



Original Article

## The Hindrances to Excellence in Secondary School Education in Puntland State, Somalia

Dr. Abdiqani Ahmed Farah, PhD<sup>1\*</sup>, Dahir Abshir Fara<sup>1</sup> & Abdihakim A. Farah<sup>1</sup>

<sup>1</sup> The Hayaan Institute for Research and Policy Studies.

\* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-3605-6722>; Email: [abdiqani.farah@hayaaninstitute.org](mailto:abdiqani.farah@hayaaninstitute.org)

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**Keywords:**  
*Enrolment Rates,  
Dropout Rate,  
Gender Parity,  
Student-Teacher and  
Pupil-Classroom  
Ratio,  
Cost of Education.*

The main intent of this study is to examine if secondary education in Somalia, particularly in Puntland, meets both as a transition between primary and tertiary education and agreed quality indicators such as access/enrolment, retention, and transition. That could be attributed to elements such as funding, teacher preparation programs, student-teacher ratio, class-teacher ratio, or educational facilities, and both direct and indirect costs of secondary education were the main topics of the data gathering. The findings are presented in a logical sequence of tables, numbers, figures, and statistical inferences that address the goals and objectives, discussion, and recommendations. The retention of enrolment and transition into either the workforce or tertiary education has been examined. It was found that only 18% of students were enrolled in secondary school. When comparing the enrolment rates for boys and girls, there is a noticeable difference between the two genders, with 62% for boys and 38% for girls. This may be an indicator of the compromised quality of secondary education in the nation, based on inadequate facilities, ineffective instructional delivery, and maintenance of standards. The above sheds light on the secondary school dropout rate in the nation, and Puntland in particular, as, on average, just 15% of candidates for the Form IV final exam passed the four secondary stages and appeared in the final generalised certificated examination. The average student-classroom ratio and student-teacher ratio are  $40 \pm 6:1$  and  $30 \pm 7:1$ , respectively, which subsequently indicates the less one-on-one time with students and teachers and less individualised instruction. The last six years' trends for secondary teachers and schools have also been tested to determine gender parity and gathered that only 5% have been female instructors. Similarly, the certified teachers are almost four times as many as the qualified ones. In addition, the female pre-service teachers trained were a mere 28%, while the in-service ones were 29% of their male counterparts. Female subject preferences were 8%, 42%, and 35% in math/physics, biology/chemistry, and history/geography, correspondingly. The average cost of fees per month was found to have been  $\$36.4 \pm 9.4$  per child. The study highlights that the Puntland

administration, with the aid of international funders and partner NGOs, to revisit their rule of engagement as far as the secondary school states of enrolment and dropouts are concerned; increase the number of teachers, particularly female teachers; and train school teachers to first lower the high student-teacher and pupil-classroom ratios and bolster the quality of the delivered education in order to lower dropout rates and improve enrolment, retention, and transition into the workforce or tertiary education. Educational reforms are to be formulated periodically to meet the future needs of education financing.

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## INTRODUCTION

Somalia is a federal state where power is shared between the federal government, federal member states (5 in total), and local governments to a lesser degree. Somaliland stands as a de facto separate entity. Two-tiered structures can be seen in the federal and state educational systems. In Somalia, secondary education is separated into four hierarchical forms (from form 1 to form 4), and students must pass the generalised final examination for eighth grade in order to enrol in a secondary school (MoE&HE, 2014). Secondary education is necessary to give people the chances and opportunities for the social and economic fundamental skills that are essential in preparing them for their adult life cycle. It is also in favour of distinguishing between educational outcomes and the processes that contribute to them when assessing the quality of education (Goshu & Woldeamanuel, 2019; Asiago *et al.*, 2018). As a result, it promotes

democracy and social transformation (UNESCO, 2005; Osler, 1993). Education quality is determined by how well what is taught and learned in the classroom applies to real-world circumstances and satisfies the needs of the learners both now and in the future. Raising educational standards has, nevertheless, been a key issue for governments and policymakers all across the world (Hasan & Wekesa, 2017). Additionally, social welfare programs like health care, child care, income support, and social security have higher expenses for people who lack the requisite skills to participate economically and socially (Goshu & Woldeamanuel, 2019).

## LITERATURE REVIEW

The federal government and the federal member states are expeditiously expected to work toward examining the issues related to the educational systems of the land in light of the significance of

secondary education as a means of ensuring the country's chances of reconstituting a Somali nation-state, useful living within society, and as a tool for political survival and economic progress (Ajala *et al.*, 2017). The country has been in intermittently protracted civil strife since 1991, and in those periods, the governmental structure that had been centralised prior to 1991 fledgeling into one federal system. As a consequence, the publicly owned education system disappeared altogether with the demise of the central government, and along the way, the birth and growth of the private primary and secondary school education system have come into reality, thus growing rapidly from year to year. The post-conflict primary and secondary, as well as tertiary education governance, was established by religious organisations, community-based organisations, or non-governmental organisations (NGOs), just like it was in every other country in sub-Saharan Africa during the colonial period (Heritage Institute for Policy Studies, 2013; Abolade & Oyelade, 2017).

Due to demographic dynamics, the education sector in both the federal government of Somalia (FGS) and federal member states (FMS) faces particularly difficult obstacles as it must accommodate an increasing number of pupils who are old enough to attend secondary school. To finish the secondary education level, students must take the national secondary school leaving examination. As per what triggered this study, students who finish their intermediate level of education and transition into secondary school either in the villages or main towns miss enrolment in the secondary level, and even if they do so, they drop out along the way. If all levels of education are to make meaningful progress toward Sustainable Development Goal (SDG) 4, they must enrol out-of-school (OOS) children to attend classes (Cummins, 2021).

By comparing Somalia's challenges with those in sub-Saharan Africa, it is possible to classify the root causes of those that require reformation in Puntland in particular and Somalia in general. However,

doing so requires a serious evaluation and analysis of secondary school values and purposes, curriculum focus, current teaching and learning processes, recognition of past obstacles and current reform challenges, and financing. (Adekoya, 1999; The World Bank, 2008; UNESCO, 2021). The adjustments ultimately improve how each federal government finances education. For more than 30 years, Somalia has been rebuilding from a civil war while still experiencing tremendous financial hardship. It is important to note that current secondary schools, whether privately owned or not, are run as private institutions because each region in Puntland charges a set fee.

Because it affects whether or not parents can afford to send their child to school, the cost of education per child becomes a crucial consideration and influences everything else. Less than 10% of the Puntland government's budget is allocated to the education sector, and this percentage is gradually rising by 1% a year. Accordingly, funding the Puntland education sector has been, almost since its inception in 1998, heavily reliant upon allocated grants by international donors such as USAID, European Union (EU), The World Bank, UNICEF, etc. However, secondary school education has been hampered by below-poverty-line average family income (a significant sociodemographic indicator in the Somali context), which has forced school-aged children to not enrol or drop out of school because their parents cannot afford to pay school fees in addition to a lack of schools, a high-class size and student-teacher ratio, low educational quality, and limited outreach to rural areas (Global Partnership for Education Programme Document 2017-2020, 2017; Blimpo *et al.*, 2019).

### **Objective of Study**

As mentioned previously, the study occurs against a backdrop of sustained attention among both policymakers and researchers to primary education, with relatively less emphasis on the secondary level. This study's main goal is to determine whether

secondary education in Somalia, especially in Puntland, satisfies agreed-upon quality indicators like learners' characteristics measurements, contextual measurements, enabling inputs measurements, teaching and learning measurements, and outcomes measurements. In addition, to seek the association between the privatisation of secondary education and the quality of schooling in Somalia to explore the supervision strategy of education officials (regional and district). Furthermore, to conduct an in-depth assessment of all direct and indirect costs of Puntland secondary education. Because secondary school is important for preparing students for both further education and living fulfilling lives in the social order, the main idea is that everyone who may benefit from it should be able to receive a quality education from secondary schools. In practice, it is a concern as to whether secondary schools are doing their obligations at the levels required of them in terms of access/enrolment, retention, and transition. That could be ascribed to factors under their control, such as management, teacher hiring, parent participation, and community outreach, as well as factors outside of their control, like money, teacher preparation programs, or educational facilities (UNESCO, 2005; Ekundayo, 2010).

## METHODOLOGY

Three retrospective data sources—the total enrolment of six respective school years examined (table 1), 6152 total *certified* and *qualified* teachers per school year, and 914 *in-service* and *pre-service* trained male and female secondary teachers in the last 12 years—were employed in this investigation. Each one has been condensed into a table. Data from

the Ministry of Planning, Economic Development, and International Cooperation (MoPEDIC, 2020) and the Ministry of Education and Higher Education's 2014–20 annual reports were used in the study (MoE&HE, 2014/20) to evaluate the standard and quality of secondary education in Puntland. The study used descriptive and inferential statistics such as mean  $\pm$  S.D., t-test, analysis of variance (single and two factors without replication ANOVA), centred moving averages and chi-square test. In addition, each of Puntland's nine districts had four secondary schools visited. The costs of secondary education, both direct and indirect, were the main topics of the data gathering. The findings are presented in a logical sequence of tables, numbers, figures, and statistical inferences that address the goals and objectives, discussion, recommendations, and potential users.

## RESULTS

Based on the Educational Statistics year Books of the Ministry of Education and Higher Education of Puntland, the average age of secondary school reached per year for the 6 school years examined is  $158,736 \pm 11,095$ , while those enrolled are  $27,636 \pm 6,122$  (MOe&HE, 2014/2020). That makes enrolled only 18% of the reached, and its significantly smaller with a p-value of  $6.3 \times 10^{-9}$  @95% CI (Table 1). Two-Sample assuming unequal Variances t-test was carried out to test the male and female enrolment rate with a p-value of  $3.89 \times 10^{-3}$ : @ 95% confidence intervals (CL) (Table 1), as the enrolment of boys and girls are 62% and 38% respectively for the six school years tested in the study.

**Table 1: Secondary school enrolment trends based on the Secondary School age Population of the considered respective school years**

Schools	Secondary School Population (SSAP)	Total age enrolled (TE)	P-Value SSAP Vs TE	Male students enrolled		Female students enrolled		P-Value M&F Enrolment
				N	%	N	%	
2014/15	144,970	20,248	6.3x10 <sup>-9</sup>	13,193	65%	7055	35%	3.89x10 <sup>-3</sup>
2015/16	149,319	21,988		14,004	64%	7984	36%	
2016/17	153,799	25,116		15,684	62%	9432	38%	
2017/18	163,165	30,218		18711	62%	11507	38%	
2018/19	168060	32766		19420	59%	13346	41%	
2019/20	173102	35,482		21916	62%	13,566	38%	
Average	158,736	27,636		17,155	62%	10,482	38%	
SD	11,095	6,122		3,406	2%	2,751	2%	

**Source:** MOe&HE: Educational Statistics year Books 2014/2020.

T-test was carried out to test the average age of secondary school reached per year and the enrolment with a p-value of 6.3x10<sup>-9</sup> @95% CI, and the male and female enrolment with a p-value of 3.89x10<sup>-3</sup>: @ 95% confidence intervals (CL).

In addition, Form IV final exam candidates (4036±859) were tried against the enrolled

(27636±6122) (*Table 2*) (MOe&HE, 2014/2020), and only 15% went through the secondary stages and featured in the final generalised certificated examination with a p-value of 2.36x10<sup>-4</sup> @95% CL. This generally sheds light on the dropout rate of secondary schools in the country, and Puntland in particular.

**Table 2: Form IV final exam candidates and promoted students**

School-Year	Total enrolled	Form IV Final exam candidates	P-Value	Promoted to tertiary education	Promoted %	Unpromoted (%)	P-Value M&F Enrolment
2014/15	20248	2821	2.36x10 <sup>-4</sup>	2742	97%	3%	7.43x10 <sup>-1</sup>
2015/16	21988	3307		3177	96%	4%	
2016/17	25116	3889		3687	95%	5%	
2017/18	30218	4359		3998	92%	8%	
2018/19	32766	4895		4782	98%	2%	
2019/20	35482	4942		4833	98%	2%	
Average	27636.33	4035.5		3869.833	96%	4%	
SD	6121.702	859.3392		843.9928	2%	2%	

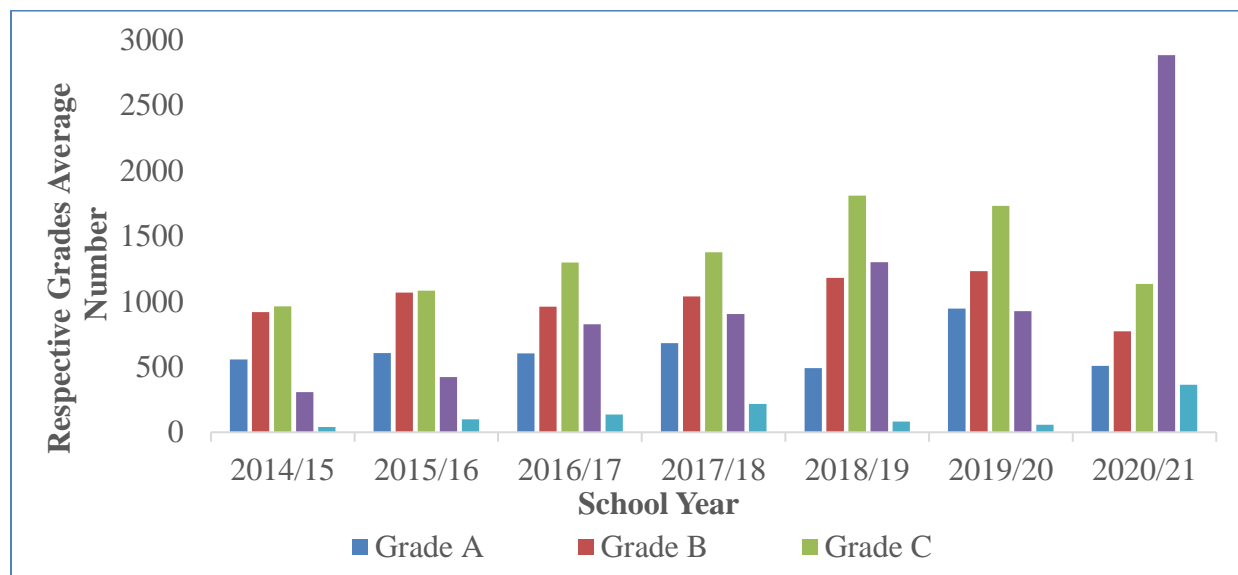
**Source:** MOe&HE Educational Statistics year Books 2014/2020.

Form IV Final exam candidates were tested against the enrolled for secondary school with a significance of  $2.36 \times 10^{-4}$  @ 95% CI.

Furthermore, promotion to tertiary education was put to the test against dropout, and only 1.5% failed to feature with a p-value of  $2.9 \times 10^{-5}$  (Table 3). As far as the grading is concerned, 15% scored A, 24% B, 32% C, 26% D, and only 3% failed by scoring F (Table 3). Blocked design two factors without replication analysis of variances were performed to test the significant differences among the school years and observed that there are no significant differences among them with a p-value of 0.4 @95% CL (Figure 1). Nevertheless, the grades are significantly different from one another with a p-value of  $1.75 \times 10^{-4}$ . Therefore, the Bonferroni post

hoc test has been employed to put to the test where the significance between the grades lies and found grade A is, on average, considerably different from B, C, and E, but not from D. Also, B is considerably different from E, but not C and D. penultimately, C is significantly different from E, but not D. Finally, D is significantly different from E. The fails rate (E) is significantly lower than the other pass rates (Figure 1). On the other hand, there is no significant difference between the school years, with a p-value of 0.4 @95% CL as far as the grading of those school years is concerned. Moving averages trend analysis has been employed to test where the future trend of enrolled secondary school students' tendency to finish their education lies for four future school years is proceeding (Figure 2) (MOe&HE, 2014/2020).

**Figure 1: Respective Grades Average Number per school years**



Source: MOe&HE educational statistics year Books 2014/2020.

Blocked design two factors without replication analysis of variances were performed to test the significant differences among the grades and observed that there are no significant differences among them with a p-value of 0.4 @95% CL Source.

By the same token, Form IV Final exam candidates are tested against dropouts with a p-value of  $3.8 \times 10^{-5}$  @95% CI, indicating only 3.32% failed to finish (see Table 3). Moving averages trend analysis has been performed to see the trajectory of grading and total number sat for form four final examination and predictively demonstrated trajectory upward for the future four school years (Figure 2).

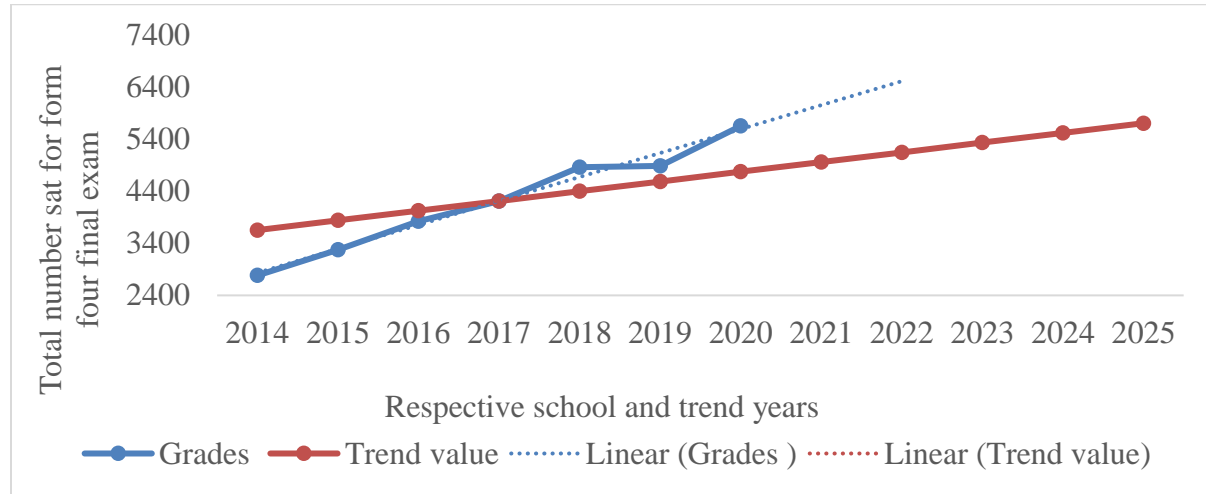
**Table 3: Form IV final exam candidates and promoted students and grading scale.**

School- Year	Form IV Final exam candidates	Grading scale					p-Value Final exam candidates vs dropout	Dropout	Promoted to tertiary education	Promoted to tertiary education Vs Dropout
		A	B	C	D	E (Failed)				
2014/15	2821	556	918	962	306	41	$3.8 \times 10^{-5}$	38	2742	$2.9 \times 10^{-5}$
2015/16	3307	605	1068	1083	421	98		32	3177	
2016/17	3889	604	959	1297	826	136		67	3687	
2017/18	4359	682	1037	1375	904	216		145	3998	
2018/19	4895	491	1181	1809	1301	82		31	4782	
2019/20	4942	945	1232	1731	925	58		51	4833	
2020/21	5708	508	771	1134	2881	362		52	5294	
Average	4274	627	1024	1342	1081	142		59	4073	
SD	1007	154	158	323	861	113		40	940	

**Source:** Moe&HE: Educational Statistics year Books 2014/2020.

Final exam candidates are tested against dropouts with a t-Test: two-sample assuming unequal variances with a p-value of  $3.8 \times 10^{-5}$  @95% CI. Furthermore, promotion to tertiary education was put to the test against dropout, and only 1.5% failed to feature with a p-value of  $2.9 \times 10^{-5}$

**Figure 2: Total number sat for form four final examination in five school years, and trend values showing future five school year’s trajectory**



Source: MOe&HE: Educational Statistics year Books 2014/2020.

The study also examined the credentials of secondary education instructors to determine if they fall under the *qualified* or *certified* category. As a consequence, the *certified* ones are almost triple ( $805 \pm 229$ ) of the later ( $222 \pm 72$ ), with a p-value of  $1.01 \times 10^{-3}$  @ 95% confidence interval. In terms of the students-classrooms ratio in respective school

years was found to have been 43:1, 47:1, 44:1, 35:1, 33:1, and 37:1 with an average of  $40 \pm 6:1$  student per teacher over the course of the study’s six school years. Additionally, the student-teacher ratio was looked at as a key factor in student retention and found to be, on average,  $30:1 \pm 7$  (Table 4).

**Table 4: Qualification and certification of Secondary teachers and Secondary Students-Classroom Ratio and Secondary Students-Teacher Ratio**

School-Year	Total teachers per-school year	Certified teachers	%	Qualified teachers	%	p-value Certified vs Qualified	Secondary Students-Classroom Ratio	Secondary Students-Teacher Ratio
2014/15	779	521	67%	258	33%	$1.01 \times 10^{-3}$	43:1	26:1
2015/16	823	537	65%	286	35%		47:1	25:1
2016/17	989	846	86%	143	15%		44:1	25:1
2017/18	1234	938	76%	296	24%		35:1	29:1
2018/19	1117	897	80%	220	20%		33:1	42:1
2019/20	1210	1092	89%	128	11%		37:1	32:1
sum	6152	4831	77%	1331	23%	40:1	30:1	
average	1025	805	77%	222	23%	40:1	30:1	
SD	194	229	0.10	72	0.10	6	7	

Source: Moe&HE: Educational Statistics year Books 2014/2020.



The *certified* teachers are significantly higher than the *qualified* ones with a p-value of  $1.01 \times 10^{-3}$  @ 95% confidence interval. The average student-

classroom ratio and student-teacher ratio are  $40 \pm 6:1$  and  $30 \pm 7:1$ , respectively.

**Table 5: Secondary teachers' gender parity**

School-Year	Teachers				P-Value M Vs F Teachers	Schools				P-Value T&S		
	Total	Male		Female		Total	Public		Private			
		n	%	n			%	n	%		n	%
2014/15	779	752	96.5%	27	3.5%	1.5 x 10 <sup>-5</sup>	75	45	60%	30	40%	4.8x10 <sup>-3</sup>
2015/16	823	795	96.6%	28	3.4%		78	56	71.8%	22	28.2%	
2016/17	989	947	95.8%	42	4.2%		78	56	71.8%	22	28.2%	
2017/18	1234	1083	87.8%	151	12.2%		105	61	58%	44	42%	
2018/19	1117	1086	97.2%	31	2.8%		112	97	86.6%	15	13.4%	
2019/20	1210	1174	97%	36	3%		127	104	81.9%	23	18.1%	
Average	1025	973	95%	53	5%		96	70	72%	26	28%	
SD	194	171	4%	49	4%		22	24	11%	10	11%	

Source: MOe&HE: Educational Statistics year Books 2014/2020.

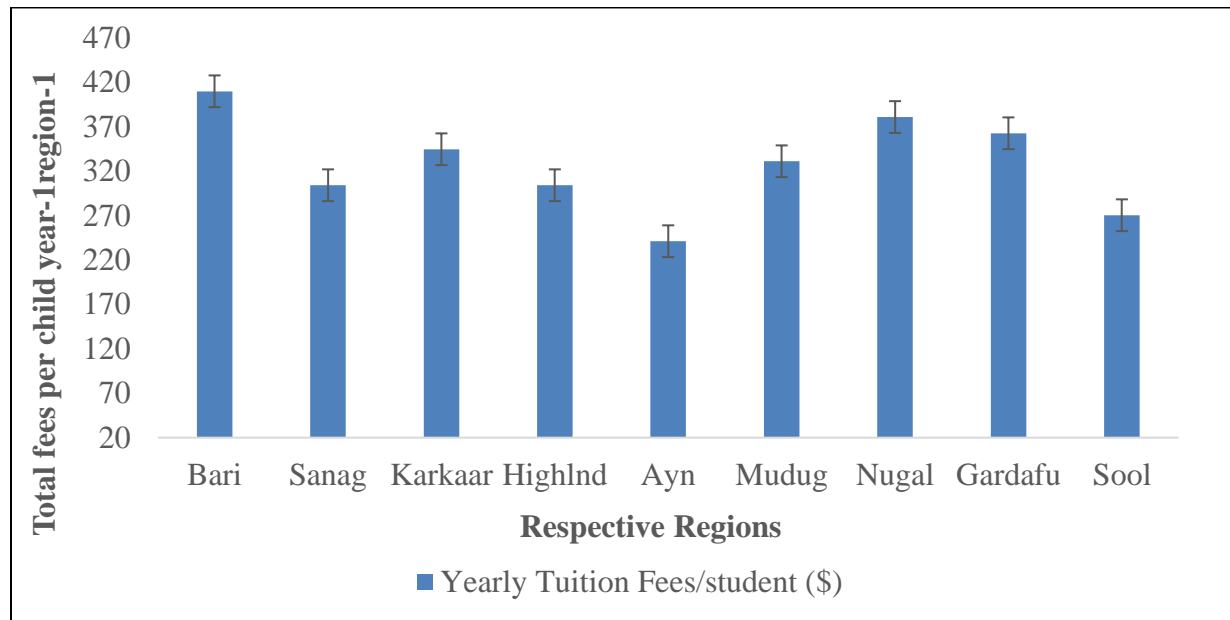
Secondary teachers' gender parity is significant with a p-value of  $1.5 \times 10^{-5}$  and the public or private disparity with a p-value of  $4.8 \times 10^{-3}$  for six years examined.

The last six years' trends for secondary teachers and schools have also been tested to determine gender parity and gathered that only 5% have been female instructors with a significance level of  $1.5 \times 10^{-5}$ . By the same token, the public and private schools proportion follow almost the same course with only 28.4% as private schools with a p-value level of  $4.8 \times 10^{-3}$  @ 95% CL (Table 5).

In addition, *In-services* and *pre-service* trained male and female secondary teachers in the last 12 years have been observed based on their preferences on the available subject matters: physics/math, biology/chemistry, and geography/history. As a result, on the *in-services*, a chi-square test was performed and found that there is a significant difference between the expected partiality on the expected corresponding subject matters and the

actual one, with a p-value of  $9.4 \times 10^{-5}$  @ 95% CL. There is a significant gender gap in subject preferences with only 8%, 42%, and 35% of women majoring in math/physics, biology/chemistry, and history/geography, respectively, or being hired by the Garowe Teachers Education College (GTEC). In so far as *pre-service* teacher's training is concerned, only the overall number of teachers trained in 8 respective patches (note, for each patch to finish the certificate of teaching is two years), beginning with 2014/16, has been observed with a total of 491 out of which 351 are male, while only 140 (29%) are female. That makes the female *pre-service* trained teachers to be significantly lower than their counterpart gender with a p-value of  $2.8 \times 10^{-2}$  @ 95% CL.

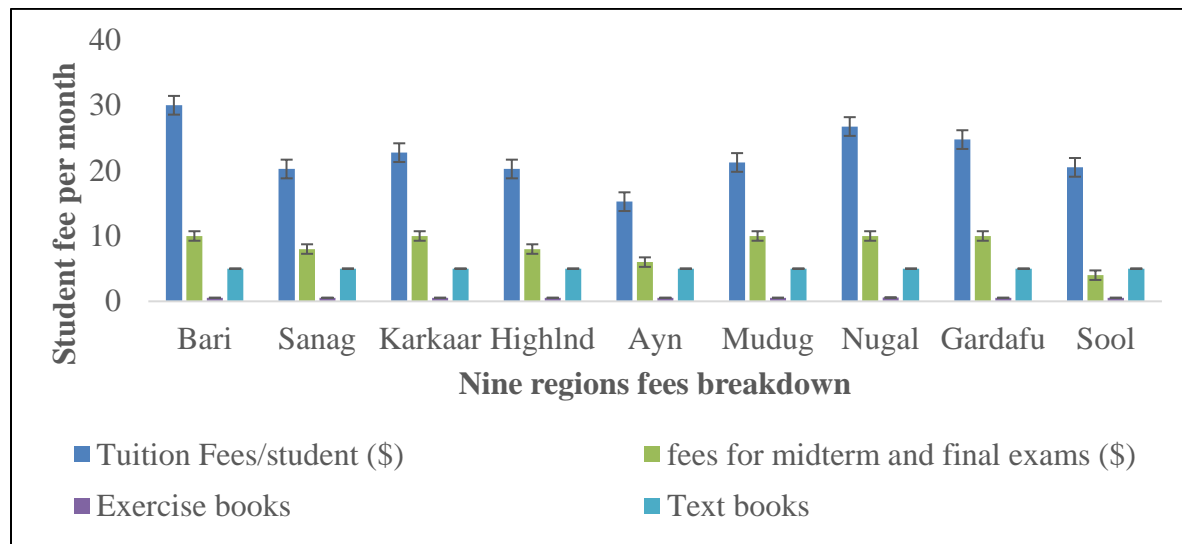
**Figure 3: Total fees for each child per year**



A single-factor ANOVA was carried out, and there is no significant difference between the nine

regions' total cost of schools per child per month with a p-value of 0.999 @ 95% CI.

**Figure 4: Nine regions' fees breakdown**



The tuition for each student per month, transportation expenses, test fees for the midterm and final, and the price of textbooks and exercise books per item are all expressed in dollars because they are the only currency accepted for transactions in Puntland.

Lastly, data regarding school fees, midterm and final examinations, and the cost of text and exercise books per student in each month were collected from three schools in each of the 9 regions of Puntland (see *Figures 3 and 4*). The average cost of fees per month, midterm and final exams, and cost of text and exercise books was 22.4, 8.4, 0.5, and

5.0 dollars, respectively (*Figure 4*), which comes out, when averaged, at  $\$36.4 \pm 9.4$  per child per month. Consequently, the overall cost per child per one school year of nine months becomes \$328. Based on the average household expenditure per year of \$3,461.96 (\$288.5/month), it comes to 10% that goes to only one child's school expenses. A single-factor ANOVA was carried out, and there is no significant difference between the nine regions' total cost of schools per child per month with a *p*-value of 0.999 @ 95% CI (*Figures 3 & 4*).

## DISCUSSION

Secondary school years are critical for preparing students for higher education as well as contributing to society because they serve as a bridge between primary and secondary education. The major goal is for everyone to be able to graduate from secondary school by the time they reach that stage with a respectable education. Based on the aforementioned, the retention of enrolment and transition into either the workforce or tertiary education has been examined. It was found that only 18% of students were enrolled in secondary school, which may be an indicator of the poor quality of secondary education in the nation, based on inadequate facilities-cum-ineffective instructional delivery and maintenance of standards. When comparing the enrolment rates for boys and girls, there is a noticeable difference between the two genders, with 62% for boys and 38% for girls, respectively.

The government, in particular the educational institutions like the ministry of education and its co-implementors, here the NGOs, should review their policies and procedures in light of these two depressing statistics: first, the dismal figure of enrolment; secondly, the gapping hall of gender parity on the matter. In particular, they should start by explaining why student enrolment in Puntland, Somalia has been rapidly declining while it has been gradually but surely increasing in most other sub-Saharan African nations (Omorieg, 2005). In

particular, they try to bring grade eight centralised examination graduates into the fold by attending to the aforementioned factors (Adan & Orodho 2015). The above sheds light on the secondary school dropout rate in the nation, and Puntland in particular, as just 15% of candidates for the Form IV final exam passed the four secondary stages and appeared in the final generalised certificated examination. These dismal figures might be due to, in addition to the aforesaid factors, parental inability to financially afford to send the child to school, negligence, lack of interest in education on the part of the child due to poor quality of education, and early marriages and pregnancies, to mention a few (Lugonzo *et al.*, 2017).

Additionally, according to the information provided during those scholastic years mentioned above, the majority of that 15% who completed secondary school and passed the centralised form four examination enrolled in university studies, and only 1.5% did not. This can be explained, among other things, by the possibility that parents of students who successfully completed all four levels of secondary school, avoided dropping out and appeared on the final generalised certificated examination may be better positioned to pay for them to continue their education at the tertiary level than parents who are unable to send their children to university because they lack the required financial capacity for their children's entry into tertiary education (Santiago *et al.*, 2008).

However, this depends on how higher education systems and institutions are responding and the extent to which they are able to offer appropriate courses that lead to completion rather than dropout as that primary and secondary ones. Another account might be a desire to be educated to higher levels, along with a growth in the acquisition of upper secondary and other qualifications that gain them access (KANEKO, 1995; Farah, 2022). So far as where the future trend of enrolled secondary school students' tendency to finish their education lies for four future school years, it is proceeding

very slowly in an upward fashion, though the pass grades gravitate (over 50%) in C and D, and if that materialises in real terms, it remains to be seen against the dismal rate of dropouts (*Figures 1 and 2*).

Moving averages trend analysis has been used to determine the grading trajectory, and the typical number of people who took the form four final test increased for the following five academic years (*Figure 2*). As a result, it is probable that smaller class numbers and sizes (secondary students-classroom ratio and the student-teacher ratio) that are currently, on average,  $40\pm 6:1$  and  $30\pm 7:1$  respectively, are frequently seen as giving teachers more time to concentrate on the needs of individual students and requiring less time to deal with interruptions. They help create a better learning atmosphere for children as well as better working conditions for teachers members, requiring the Puntland government to establish a backup plan (OECD, 2022). In order to address it, new schools must be constructed in order to first accommodate the rising number of intermediate-leaving students and then to address the higher overall pupil-teacher ratio. The education system in Somalia has been significantly impacted by the country's protracted landscape of fragility, vulnerability, conflict, and tragedy. Humanitarian crises, ongoing insecurity, perfunctory governance structures, and limited capacity to provide effective social services, such as education, a lack of teaching and learning resources, and a shortage of qualified teachers, with qualified female teachers being the scarcest, all serve to exacerbate the issue (Global Partnership for Education Programme Document 2017-2020, 2017).

The last six years' trends for secondary teachers and schools have also been tested to determine gender parity and gathered that only 5% had been female instructors against 30% sub-Saharan Africa benchmark (UNESCO, 2021), while, on average, the proportion of secondary students to *qualified*, or *certified* teachers are characteristically between 40 -

43:1 respectively (Ndethiu *et al.*, 2017; Catherine, 2011; Akoto-Baako, 2021). Despite the fact that the distribution of teachers varies widely among the various countries, this is consistent with the trade-off between teacher salary and student-teacher ratio across the majority of sub-Saharan African countries. This peculiarity was limited to the distribution of instructors because the degree of arbitrariness in the provision of classroom space, textbooks, and school equipment is occasionally larger than that of the supply of teachers. The majority of the time, more effective resource rationalisation strategies can be applied to lessen the imbalance in teacher allocation. Additionally, student-class one and the teacher-to-student ratio are inextricably linked. The region's efforts to increase access to the quantity of education face a major threat from the growing teacher shortage (Majgaard & Mingat, 2012; Cummins, 2021).

One must meet the requirements outlined by the state board of education and possess a bachelor's degree in order to become a teacher in Somalia. A teacher preparation program that includes a student teaching practicum must be completed, one is required to be either *qualified* or *certified* and pass the state tests. Research has demonstrated that there is a substantial correlation between learning results and the degree of qualifications possessed by the teaching force, which makes teachers a crucial link in the delivery of high-quality education. A *qualified* teacher has completed the necessary degree, at least two years of teacher training, and the necessary practical or field experience in the current educational authority's acceptable standard.

The *certified* teacher has gone one step further by submitting the appropriate documentation to a certifying body such as the GTEC College of Teachers and has been issued a provisional teaching certificate. If the candidate does well while working, they will be granted permanent teaching credentials (Global Partnership for Education Programme Document 2017-2020, 2017). On that note, the study looked into their proportionality, and

*certified* instructors outnumbered qualified ones by roughly three to one. Furthermore, based on their preferences for the subject matters of physics and math, biology and chemistry, and geography and history, *in-service* and *pre-service* trained male and female secondary teachers were observed over the course of the past 12 years, and it was discovered that there is a significant difference between the male and female subject preferences. In terms of *pre-service* teacher training, of the total number of teachers trained in the respective 8 school years/batches only a mere 28% was female, while the *in-service* teacher training by GTEC has been 71% to 29% for male and female, respectively and a significant gender gap in subject preferences of 8%, 42%, and 35% for female majoring in math/physics, biology/chemistry, and history/geography, respectively, or being hired by the teacher training college (GTEC). This is indicative of a male-dominated teaching force, particularly in the sciences and math subjects which is not acceptable in the sub-Saharan Africa benchmark.

Finally, every educational institution should work to ensure that students complete their learning cycles within a given number of years in addition to enrolling them in school. Failure to do so has negative effects on students' academic careers as well as the system as a whole because it wastes money when students frequently repeat grades or drop out of school (IIEP-UNESCO, 2022). Analysing dropout is key to understanding where inefficiencies exist within the education system and allowing policymakers to design strategies to address them. The high cost of education, parameterised here on the basic school fees, stands out as a significant factor in the high percentage of secondary school students who either never enrolled for form one or dropped out before the form four general test. High dropout and low enrolment rates in schools are caused by a variety of circumstances, including a shortage of schools, and teachers, poor educational standards, and insufficient outreach to

remote areas. In other words, since their parents cannot afford to pay the tuition or decide not to enrol them at all, many children are forced to drop out of school due to poverty.

## CONCLUSION AND RECOMMENDATION

Puntland's education sector is involved both state and non-state actors. The work done here indicates that the net enrolment proportion of eighteen percent at the secondary level is unsatisfactorily lower than the either sub-Saharan Africa or the east Africa region (Majgaard & Mingat, 2012). In addition, large gender enrolment gaps in many poses additional challenges for girls seeking to pursue their education beyond the primary grades. Numerous factors contribute to high dropout and low enrolment rates such as lack of schools, and teachers, low quality of education, and limited outreach to rural areas. In addition, poverty forces many children to drop out of education, where the parents cannot afford to pay the fees for schools or not enrol at all. Girls in particular, are vulnerable as their situation is exacerbated by socio-cultural factors and cultural constraints underpinned by a general under-valuing of education for girls, compounded by economic factors. The pupil-classroom ratio for secondary education has been another factor, apart from the cost of textbooks and exercise ones; the pupil-textbook ratio warrants to be examined here.

Therefore, the significant variations in the percentages of female enrolment across urban and rural areas ought to be explored further for inequities between rural and urban areas in current and future scholastic years and try to remedy it. Thus, educational reforms are to be formulated periodically to meet intended targets; meeting the future needs of education financing; better regulating both public and private schools; closing the gap in student-teacher ratio; the acceptable lowest ratio of female teachers in secondary education; and for the donors, implementors and ministry of education to explore in the direction of

future education financing (In here the Enrolment and Retention matters depends on the affordability for parents to send their child to school) in order to better standardise both public and private schools. The Puntland administration should work to establish free public schools with the aid of international funders and partner NGOs. This should be an intervention that works to increase secondary school access, lower the expense of education for low-income families, and encourage girls to stay in school. Access to and success in school will both benefit from this.

To increase the number of teachers, particularly female teachers, and the calibre of those instructors, both FGS and Puntland state, through their separate ministries of education, should establish structures inside secondary schools and encourage teacher *in-service* and *pre-service* training programs. This will help train school teachers to first lower the high student-teacher ratio and bolster the quality of the delivered education in order to also lower dropout rates and improve enrolment, retention, and transition into the workforce or tertiary education.

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