratitude to the College of Higher Degrees and Research for the Kampala International University for the good organization that made me succeed in the research project.

I would like also to acknowledge the efforts of the respondents in filling the tools for data collection that really made the successful completion of the study herein.

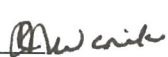
Finally, I wish to recognize my family for sacrifice and understanding during the writing of this book.

## APPROVAL SHEET


This thesis entitled "**Contribution of local Government to Primary Education in Galkaio, Somalia**" prepared and submitted by Omar Abshir Ali in partial fulfillment of the requirements for the degree of Master of Public Administration and Management has been examined and approved by the panel on oral examination with a grade of PASSED.

  
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## **ABSTRACT**

This study was undertaken with the primary purpose of determining if there is a relationship between local government and primary education in Galkaio. To accomplish this task, it was guided by the following research questions; what is the profile of the respondents in terms of age, sex, level of education. This study was set out to establish the level the contribution of local government to primary education in Galkaio, Somalia. Specially, the study was to establish how local government contributes the primary education in Galkaio Somalia, and to investigate levels of resources availability and utilization to the local government in primary education in Galkaio Somalia. The study was conducted through cross sectional design survey and correlation research design, quantitative approach with a questionnaire and includes 134 respondents from selected local government administrators in Galkaio, Somalia. The researcher found that the local governance and primary education are significant correlated.

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the study**

A local government is an administrative body for a small geographic area, such as a city, town, county, or state. A local government will typically only have control over their specific geographical region, and cannot pass or enforce laws that will affect a wider area. Local governments can collect officials, enact taxes, and do many other things that a national government would do, just on a smaller scale. A governing institution which has authority over a sub national territorially defined area; in federal systems, a sub state territorially defined area. Local government's authority springs from its elected basis, a factor which also facilitates considerable variation in its behavior both between and within countries (SAGE, 1990).

Globally the Local government's role in the political system has been considered primarily in terms of the relationship with the central government. Observers from a liberal democratic standpoint have stressed two bases upon which such relationships have been formulated since the nineteenth century. First, local government has been considered important to the encouragement of political education and participation,

and the basis upon which services could be provided according to local needs. Hence, relationships with the center have been based on the partnership of free democratic institutions. Secondly Local government has been seen as rational from an administrator point of view as it allows for the efficient provision of public services at the point of service need under the direction of the center. On this basis local government is seen as the agent of central government.

Political participation has been maintained through the strong community identity underpinning commune local government, and a strong relationship between the operations of local government and the interests of the state has been maintained through the office of departmental (Desmond, 1990).

According to David (1997) Parts of Southern Somalia remain in conflict and crisis while others in the North have established relative peace and stability and are experiencing some social and economic recovery. Large parts of the country, however, are in transition, somewhere between crisis and recovery. Throughout Somalia the population remains heavily armed and the security situation is very volatile. Armed conflict and - to an increasing extent - acts of lawlessness continue to disrupt the relief and development operations of the eclectic and diminishing representation of

the international aid community which the humanitarian crisis of 1992/93 left behind.

Improving the quality of local government hinges largely on how far civic society is empowered to hold policy makers and senior managers to account. In this respect, civic education should be regarded as a significant component of the local capacity building strategy. The focus should be on raising the general level of awareness about local governance, and by so doing, countering apathy and indifference to the management of community affairs.

The mobilization of communities would at the very least put local government under the spotlight, strengthen the legitimacy of local leaders, and further the cause of good governance. Apathy by definition is reluctance by citizens to participate in the electoral and overall governance process (Gentleman, 2010).

Apathy manifests as attitudes of despair and depression, and as total resignation to "fate" or political circumstances. It is caused by a number of factors, among them, confiscation of the sovereign powers of the state and imposition of dictatorial rule, cronyism and corruption, internecine power struggles, and unfulfilled electoral promises.

In Africa the debate on sustainability of local self-government in the context of globalization, the view is strongly expressed that efforts

must be made to prevent a situation where African economies continue to be integrated into the global system basically as producers of inexpensive primary commodities and consumers of finished products and services from the industrial world negating local efforts to develop and make a contribution in any other way (Chris, 1991).

Africa and other Third World have been integrated in the global system since the last quarter of the nineteenth century. Post-independence development served to accelerate that In Kenya a system known as District Development Focus to encourage local decision making ended up being controlled by central government civil servants led by the provincial administration process.

The result is that virtually all corners of the continent are today producers of what they do not consume in form of low-priced primary commodities for export and consumers of what they do not produce in form of very expensive finished manufactured products and services from the industrial countries. The irony of the matter is that nearly all African countries have found it difficult to extricate themselves from such an unfair global system and international order (Ellis, 2000).

The call for sustainable local government in Africa in the context of globalization may therefore be taken to represent two divergent options.

In the first place, this may suggest further intensification of integration of the local populations into the global system.

This approach is based on the hope that globalization may provide room for new partnership between the industrial countries, African governments and the local populations, and may be explained through a social planning model (Desmond, 1990).

However the idea that globalization could serve as a means of overcoming poverty and the other myriad problems in the continent may be misdirected and may indeed plunge the continent into deeper economic and political problems. This is because, unless great care is taken to avoid the past assumptions and mistakes, globalization might not address the key question of the lopsided economic and technological structure which is responsible for the economic quagmire, dependency and poverty in which virtually all local populations in Africa find themselves (Brogden, 2004).

In the second place, positive globalization may be crafted. This denotes a body of concerted global efforts to recognize the right of the local and national populations to develop their capacity to produce their necessities and sell the surplus in the global market without the present unnecessary restrictions created under the pretext of a free world market. Such a development would automatically lead African local communities to



operate and develop like any other independent society in a context of global equity.

The positive approach to globalization is influenced by a combination of community development and social action models which call for community action to assume responsibility for the development of the local population (Chris, 1991).

These models also inspire efforts to motivate the grassroots community to prevail upon the local and national institutions of power to respect and give unqualified support to the right of all local communities to sustainable self-development would probably put it, such efforts have to be directed at empowering the people at the villages, market centers, towns and cities in Africa to access educational opportunities that prepare them for jobs to support themselves and their families in a dynamic economy (Collinson, 2007).

In such communities, people have to be involved in making decisions that affect their lives. And business, households, and government have to make efficient use of land, energy and other resources allowing the local population to achieve a high quality of life with minimal waste and environmental damage. That way, these communities will be healthy, secure, and will have clean air to breath and safe water to drink (Ellis, 1996).

The situation in Africa since independence has demonstrated, unmitigated concentration of power around the center such that a relationship of patronage exists between the center and the local authorities and their populations not only stunts local initiatives, but also suffocates local potential for economic development and social transformation. In addition, capacity of the central government to provide for all the necessities of the population throughout the country is badly over-stretched and can no longer be relied upon to inspire development for any community .

In contrast to the practice hitherto, it must be acknowledged that people want to decide what their local authorities should do; they want to own and share responsibility for whatever takes place in their midst. Then they will be ready and willing to commit their resources and make the kind of sacrifices it takes to attain their goals by way of solving their problems and satisfying their needs. This is perhaps the strongest justification for local self-government in any country (Collinson, 2007).

According to SAGE (1990) says African national governments have to be urged and encouraged to acknowledge the right of the local population to local self-government as the surest way to satisfy their needs through their efforts. The national governments in Africa have to recognize their limitations in terms of resources and capacity to mobilize

the population sufficiently enough to transform the living conditions in the society without further delay. Second the adoption of the World.

The Somali local government until 1973, the country was divided into eight regions, each headed by an official chosen by the central government. The regions were subdivided into 48 districts, headed by district commissioners also appointed by the government. There were 83 municipalities and sub-municipalities. The powers of the municipal councils included local taxation, town planning, registry and census, public services, and approval of the local budget. The major educational, economic and social services were financed and maintained by the central government, which also exerted supervisory control over the municipal councils through its power to remove mayors and to dissolve the councils.

In 1973, reorganization increased the number of regions from 8 to 16 and the number of districts to 80. In 1986 there were 15 regions, each governed by a regional revolutionary council, the members of which were appointed by the president.

Somalia's economy is crippled by civil war, destruction of physical infrastructure, lack of investment and rampant unemployment. Currently, Somalia is a Least Developed Country (LDC) which ranked 172 out of 174 countries on the UNDP Human Development Index (HDI) in 1996. Due to

the lack of relevant statistical data, it has dropped out of 1997 HDI reporting altogether. It remains an economy in which the Short-term and uncontrolled interests of a few and pressure of the population struggling to extract a living from marginal lands and coastal waters have led to widespread poverty and environmental degradation.

The striking feature of the twenty-year old complex emergency of Somalia, however, remains the absence of an overall peace accord, sound governance framework and a legislative national government.

### **Statement of the problem**

The role of the Local governments has been considered crucial in terms of its contribution to the primary education in Galkaio.

The purpose improving education level of the people, through building schools, providing necessary equipment's, supervising the performance of the education sector, to control, in order to promote sustainable development of the local people.

After collapse of Siyaad Barre's regime in 1991, emerged in Somalia and all public institutions disintegrated. There is widespread dissatisfaction with primary education in Galkaio. Its quality is regarded as low by both educationalists and parents. Enrolment of students is also low due to poor quality of education, disparities that population is growing again.

So this study investigated how local government can contribute to the improvement of primary education in Galkaio.

**Purpose of the study**

The purpose of this study is to explore the effect of the contribution of local government to the primary education in Galkaio, Somalia. The researcher was use the correlation research design for collection of research information that was aimed to assess the relationship between local government and primary education in Galkaio Somalia.

**Objectives of the study**

The study has the following objectives:

1. To investigate the contribution of local government to primary education in Galkaio.
2. To determine the levels of resource availability and utilization to the local government in primary Education in Galkaio.
3. To determine how the local government can improve the primary education in Galkaio.

**Research questions**

1. How local government contributes the primary education in Galkaio?
2. What are the levels of resources availability and utilization to the local government in primary education in Galkaio?
3. How the local can improve the primary education in Galkaio?

**Scope of the Study:****Geographical scope**

The study was conducted in Somalia particular Galkaio capital city of Mudug region.

**Time scope**

The study was covered a period of five years 2005 to 2011.

**Content scope**

The study concentrated on the contribution of Galkaio local government on primary education.

**Significance of the study**

The researcher hope that this study yield data and information that is useful for understanding the contribution of local government to the primary education in Galkaio. The finding and the recommendations of this study should be useful for the community and decision makers of local government.

They was not rely on hap hard personnel experience in making primary education decisions, but make their decisions on concrete knowledge of understanding their local government to the primary education of their respective government. This will improve government their performance of the primary education.

### **Operational Definition of Key Terms**

**Local government:** refers to administrative body for a small geographic area, such as a city, town, county, or state and only have control over their specific geographical region, and cannot pass or enforce laws that will affect a wider area.

**Primary Education:** Refers to as elementary school, which is usually composed of grades one through six.

**Community:** Social groups of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter discussed in detail the variables under study (contribution of local Government to primary education), the theory to which the study is based and related studies

This chapter describes related literature review to the study. It consists of the role of local government, community utilization of primary education, local government and primary education, principle of local government, effective primary education, and importance of primary education.

#### **Concepts, Opinions, Ideas from Authors/ Experts**

##### **Local Government:**

is administration body for a small geographic area, such as a city, town, county, or state and only have control over their specific geographical region, and cannot pass or enforce laws that will affect a wider area.

Local governments can elect officials, enact taxes, and do many other things that a national government would do, just on a smaller scale.

A body of people that sets and administers public policy, and exercises executive, political, and sovereign power through customs, institutions, and laws within a state



### **Relationship between Local Government and Primary Education:**

The purpose of the Local Governments, among the primary education is to ensure that all municipalities in the community are in a position to meet minimum requirements for schools. The current allocation rules used by the Fund certainly meet these criteria but do not, however, manage to create perfect equality between municipalities. The opinion that greater equality can be achieved through simpler and more-targeted allocation rules for the Fund and without having to increase the amounts allocated to it (Duffield, 2001).

#### **Theoretical frame work:**

This study was being based on theory of Pluralism. Pluralism is a state institution, one of the main theories of the origin, is considered the most important doctrine of the Western democracies, one of the narrow political science from the Constitution freed the assumptions made contributions.

Dahl published a 'Who is the rule: the United States in the city of democracy and power', a book in New Haven as the research object, select the three most important local government policy issues - urban renewal, public education policies and political appointment - in the political process, for analysis. He found that, when a variety of groups and individuals involved in these three areas of decision-making, political power is dispersed, each individual or group have a variety of resources, in particular the exclusive domain of influence, but not any individual enough to monopolize the local government or group decision-making

process. For example, the urban re-development of industrial and commercial groups has a say, but it has less impact on education. Political decision-making has always tended to reflect the views of the majority, and after & quoting a pluralistic democracy leaders and citizens of the relationship between the formation of the complex symbiotic and processes of change & quota; and produced. Accordingly, he noted that the city of New Haven local politics on quote decentralized asymmetric &quote; (dispersed inequalities) as the main feature of the diversity of the political( Mwaikusa,1985).

### **Contribution of Local Governments to the Primary Education**

According to World Bank (1998) Primary education is a foundational level of education that needs to be well funded, controlled and managed. Adequate provisions of education to the citizens contribute greatly to the socioeconomic development of the country. Therefore good administration of primary level of education is required to foster national growth and development.

Primary education is the most important responsibility of local governments. Half of all their funds is spent on this activity (although most funds are provided by the central government), and two-thirds of all local government employees are teachers. Local government decision making is vested in the district council. A majority of its members are directly elected at the ward level. At the lower level, the village council has much the same functions as the district council. At the school level

the school committee - in which parents are represented - is supposed to oversee the running of the school.

Analyses of decision making about primary education by local governments and parents can be done in two ways. One is based on the formal division of responsibilities between the different actors as stipulated in legal and administrator documents (and, previously, party guidelines and instructions). The other approach is to focus on who actually influences decisions - an issue which also brings the importance of non-decisions to the fore. Both approaches are used in the following (Temu, 2006).

The responsible of minister for Education is the promotion of the education of the people, and for securing the effective execution by local authorities, under his guidance, control and direction, of the nationally beneficial education services.

This expresses the desired state of affairs: that central government is in full control of education; local authorities are agents of central government; education is for the benefit of the nation. Benefits of education for the children, parents, or the communities in which they live are not mentioned; and education is exclusively a domestic affair (Ali-Dinar, 1999).

The role of local government in primary education is important. Primary education is a national issue. Improvements in the capacity of the political-administrator system are therefore needed in order to improve primary education. Parents tend to be regarded as passive (but satisfied)

recipients of services. As a consequence, they are often ignored in research, policy formulation and actual implementation (Mosha, 1992).

### **Resource Availability and Utilization on School Effectiveness**

Educational resources are inputs in terms of human, financial, physical and time which are processed through the educational system to produce outputs. Quality education is no doubt a function of the availability and utilization of input resources. The nature, sources, availability of human and non-human resources, may determine the efficiency of the school system.

According to Ali Dinar (1999) teachers in required quantity and quality, as well as materials for teachers and pupils in adequate number, must be available for use to ensure school success found out that whereas facilities were adequately provided in selected schools in Imo State, facilities were not effectively utilized and this led to poor performance in schools.

The availability of instructional materials affects the quality of learning that the school system delivers mentioned that resources take two dimensions, the quantitative and qualitative, where quantity refers to the adequacy of the instructional materials in relation to the number of learners, while quality refers to the efficiency and the accuracy of the learning materials in the teaching and learning process.

According to Desmond (1990) affirms that the availability of resources is often a yardstick to measure the quality of the school. He

further asserts that if there is to be change and improvement in education, there must be adequate resources.

Lack of quality in most of African teachers is another factor that had hit African schools (Collison 2007). Collison asserts that previous African governments made little or no attempt to encourage good teaching in black schools. Many of the African teachers are themselves products of poor schooling and are under qualified. Mosha, (1991) states that black school teachers find it difficult to transmit knowledge effectively to children for proper development of skills and acquisition of understanding insight because the conditions and the school environments they work in do not favor high performance.

An open systems input-output model as applied to educational organizations indicates how self-management of finance and resources might improve effectiveness; it further explains the necessary linkages between resource allocation within the organization and the desired effects on educational outputs. Inputs are the immediate effects of the organization on its students whereas outputs are the longer term effects both for the individuals who belong to the organization and the consequences of these effects for society in general. The discrepancy between the inputs and output according to the frame work is a result of the availability of resources (inputs) and the process (Ellis, 2000).

There is conclusive international evidence that the school library does contribute to academic achievement within schools most powerful recent evidence of the impact of school libraries on the educational programme comes from the large library. Power project of the late 1990s in the United

States library grants were given to 700 schools in 19 school districts for resources, staff and accommodation to set up or improve their school library Programmes and then the impact on various aspects of the educational programme was assessed(Pearce, 1998).

### **Community Utilization Primary Education Provided by the Local Government**

The introduction of primary education had direct and indirect affects both on the opportunity costs of attending school, and on the returns in the labor market to an additional year of schooling.

Primary education benefits the poor directly, bringing higher incomes, better health and empowerment especially for girls. The Uganda government Education strategic plan commits government to allocate at least a quarter of public expenditure to this sector. The broad policy objectives of the plan aim at improving the quality of life of the poor, and the vision for human development as a basis for future development (Myrdal, 1957).

Although the poor benefit less from primary education as relatively few enroll in spite of Universal Primary Education, demand is on the increase as large numbers of children enroll thereby undermining the quality of service. In this way, government embraced our project as a way of improving the quality of service delivery in our areas of operation (Mosha, 1999).

Primary education lays the groundwork for future learning and future success. The skills and values that primary education instills are no less than foundational, and serve as bases for all future learning whether

formal or informal. Students build on their primary education in their succeeding years in the educational system (Semboja, 1992).

### **Effective Primary Education**

Start with a single child. What does that child need for effective learning? The first requirement is a teacher. The teacher must know the goal, what it is the child is to learn, know the subject matter to be taught, Have mastery of at least one effective technique for teaching the material, be able to assess whether a student has mastered the material, and be motivated to assist the child's learning. In addition, the teacher must be supported with: Physical facilities adequate to the learning process, Instructional materials, Building from the primordial interaction of child and teacher in the context of elementary education leads to the classification of the above requirements into seven basic functions that a provider must undertake in order to deliver an educational or instructional service (World Bank, 1988).

One of the things that make elementary a special case is that there is a broad consensus that elementary education should be universal, which implies that, in addition to the above seven Fundamental elements of effective instruction, public policy has to provide that this is available to all (Mosha, 1999).

### **Types of improving to the primary education:**

Work Force Preparation Education prepares students for the professional work force. Citizenship education prepares children to become productive citizens in a democratic society.

Self-Regulation education teaches children to regulate their physical beings and personalities so they can care for themselves as adults. Socialization education socializes children into the American culture by teaching the nation's history and customs.

Lifetime of learning education gives children a love of learning that encourages them to improve their minds over a lifetime (Pearce, 1998).



## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter intends to discuss the research design, Target population, and sample size, Sampling techniques, Research Instruments, Research procedure and tools for analyzing data.

#### **Research Design**

The study was employing descriptive design to identify the contribution of local government to primary education in Galkaio, Somalia. Correlation examines several groups of people at one time (Oso& David, 2008)

#### **Target Population**

The target population was consisting 134 staffs and administration those who are working in local government in Galkaio, especially primary education.

The target population was the staffs working in the local governance institutions and the community, the staffs and administration the local government are 134 people. The reason the researcher chooses this staffs and administration are believes that they have relevant information necessary for the study.

**Sample size**

The study selected 100 respondents using purposive and simple random sampling technique. Simple random sampling is a sample obtained from the population in such a way that samples of the same size have equal chances of being selected (Amin, 2005). Thus simple random sampling was used to select to the local government and purposive sampling was used to select the respondents for local staff using Sloven guideline.

According to the Sloven's formula for sample size:-

$$n = \frac{N}{1 + N \times (e)^2}$$

Where

n= number of sample N= total population

E=level of significance 0.05

The researcher selected 100 out of 134 as a sample size of the study.

**Sampling Techniques**

The study was used purposive sampling and simple random sampling. Simple random sampling is a sample which ensures that each member of

the target population has an equal and independent chance of being included in the sample (John and Robert, 2007). Thus simple random sampling was used to select the contribution local government to primary education and purposive sampling was used to select the respondents using the following criteria:

1. Experience to the problem.
2. Working with the local government.
3. Primary schools.
4. Educational Institutions

### **Research Instruments**

The study was used questionnaire, the main tool for collecting data for the mayor and the civil servants. The selection of this tool was guided by the nature of the data to be collected, the time available as well as by the objectives of the study. The questionnaire was combination of both open and closed ended questions for the collection of the required data. The study determines contribution of the local government to primary education in Galkaio.

### **Validity and reliability of the instrument**

The reliability of the research instrument was concerned with the extent to which the research instrument yields the same results. Questionnaire was pre-tested to twenty participants and self-administered

questionnaire was used throughout the research to ensure that respondents fill the same questionnaire and the instrument provides the required information. Validity is the quality of the test doing what is designed to do (John Adams, 2007), where reliability consists of both true score and error score.

### **Data gathering procedure**

#### ***A. Before the local government of the questionnaires***

An introduction letter was obtained from the collage of high Education and Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective of local governance and conflict resolution.

When approved, the researcher was secure a list of the qualified respondents from the local governance's official in local government and authorities in charge and select through systematic random sampling from this list to arrive at the minimum sample size.

Pre-testing of the instrument on conflict resolution will follow.

The researcher was prepared the questionnaires and convenes with her selected research assistants to discuss and brief them on the sampling techniques and data gathering procedures.

#### **During the primary education of the questionnaires**

1. The respondents were being requested to answer completely and not to leave any part of the questionnaires unanswered.

2. The researcher and assistants will emphasize retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires will be checked if all are answered.

### ***After the local government of the questionnaires***

The data gathered was being collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

#### ***A. For the levels of local governance***

<b><i>Mean Range</i></b>	<b><i>Description</i></b>	<b><i>Interpretation</i></b>
3.26-4.00	Strongly Agree	Very Good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

### **Data Analysis**

The study was applied both qualitative and quantitative methods for data analysis. As quantitative is easy for readers. Tables and graphics are used to present and analyze the data in appropriate way. The data analyzed using the Statistical Package for Social Science (SPSS) Tool, for analyzing the data.

**Ethical Considerations**

The data collected in this study was used for graduation purpose and will be kept as confidential. Respondents have the right to ignore items that are secret or not relevant to the topic being studied. The methodology chosen for the research was selected on the basis of research objectives and not for other reasons.

**Limitation of study**

A real problem that was faced the study was insecurity situation in Somalia which may make to carry the study difficult and also can prolong the time. So, the researcher was used some policies to collect the data to solve that problem by sending the questionnaires to the respondents by email and other means to facilitate of carrying out the study on time.

## **CHAPTER FOUR**

### **PRESENTATION, INTERPRETATION AND ANALYSIS OF RESULTS**

#### **INTRODUCTION**

This chapter shows the background information of respondents, description of the independent variable, and description of dependent variable and testing of the relationships between the two variables. The pertinent research hypotheses are also tested here.

#### **Profile of the local government administration Respondents**

The first research question of the study was to determine the profile of the respondents used in this study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study, the findings are presented below.

#### **Description of employees by sex, Age and position**

The study sample involved both male and female local government administrator age and position of in Galkaio Somalia.

### Profile of the respondents

**Table 4.1 the Gender, Age and position of respondents**

<b>Profile of the respondents</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	40	38.1
Female	60	61.9
<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Age of respondents</b>		
15-25	23	21.9
25-35	40	42.9
35-45	21	20.0
45-above	16	15.2
<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Position of respondents</b>		
Community leaders	3	2.9
Local government administrators	67	63.8
Education administrators	20	23.8
NGO staff involved in Education	5	4.8
Teachers	5	4.8
<b>Total</b>	<b>100</b>	<b>100.0</b>

Source: primary data

From the table 4.1 shows that the findings of the study indicated the majority of the respondents in the sample were females represented by 61.9% while males were minority represented by 38.1%. This clearly



shows that most of the respondents at Galkaio local government Somalia were female.

The findings of the study indicated that majority of local government administration represented by 42.9% were of age bracket 25-35, minority represented by 15.2% were of the age bracket 45 years and above. This finding suggested that the local government administrators in Galkaio were of diverse age groups. The diversity in age of the administrators implies that the administrator would have different ages.

The findings of the study revealed that the majority of the local government administrators in the sample were represented female by 61.9%, while minority of the administrator in the sample were 15.2 % in male.



### Profile of the respondents

**Table 4.2 the Education level and Number of years' Experience in administration of the respondents**

<b>Education level</b>	<b>Frequency</b>	<b>Percentage</b>
Master	2	1.9
Bachelor	5	4.8
Diploma	8	7.6
Secondary	31	29.5
Others	54	56.2
<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Number of years' experience in administration</b>		
1-5 years	54	56.2
5-10 years	30	28.6
10-15 years	14	13.3
15-Above	2	1.9
<b>Total</b>	<b>100</b>	<b>100.0</b>

Source: primary data

The findings of the study in table 4.2 revealed that the majority of the local government respondents in the sample were 56.2% respondents do not have formal education, minority represented by 1.9% where Masters holders. This is indicating that most local governments in Galkaio have no formal Education or academic accept informal education.

The findings of the study indicated that majority of respondents represented by 56.1% none experience for 1-5 years. Where the minority

of the respondents represented by 1.9% where as 15 and above more experienced, the findings indicate that there is high experienced number of years of administration in local government in Galkaio employee.

### **DESCRIPTION OF THE INDEPENDENT VARIABLE**

The independent variable in this study was contribution of local government were measured by fourteen quantitatively items or questions in the questionnaire, each of which was scaled between one to four; where 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree. Contribution of local government were required to rate controlling on each of the items of the contribution of local government by ticking the relevant number in the table. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table 4.3.

**Table 4.3: Means and Standard Deviations on How Contribution of local government to primary education in galkayo (n= 100)**

<b>Local government in galkaio</b>	<b>Sum</b>	<b>Mean</b>	<b>Std.Dev</b>	<b>Interpret</b>
Local government support primary education.	341	3.35	1.017	<b>Good</b>
- Low income of local government is challenge to the implementation of primary education.	244	2.32	1.052	Fair
Local government control primary education	325	3.12	1.070	Good
Local government encourages primary education.	290	2.76	1.079	Good
Local government contribute human resource to the primary education.	374	3.56	.909	Very good
Local government give equal opportunity community of primary education	310	2.95	.903	Good

Local government work together, with the community, to the primary education	319	3.04	.898	Good
Local government improves to the primary education	184	1.75	1.036	Poor
Weakness of local government affects quality of primary education	258	2.46	.981	Good
Involvement of local government will improve primary education	152	1.45	.866	Poor
Local government responsible for environmental protective.	296	2.85	.959	Good
Local government support primary education.	232	2.22	1.182	Fair
- Low income of local government is challenge to the implementation of primary education.	287	2.74	.763	Good
<b>Mean index</b>		2.64	1.00	<b>Good</b>

Source: primary data 2011

In the Table 4.3 all respondents (from local administrator's leaders, education administration, students, teachers and Ngo staff) in those selected people agreed that the most of the contribution of local government are corruption is the common problem in the galkayo primary Education (mean $\approx$ 3.25). But in one case result is positive side present mean higher than (3.04) that shows us children have access basic education. From the result it seems that communities have idea on local government administration awareness with the level of mean (2.76), the community have agree facilities of Education bit further than average level of (mean $\approx$ 2.82). But the negative side the respondents strongly agree that weak administration is the common in galkayo local government level of (mean $\approx$ 3.56) because the poor income family depend on their children.

Most of the respondents indicate that many of the children involved in domestic animals caring use (mean  $\approx 2.73$ ). Regarding on children does not enable to get or access primary Education (mean  $\approx 1.45$ ). The respondents in the study showed that they did not get enough education awareness to support those children by local government agencies to prevent and protect weakness of education (mean  $\approx 2.19$ ). On career development the respondents showed that, the community provides the support education (mean  $\approx 3.10$ ). To get a summary picture on how the respondents in the study viewed that contribution of local government rated the level of an average index was computed which turned to be (mean  $\approx 2.61$ ) was good

#### **DESCRIPTION OF THE DEPENDENT VARIABLE**

The dependent variable in this study was primary Education in Galkayo, Somalia, Was measured by thirteen quantitatively items or questions in the questionnaire, each of which was scaled between one to four; where 1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree. Primary education were required to rate controlling on each of the items of the primary Education by ticking the relevant number in the table. Their responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table 4.4.

**Table 4.4: Means and Standard Deviations of the primary Education in galkayo (n= 100)**

<b>Indicator of how the local government contribution primary Education.</b>	<b>Sum</b>	<b>Mean</b>	<b>Std.Dev</b>	<b>Interpret</b>
Stationeries	326	3.13	1.037	Good
Play ground	191	1.84	.907	Fair
Buildings (administrator, academic, school canteen)	182	1.76	.973	Poor
Miscellaneous expenses (repairs, maintenance, entertainment, activities)	289	2.72	.918	Good
Salaries	235	2.25	1.070	Fair
School transportation (bus, trucks, vans) readily accessible for students and staff.	341	3.40	.690	very good
Qualified and competent administrators are managing the school well	216	2.16	.979	Fair
Trained teachers are performing as expected	161	1.55	.856	Poor
School secretary is readily accessible to do the clerical works	223	2.20	.906	Fair
The qualities of teachers are controlled the local government	217	2.07	.953	Fair
Stationeries	316	3.11	.956	Good
Play ground	321	3.06	.959	Good
Buildings (administrator, academic, school canteen)	330	3.14	.994	Good
<b>Mean index</b>		<b>2.48</b>	<b>1.038</b>	Good

Source: primary data 2011

The mean standard deviation in table 4.4 suggested that the most people selected to the Galkayo primary Education rated primary Education as good (mean  $\approx 3$ ). Most respondents agree that they have their resource Schools and educations systems are available (mean  $\approx 3.10$ ), respondents indicate that they have problems to the tuition fee of the schools in terms poor of the socio economic of the community (mean

≈1.82), most of the respond that they agree that enable to tuition fee of the primary Education schools in galkayo because the people indicate the support that they receive is not sufficient to their needs (mean≈1.73), the responses are high disagree existence of availability of the teachers against primary education in galkayo district the (mean≈2.24), resource and materials are available the galkayo respond because have resource which by funded by UNICEF and they get material education (mean≈3.42), from the result respondents the assistances they receive from INGOs and local government it's no good as they hope (mean≈2.06),

The primary education administration scored the mean≈1.53 that the primary does not get enough resource of education and they strongly disagree having enough resource and that is big problem they are suffering because UNISCO does not support directly primary education in galkayo and that is cause many children without primary education.

The material resource gain/support are very small in terms of needs primary education from the respondents rated as often (mean≈2.12) primary education does not get material education any time because organizations that support education have not office in galkayo previous. The primary education indicate that they have no teachers training opportunity their primary education that why resource education in galkayo is very complicate because of low income and rated the (mean≈2.07), Difficulty interacting with different level of income respondents strongly agree the existence of that problem and were rated (mean ≈3.06) because different level of income tothe primary education.

To get a summary picture on how the respondents rated primary education in galkayo an average index was computed for all the tenth items table 4.4, which turned out to have a mean index of 2.46 (Std. Dev.  $\approx 1.038$ ). Confirming that responding people of selected primary education in galkayo rated the primary education mentioned above sentences.

In the all respondents (from local government administration and primary education teachers) in those selected institutions agreed that Local government support primary education with the mean of **3.10** and also agreed that the Local government give equal opportunity community of primary education with the mean of **3.05** the respondents disagreed that Local government improves to the primary education with the mean of **2.25** they was also moderate (disagree) with over all mean **2.76**, which means the statements mentioned above are the local government support to the primary education.

### **Relation between the contribution of local government and primary education in galkayo**

The relationship between two variables of contribution of local government and primary education in galkayo, Pearson's Product Moment Correlation Coefficient was used to test correlation between contribution of local government and primary Education, as indicated on table 4.5.

Table 4.5: Pearson's Correlation Coefficient results correlating contribution of local government and level of primary Education in selected galkayo education institutions Somalia (n= 100).



**Table 4.5: Pearson's Linear Correlation Coefficient results correlating the effect of civil war on education service in galkaio**

**Correlations**

		Local government admin	Human resource utilization
Local government admin	Pearson Correlation	1	.988**
	Sig. (2-tailed)		.000
	N	134	134
Human resource utilization	Pearson Correlation	.988**	1
	Sig. (2-tailed)	.000	
	N	134	134

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

In the above table 4.4, the result shows a correlation of 0.988, meaning there is strong correlation between local government contribution and primary education because it's more than 0.05.

According to Mathbits.com (2000) a correlation greater than 0.8 is generally described as strong, whereas a correlation less than 0.5 are generally described as weak.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS, RECOMMENDATIONS**

This chapter discusses the findings, conclusion and recommendation of this study. Firstly, it will be discussed the major finding of each study as stated in the research objectives. Secondly, the conclusion will be draw from the findings of the study. Lastly, the researcher will bring recommendation for further research for this study.

#### **Discussions of the Research Findings**

The study focused on the contribution of local government to primary education in Galkaio Somalia. The study was to determine the profile of the respondents in terms of: gender, age, education, marital status and experience. The objective of the study is to identify the contribution of local government to primary education in Galkaio Somalia, to identify the strategies used by local of local government to primary education in Galkaio Somalia, to investigate the challenges faced by local of local government to primary education in Galkaio Somalia.

#### **Research Objective one:**

The first objective of this study was to identify the contribution of local of local government to primary education in Galkaio Somalia. Based on analysis of chapter four, most of respondents agreed that Local government support primary education and also agreed that the Local government give equal opportunity community of primary education the respondents disagreed that Local government improves to the primary education.

The researcher found that the contribution of local government to primary education in Galkaio, Somalia. In addition to that finding Involvement of local government will improve primary education

**Research Objective two:**

The second objective of the study was to identify the strategies used by local government to primary education in Galkaio, Somalia. Based on analysis of chapter four, most the respondent from local government administration and primary education teachers in those selected institutions agreed that Local government support Salaries and also agreed that the Qualified and competent administrators are managing the school well the respondents disagreed that School secretary is readily accessible to do the clerical works.

The researcher found that the contribution of local government to primary education in Galkaio, Somalia. In addition to that finding Involvement of local government will improve primary education.

**Research Objective three:**

The third objective of the study was to investigate the challenges that local leaders face in contribution of local government and primary Education process in Galkaio, Somalia. Based on analysis of chapter four, most of respondents agreed that Local government offer investment to the primary education and also agreed that the providing free primary education to the community the respondents disagreed that providing trainings for school teachers.

The researcher found that the contribution of local government to primary education in Galkaio, Somalia, In addition to that finding providing trainings for school teachers.

#### **Research Objective Four:**

The result objective four, shows us the relationship between local government contribution and to primary education is or are positively correlated, on result 0.988, meaning there is strong correlation because it's more than 0.5.

#### **Conclusion**

The study investigated effect of the contribution of local government to the primary education in Galkaio Somalia. The conclusions were made objectively as follows:

The first objective of the study was to investigate the contribution of local government to primary education in Galkaio. Basic on findings all respondents (from both public and private institutions) in those selected institutions strongly agree that there is a contribution of the local government in Galkaio.

The second objective of this study was to determine the levels of resource availability and utilization to the local government in primary Education in Galkaio. Basic on this resulted of the respondents (from both government ministers and civil society organizations) in those selected respondents strongly agree that the primary Education has almost destroyed by the civil war and also indicated the most of the Education

system especially primary schools has closed the civil so all the respondents where highly agree that the contribution of the local government are in the primary Education are very weak according to the primary Education system.

The third objective of the study was to determine how the local government can improve the primary education in Galkaio, all respondents (from both public and private institutions) in those selected institutions agreed that needs of the improvement of the primary Education and capacity building for teachers and administrators, to monitoring how the system education is worked and to the local government support financially.

## **RECOMMENDATIONS**

After research finding, the following are the recommendations are made:

- The local government should give capacity building to the primary teachers and administrators.
- Local government in Galkaio should support the community's capacity to deal with primary education.
- Local government must initiates programs that promote curriculum development.
- In order to reduce the effects of the illiterate, local government must increase their activism towards public mobilization for the education.

- The study exposed that poverty; high unemployment and lack opportunities were challenges. To reverse these problems local leaders must initiate programs that provide economic opportunities for youth.

**Suggested areas for further research**

1. Challenges of local government to primary education.
2. Contribution of local government to gender education.
3. The contribution of organization to educational development.

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## APPENDICES

### APPENDIX 1: TRANSMITTAL LETTER



Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
Tel: +256- 41- 266813 / +256- 41-267634  
Fax: +256- 41- 501974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

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#### OFFICE OF THE ASSOCIATE DEAN, SOCIAL SCIENCE SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

May 27, 2011

Dear Sir/Madam,

**RE: REQUEST FOR OMAR ABSHIR ALI MPA/30988/102/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Arts in Public Administration and Management.

He is currently conducting a field research of which the title is **"Contribution of Local Government to Primary Education in Galkaio, Somalia."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

  
**Dr. Roseann Mwaniki**  
Associate Dean Social Sciences, (SPGSR)

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*"Exploring the Heights"*

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## APPENDIX 1 B:

*Dawladda Goboleedka Gal-Mudug*  
*Local Government*



*Gal-Mudug State*  
*Office of the mayor*

Ref: MHD/DH/A53  
10/07/2011

Date:

Subject: Acknowledgment and sharing views.

As the mayor of Galkaio Galmudug State of Somalia, I am delighted to share with you that we have allowed and shared with OMAR ABSHIR ALI, the information of which he has requested from us in the form questioner under the title of "CONTRIBUTION OF LOCAL GOVERNMENT TO PRIMARY EDUCATION IN GALKAYO GALMUDUG STATE OF SOMALIA".

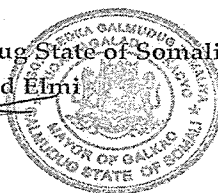
We have given him this information after he has brought to us a request letter from the Kampala International University, which was dated May 27, 2011.

Therefore, we appreciate any acknowledgment and support given to him.

We hope success to Kampala University and Mr. OMAR ABSHIR ALI.

Mayor of Galkaio Galmudug State of Somalia

Eng. Said Salad Elmi



## **APPENDIX II: INFORMED CONSENT**

In signing this document, I am giving my consent to be part of the research study of Dr. Roseann Mwaniki that will focus on Contribution of Local Government to Primary Education in Galkaio, Somalia.

I shall be assured of privacy, anonymity and confidential and that I will be given the option to refuse participation and the right to withdraw my participation any time

I have been informed that the research is voluntary and that the results will be given to me if I ask for them.

Initial: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX III: RESEARCH INSTRUMENT**  
**KAMPALA INTERNATIONAL UNIVERSITY**  
**COLLEGE OF HIGHER DEGREES AND RESEARCH**  
**MASTERS PROGRAM**

DEAR RESPONDENT,

I am a candidate for Masters of Public Administration, at Kampala International University and presently embarking on my dissertation entitled **Contribution of Local Government to Primary Education in Galkaio, Somalia**. In view of this requirement, am requesting you to be part of this study by answering the questionnaire. The information you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

Thank you in advance

Yours faithfully

.....

**Dr. Roseann Mwaniki**

## **FACE SHEET: PROFILE OF RESPONDENTS**

### **Part A**

#### **GENDER (Please tick)**

- 4. Male
- 5. Female

#### **AGE:**

- 1. Under-20
- 2. 20 - 30
- 3. 30 - 40
- 4. 40 - 50
- 5. 50 - 60
- 6. 60 and above

#### **Education Qualifications**

- 1. Certificate
- 2. Diploma
- 3. Bachelors
- 4. Masters
- 5. PH.D
- 6. Others (please specify)

#### **Experience**

- Under – 1 year
- 2 – 4years
- 6- 8 years
- 10 and above

**Section A: Personal Data:** *(Please tick the appropriate).*

1. Gender:      Male            ☐                      Female            ☐

2. Age bracket: 25-30            ☐                      31-39            ☐

                         40-49            ☐                      50 & above            ☐

3. Marital Status:      Married ☐                      Single ☐

                         Divorced            ☐                      Widow            ☐

4. Education background: Postgraduate

                         Graduate ☐                      Certificate ☐

                         Diploma            ☐                      Others            ☐

5. Nature of employment

                         Permanent            ☐                      Probation ☐

                         On contract            ☐

6. For how long have you been in that position?

                         1- 4            ☐                      5 – 8            ☐

                         9 - 13            ☐                      14 yrs& above            ☐

**Appendix IV: BUDGET**

<b>ITEMS</b>	<b>UNITS</b>	<b>AMOUNT (SSP)</b>
Photocopying papers	3 ream	60,000
Internet /newspaper	30	120.000
Pens	3	2000
Typing/ printing	2400	240,000
Binding	60	300,000
Airtime/ consultation		50,000
<b>GRAND TOTAL</b>		<b>770,000=</b>



#### APPENDIX V: TIME FRAME

S/No.	Specific Item	Time schedule in months				
		1	2	3	4	5
1.	Reviewing relevant literature and research writing					
2.	Submission of dissertation for approval					
3.	Preliminary visit to the field, making contacts with stake holders					
4.	Presentation of research and picking of research approval letter					
5.	Actual collection of data from the field					
6.	Submission of the report					

## APPENDIX VI: CURRICULUM VITAE

### Curriculum Vitae for

**OMAR ABSHIR ALI**

#### Personal History:

Name: Omar

Surname: Abshir Ali-Kaar

Place and date of birth: Born in Marko, Somalia on the 15<sup>th</sup> of July 1986

Sex and height: Male, 170cm

Marital status: Married

Nationality: Somali

Address: Galkayo, Somalia

Telephone: +252-615689689 +252-698689689/

E-mail: [cumar99@hotmail.com](mailto:cumar99@hotmail.com),  
[Omamarca Somalia@gmail.com](mailto:Omamarca Somalia@gmail.com)

#### Education:

**Aug2010 up to date** Master of public administration and management in Kampala International

University in Kampala, Uganda

**January, 2011 Sept** Makerere University Institute post graduate certificate Monitoring and Evaluation

**Jan 2006 – Aug 2009** Bachelor of Arts in Geography in  
International University of Africa in Khartoum, Sudan.

**May 2002 – June 2005** High school Certificate (Secondary) Ahmed  
Mahjub. Secondary school, Mogadishu,  
Somalia

**June 1997- May 2001** Towfiq Primary school, Mogadishu, Somalia

**Aug 1994 – Jan 1997** Primary certificate, from Towfiq Primary  
school, Mogadishu, Somalia.

**2002-2003** Certificate of Computer from Badar Institute in Mogadishu

#### **Work experience:**

**September 2011 up to date** Researcher Central Somalia for  
"Center for Research and Dialogue CRD"

Partner with Inter Peace.

#### **Duties:**

- ✚ Conduct assigned research using PAR methodology including desk study research.
- ✚ Organize workshops, meetings and training with international and national experts.
- ✚ Facilitate public dialogue through neutral forum and to create opportunities to discuss and address issues of concern to the Somali Society.
- ✚ Perform research work using PAR methodology and other related activities on the assigned theme on all the phases of CRD/IP programmers.

- ✚ Draft research papers, such as zonal note paper and all other assigned research paper and complete reports as scheduled and submit them within the planned time.
- ✚ Facilitate creation of zonal working groups and steering committees which composed of key stakeholders and opinion makers (decision makers, professionals and civic leaders).
- ✚ Leading and organizing trainings sessions for working group members and other key stakeholders meeting.
- ✚ Participate in the internal workshops and training sessions as dictated by the CRD/ Interpeace work plan.

**Dec 14-19-2011** Assistance Consultant Trainer conflict Resolution and Early Warning Response for Mercy Corps Galkacyo Galmudug

#### **Courses and Trainings:**

**Dec, 31, 2009** Training on **Save Water System Management** in Somalia Galkaio Galmudug

By IRC

**Aug, 7, 2010.** Certificate **Procumbent and Logistics management Course** in African Population Institute in Kampala.

**Jan 17, 2011,** Certificate **Training of Trainers TOT,** in African Population Institute in Kampala.

**February, 2, 2011** Certificate **Statistical package for Social Science scientists SPSS,** in Family Business Network in Kampala Uganda.

**July, 31, 2011.** Certificate **Leadership and good governance**  
certificate in Kampala Uganda.

**Aug, 05, 2011** Certificate **Peace and conflict management**, in African  
Population consult, at Makerere  
University.

### Languages:

**Mother Tongue:** Somali language.

**English:** Fluent in speech and writing. Participate unrestrained in  
conversations on all levels.

**Arabic:** Excellent and Fluent in speech and writing. Able to understand  
and participate in conversation

### Skills and Other Information:

- Communication equipment,
  - Computing and communication skill,
  - Ready to face challenges,
  - Honest and reliability,
  - Able to plan and be advised,
  - Flexible: ready to work individual or in a team,
  - Sharing knowledge and experience with others,
- essentials – software and hardware, and took upon me the task of fixing software problems in the office; I'm Skilled in using and working for database packages while.

**Microsoft:** word, excel, PowerPoint, FrontPage and outlook express - advanced level. I am skilled in IT

### Hobbies:

I am in **excellent physical shape**; my favourite Sport is **Football**.

Reading novels and listening news.

Travailing.

Social news.

Active in football and other sports when time allows. Desire to learn more attend workshops and enjoy adventuring and travel, lastly I do not smoke. Mostly I've traveled nearly all the provinces of the country.

### References:

1. Jabril Ibrahim Abdulle

Executive Chairman Center for Research and Dialogue

Mogadishu Somalia

Phone +252615543303

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