

Role of community participation on primary education service delivery in Puntland State-Somalia

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Abstract

Since there is an evidence about community participations on primary education service delivery like the district education committee (DEC), girls education advisory committee (GEAC) and parents teachers association (PTA) committees in primary schools have been participative in primary education through sensitizing people about having their girl children in school, improve service conditions for teachers, enhance schools supervision system, advocate for more teachers to be put on government payroll and supply educational resources with the help of community, religious and clan leaders. However, the service delivery is still poor, reflected in insufficient access to teaching learning materials, teachers are de-motivated, poor teaching methods, lack of enough resources, low enrollment, poor retention and completion by children of primary education and insufficient classroom supplies and prescribed textbooks. The study was set out to identify the role of community participation on primary education services delivery in Puntland State-Somalia. Specifically, it was intended to examine community resource mobilization, community involvement in decision making and community monitoring/resource supervision and how each of these affected delivery of primary education services in Puntland Somalia. The researcher adopted a correlational research design to establish how each of the different constructs of community participation affects delivery of primary education services Puntland Somalia. A sample of 148 respondents was selected from study population of 236 persons. These were selected using simple random sampling techniques. Research findings based on the responses received revealed that all constructs of community participation (community resource mobilization, community involvement in decision making and community monitoring/resource supervision) had a significant positive effect on delivery of primary education services in Garowe Puntland Somalia. Efforts should also be made to develop community involvement programs that include a focus on parent involvement in conducting learning activities with children in their homes, assisting with homework, and regular monitoring of students and teachers' attendance through conducting community patrols. There should also be increase in community involvement in education decision making through promoting community awareness, strengthening community-school relationship and surrendering local decision-making power to the community and also increase community resource mobilization through communicating to the community that their support makes a great deal of difference in educational success of the children.

Keywords: Community participation, Resource Mobilization, Community decision Making, Community resource supervision/monitoring and quality of service delivery

1. Introduction

1.1 Background

Education is essential for the development of any society. It is at the center of many poverty reduction strategies (Das *et al.* 2004) ^[1] it provides the training and skills necessary to drive economic and social development (MoFNP 2011) ^[24]. Consequently, policymakers, and others involved in delivery of education services are seeking ways to utilize the available resources efficiently and effectively in order to identify and solve problems in the sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education, and have recognized community participation as one of the strategies to improve educational access and quality (Hafiz *et al.*, 2013).

According to Abrisham (2010) ^[1], communities in developed countries have important roles in educational planning and development even when there are barriers. A community can

be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaeffer (2002) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. In Puntland State -Somalia is a homogeneous community with most of the community members united by similar cultures and beliefs. The adoption of decentralization system of governance around the world increased community participation in service delivery and brought services near to communities in need. This is because it emphasizes devolving of powers and decision making over resource allocation, mobilization, prioritizing service delivery among others. The devolution of power and financial responsibility to the local is to promote locals' participation in their local educational affairs and to improve accountability on schools and demand for education services and sense of community ownership (Watt, 2011) ^[37].

Community participation therefore is a creation of opportunities to enable all members of a community and the larger society to actively contribute to and influence the development process and share equitably in the fruits of development (Obsaa, 2010) ^[10]. Many countries have created local institutions to coordinate community participation for education such as school committees, parent teacher's associations or Village Education Committees (VECs) yet these institutions do not live up to their expectations (Banerjee and Duflo, 2008).

Following the World Forum on Education for All (EFA) in 1990 in Jomtien - Thailand and the signing of the Dakar Framework of Action in Dakar - Senegal of 2000, community participation in education has become an educational development agenda (Bray, 2001) ^[7]. In Ethiopia, local schools have been placed under local ownership and ambitious strategies for promoting community participation in education have been seen at federal and regional levels, however it has had insignificant results (Obsaa, 2010) ^[10]. In Zambia, there is a challenge of inadequate education facilities and parents who have failed to meet financial costs have been excluded from schooling in state schools (Brenda 2013). In Uganda, the enrollment to UPE has been respected but the role of community participation has loopholes; reasons for this stretches from poverty and illiteracy (Daily Monitor - August 31, 2004).

Primary teaching Service has been instrumental in providing many women in feminized education systems with access to their first formal, wages employment opportunities, and in so doing has been a step towards meeting the broader goals of surrounding economic empowerment as mandated by the CEDAW Beijing Declaration and Platform for Action 1995-2015. Arguably, as education system become increasingly feminized on a statistical level, the opportunities for women's employment in this sector have become solidified, offering guarantees of economic surety for many women in the future. The teaching profession- despite its pivotal role within societal development and dependence of educated individuals is not necessarily exemption from such nuances. The definitions are that community means a local environment of people who have interests in common as well as different interests. A community has an identity, a sense of place of "Us "and "them". A community is all of "We", who are not "they" and this is a collective significance of a distinctive name (International Encyclopaedia of education, 1985).

Until the 20th century, the state of Puntland-Somalia had little role in education and schooling was mainly provided by community organizations such as religious societies and other voluntary agencies (Gradstein *et al*, 2005). The JRE (2013) reports that in of Puntland State; primary schools have encountered several difficulties such as government lack of basic infrastructure, facilities and resources, and children are reported to have had no access to education facilities due to lack of space, insufficient teachers and prohibitive expenses. Puntland Education Report (2011-2012) reveals that local governments have responsibility of delivering primary education service such as infrastructure construction, teaching capacity, and payment of staff salaries and enrolment of teachers. This report is in line with Puntland State- Somalia policy on education and in accordance to Article 32 of its Constitution; wherein it is the responsibility of the government to make sure that every person has access

to education services since it is a human right. The same article has it that it is the responsibility of Puntland state to increase the process to access in the effort to eradicate illiteracy. Despite such education policy as it stems from its Constitution, few education services have been received to the people from the government without community support. Puntland Education Report (2011-2012) further reveals that in some community and government schools, education services are inadequate. It is from this genesis that the study sought to explore the role of community participation on primary education service delivery in Puntland State Somalia.

1.2 Statement of the problem

There is an evidence of community participation on primary education service delivery in Puntland State Somalia. For instance, the district education committee (DEC), girls education advisory committee (GEAC) and parents teachers association (PTA) committees in primary schools have been participative in primary education through sensitizing people about having their girl children in school, improve service conditions for teachers, enhance schools supervision system, advocate for more teachers to be put on government payroll and supply educational resources with the help of community, religious and clan leaders (UNDP Report 2012). Although the impact of the civil war in Somalia and the absence of capable government have left a vacuum for managing education system of the country, the education in Puntland is generally managed by a myriad of entities including the private sector, NGOs, Community Education Committee (CEC) and to a minimal extent, the central government. All government managed education systems were collapsed with the Somalia central government and the private sector which runs most of education institutions took over the education services and employed mixed categories of teaching staff in terms of academic and professional qualifications which has an effect on the service delivery as far as primary education is concern.

However, the service delivery is still poor, reflected in insufficient access to teaching learning materials, teachers are de-motivated, poor teaching methods, lack of enough resources, low enrollment, poor retention and completion by children of primary education and insufficient classroom supplies and prescribed textbooks (PDRC Report 2014). The above conclusion is rather abnormal for the effort communities have invested in the education service permission does not match the output. The above outlined factors prompted the researcher assess the role of community participation in primary education service delivery in Puntland Sate Somalia and how these roles affects the quality of the education.

1.3 Objectives of the Study

1.3.1 General objective of the study

The overall objective was to explore the role of community participation on primary education service delivery in Puntland State -Somalia.

1.3.2 Specific objectives of the study

1. To determine the role of community resource mobilization on primary Education service delivery in Puntland Sate Somalia.

2. To evaluate the role of community decision making on primary Education service delivery in Puntland Sate Somalia.
3. To examine the role of community Monitoring and Resources Supervision on primary Education service delivery in Puntland Sate Somalia.

1.4 Research Questions

1. What is the role of community mobilization of resources on primary Education service delivery in Puntland Sate Somalia?
2. What is the role of community decision making on primary Education service delivery in Puntland Sate Somalia?
3. What is the role of community Monitoring and resource supervision on primary Education service delivery in Puntland Sate Somalia?

1.5 Scope of the Study

The study was undertaken at Puntland State Somalia and it was carried out in some selected schools of different public and private primary schools as well as the Intergraded Quranic schools, IDPS primary schools and district education authorities in Garowe district. The study was specifically gathered data on the on the role of community participation on primary education service delivery in Puntland Somalia, the study duration was taken eight months.

1.6 Research design and Population

According to Green and Tull (2009), a research design is the specification of methods and procedures for acquiring the information needed. It is the over-all operational pattern or framework of the project that stipulates what information is to be collected from which source by what procedures. The study employed a correlational research design, This is because; it involved correlating the different roles of community participation in education to establish how each role affected delivery of primary education service in Puntland-Somalia. The study also employed quantitative approaches since it describe variables, examine relationships among variables and to determine cause-and-effect interactions between variables.' (Burns & Grove 2005:23) [8]. Population is the entire set of units for which the study data are to be used to make inferences (Kothari 2003). Target population defines those units for which the findings of the study are meant to be generalized from (Dempsey 2003). The target population of study included Community Education Committee Members (CECM) in all private, public, IDPS and Integrated Qoranic (IQ) schools in Garowe district. According to statistics from Garowe local government education department and ministry of Education in Puntland (2015), these were 236 people in primary schools in Gorowe district.

2. Research findings and discussion

2.1 General information of respondents

The responses show that 81 (54.7 %) respondents were male while 67 (45.3%) were females. This shows the number of male respondents was higher than that of female respondents. It shows that there is discrimination on gender parity in the study area. It also suggests that males in in Garowe district were given more opportunities as CEC members. On the

other hand the ages of the respondents indicates that the biggest percentage (63 or 42.6%) of the respondents was aged between 31 – 45years, 46 (31.1%) were aged 46 years and above and 39 (26.4%) of the respondents were in (31-45). This indicates that a majority of the respondents were on average ages.

The research findings showed that the biggest number of the CEC members 23.0 % was diploma holders, 21.6 % were first degree graduates, and also with same percentage of 21.6% were on ordinary level, and 19.6 % held advanced level education while 8.1 % were holding masters degrees and lastly 6.1% where were outside the range and they are others. The highest percentage of diploma holders suggests that CEC members in Garowe District were moderately qualified and the researcher recommended that such workers should go for further education.

2.2 Role of community resource mobilization on primary Education service delivery in Puntland Sate Somalia.

As obtained results under the objective one of the study (To determine the role of community resource mobilization on primary Education service delivery in Puntland Sate Somalia) the respondents were asked whether CCECM raise money for schools in Garowe, However, study results that indicate that 25.0 % of the CEC members were strongly agreed that they raise money for schools in Garowe and 23.0% agreed. A percentage of 19.6 % disagreed and 14.9 % strongly disagreed and percentage of 17.6% was neutral. The mean of the study is 3.24 while the Standard Deviation is 1.406 and the data variance also 1.978, since majority of the respondents answered in agreement to this item when you add for both strongly agree and agree which represents 42.6%, it indicates that community members raise money for primary schools in Garowe. Studies conducted by Nasise (2010) and Swift-Morgan (2006) revealed similar findings that the community is often required to make in cash and in-kind contribution for school operation, infrastructure and maintenance as well as to supplement salary of teachers and other school personnel. According to Patrinos & Ariasingam (2007) as cited in Watt (2011) [37], engaging communities in financing of schools promotes sense of ownership and increases their commitment for educational improvement. Likewise, the argument for community financing in education is related to the assumption that when communities contribute directly towards the cost of education, they are likely to demand a greater say in the form and content of educational service, and wants to ensure that the services are delivered efficiently i.e. increase in accountability (Obsaa, 2010) [10].

Respondents were also asked to rate the extent to which the community constructs primary school facilities in Garowe Puntland Somalia. The respondents results was 40.5 % of CEC members agreed and 14.2 % strongly agreed that they construct school facilities in Garowe. A percentage of 7.4 % strongly disagreed and 16.2 % disagreed and a percentage of 21.6 were neutral. On the other hand the mean of the data was 3.38, the standard deviation was 1.139 and the variance is 1.298. Since majorities of the respondents answered in agreement to this item where we add the agreed and strongly agreed respondents, it indicates that community members construct school facilities in Garowe. In line with these findings, Kyambalesa (2010) stated that school infrastructure

that is developed by the community does not only provide a learning environment that is conducive, but also boasts the morale of teachers and pupils which result into excellent performance from them. In addition, Bray (2001) ^[7], noted that community participation increase a sense community ownership and a better understanding of the true nature of the educational problems facing a country. He further stated that this contributes to improvement in education through improving student recruitment, retention and attendance; improving teachers' performance and condition of their service; and enhancing.

The respondents after were asked whether the community education committee members supports teachers in Garowe as shows the study results that indicate that 31.8 % of the respondents agreed and 17.6 % strongly agreed that they support teachers in Garowe. A small percentage of 10.1 % strongly disagreed and only 16.9 % disagreed and a percentage of 23.6% were natural. Since majority of the respondents answered in agreement to this item, it indicates that community members support teachers in Garowe. However, the mean of the data was 3.30; the standard deviation also is 1.231 while the variance of the data was 1.516.

The respondents were further asked to rate the extent to which community members provides school instruction materials in Garowe. However, the study results indicate that 29.7 % of the respondents agreed and 14.2 % strongly agreed that they provide school instruction materials in Garowe. A percentage of 20.9 % strongly disagreed and only 11.5 % disagreed and a percentage of 23.6% were natural. When you add both agreed and strongly agreed respondents we found that the majority of the respondents answered in agreement to this item compared to the disagreed ones, on the other hand the means of this data is 3.14 where the standard deviation and variance are 1.234 and 1.524 respectively. It indicates that community members provide school instruction materials in Garowe. In line with these findings, Mikiko & Keiichi (2008) ^[22] stated that in an effort to make education accessible to all, education stakeholders need to establish more schools, employ new teachers and distribute instructional materials to these schools. This can be done to respond to high enrollments in school. Galimaka (2008) also noted that scholastic materials include textbooks, teachers' guides, blackboards, chalk and other class facilities that are necessary to ensure good quality education. According to Uemura (2009) ^[36] in some cases, the community can serve as guest teachers in the classroom; help introduce teacher to the local environment, help in preparing instructional material and media to accord it with the local condition and understandable by children; and give feedback that can help to improve school performance. Respected community members, knowledgeable village elders, community members with special positions and religious people can help student understand what a teacher teaches or provide indigenous knowledge for students (Uemura, 2009) ^[36].

The respondents were asked on whether CEC members garner more resources to supplement the schools conventional funding in Garowe, the study results indicate that 37.2 % of the respondents agreed and 17.6 % strongly agreed that they garner more resources to supplement the schools conventional funding. A small percentage of 9.5 % strongly disagreed and 18.2% disagreed and a percentage of

17.6% were natural, on the other hand the mean of the respondents is 3.35 while the standard deviation and variance are 1.234 and 1.522 respectively. When you compare the agreed and disagreed respondents the agreement is higher which indicates that community members in Garowe garner more resources to supplement the schools conventional funding. This state of affairs is supported by Epstein (2009) ^[15] who observed that schools must draw regularly upon community resources to support their efforts to educate children. This promotes accountability and community legitimacy to exercise control over schools and also promotes sense of ownership (Watt, 2011) ^[37].

The respondents were further asked to rate the extent to which community members in Garowe provides teachers with housing facilities. The respondents answered that 31.1 % of the respondents agreed and 19.6 % strongly agreed that they provide teachers with housing facilities. A percentage of 14.9 % strongly disagreed and 16.9% disagreed and also 17.6 % of the respondents were neutral, the mean for the respondents was 3.24 while the standard deviation is 1.347 and the variance is also 1.814. Since majority of the respondents answered in agreement to this item, it indicates that community members provide teachers with housing facilities in Garowe. This state of affairs is supported by Obsaa (2010) ^[10] who observed that in areas where there are teacher housing problem, the community could provide or construct houses, and supply certain household goods for teachers. In such environments solving teachers' housing problems can serve as a strategy to retain teachers who otherwise could leave. In addition, Clarke (2007) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school. Based on majority of respondents, it was also discovered that community members in Garowe participate as volunteers in school development programmes.

The respondents were asked whether CECM contributes land need for teaching and learning in Garowe. According to the result obtained they indicate that 32.4 % of the respondents agreed and 26.4% strongly agreed that they provide teachers with housing facilities. A small percentage of 12.2% strongly disagreed and 14.2% disagreed and also 14.9% of the respondents were neutral, the mean for the respondents was 3.47 while the standard deviation is 1.342and the variance is also 1.802. Since majority of the respondents answered in agreement to this item, it indicates that community members provide teachers with housing facilities in Garowe. This state of affairs is supported by Obsaa (2010) ^[10] who observed that in areas where there are teacher housing problem, the community could provide or construct houses, and supply certain household goods for teachers. In such environments solving teachers' housing problems can serve as a strategy to retain teachers who otherwise could leave. In addition, Clarke (2007) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school. Based on majority of respondents, it was also discovered that community members in Garowe participate as volunteers in school development programmes. The respondents were asked in this section about whether CECM members participate as volunteers in school development programmes and according the responds obtained, they indicate that that 35.1 % of the respondents agreed and 23.0 % strongly agreed that they participate as

volunteers in school development programmes. A percentage of 8.1% strongly disagreed and 13.5% disagreed and a big percentage of the 20.3% respondents were neutral (not agree and not disagree / undecided). However the mean of the data was 3.51 and the standard deviation and variance are 1.215 and 1.476 respectively. Since majority of the respondents answered in agreement to this item, it indicates that community members in Garowe participate as volunteers in school development programmes. This state of affairs is supported by Sanders & Sheldon (2009). These authors stated that by volunteering, parents and the community can observe children in a school environment and that way learn how they can better assist them to achieve in school. There are a number of benefits that are gained by volunteerism, such as increasing community participation and awareness of school rules and processes as well as creating opportunities for impromptu informal interactions between homes and schools. Among many of the different volunteer activities parents can participate in are language translations, monitoring attendance of students and phoning parents of absent students, conducting parent patrols, supporting extracurricular clubs, and enriching students' subject classes (Epstein, 2009) ^[15].

However, according to the overall results obtained in the objective one (Role of community resource mobilization on primary education service delivery) as per table 4.4 indicates that 52.3% of the respondents answered on agreement for that objective. Where 28.3% responded on disagreements which indicate that most of the respondents believe that there is a big role plays by the community in terms of mobilization of resources towards primary education service delivery in Puntland state - Somalia.

2.3 Role of community decision making on primary education services delivery

Under the objective the role of community decision making on primary education service delivery in Puntland State – Somalia the respondents was asked whether the schools have active PTA. However, the answer obtained in that regards was that 39.9 % of the CEC members agreed and 19.6% strongly agreed that primary schools in Garowe have active PTA. A small percentage of 9.5% strongly disagreed and 20.9% disagreed and a percentage of 10.0% was neutral (not agree and not disagree / undecided) the mean of the respondents was 3.39 while the standard deviation is 1.276 and variance is also 1.628. However, When you compare the aggregate of the strongly agree and agree and also the aggregate of strongly disagree and disagree we will found that the majority of the respondents answered in agreement to this item, it indicates that primary schools in Garowe does have an active PTA. According to Epstein (2009) ^[15], parent-teacher associations, and other committees help parents and the general community to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with the school. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development. Bray (2001) ^[7] also noted that such executive committees comprising principal, representative of teacher and parents make decisions on activities and overall operations and serves as a bridge between teachers and the general community.

Respondents were also asked to rate the extent to which schools in Garowe consults parents before taking major decisions and the study results that obtained indicate that 36.5% of CEC members agreed and 21.6% strongly agreed that schools consult parents before taking major decisions. A small percentage of 10.8 % strongly disagreed and 18.9 % disagreed and 12.2% were neutral. On the other hand the means of the data was 3.39 while the standard deviation is 1.232 where the variance was 1.519. However, the majority of the respondents answered in agreement to this item, it indicates that schools in Garowe consult parents before taking major decisions. In line with these findings, Tett (2001) argues that the community needs to be regarded as people with important contributions to make as collaborating educational partners. In further support of this state of affairs, Epstein (2009) ^[15] argued that school, family, and community are important spheres of influence on children's development and that a child's educational development is enhanced when these three environment work collaboratively toward shared goals. Parents' concern for better service and holding institutions accountable for their performance, increase when they participate in education than when they are not participating in any form (Bray, 2001; Uemura, 2009; Watt, 2011) ^[37, 36, 7].

The respondents were further asked to rate the extents to which CEC members were consulted in budgeting for their schools and the study results obtained was 26.4% of the respondents agreed and 12.8% strongly agreed that CEC members were consulted in budgeting for their schools. A small percentage of 10.1% strongly disagreed and 22.3% disagreed and a big percentage of 28.4% was responded on neutral which means not agreed nor disagreed. On the other hand the means of the respondents was 3.09 while the standard deviation is 1.186 and the variance also is 1.406. however, when we compare the agreement and disagreement of this items we found the respondents answered in agreement agreed are slightly higher compare to this disagreed ones, but there quite number of the respondents which answered neutral which means there is there is not high level of agreement among the respondents for this item which indicates that CECM members are form village education committees or can also be the outside the village education committee as other respondents answered.

The respondents were further asked to rate the extents to which CEC members were consulted in budgeting for their schools. However, the respondents results indicated as 29.7 % of the respondents agreed and 18.9 % strongly agreed that CEC members were consulted in budgeting for their schools. A small percentage of 8.8 % strongly disagreed and 20.3% disagreed and a percentage of 14.9 % was responded on neutral which means not agreed nor disagreed. On the other hand the means of the respondents was 3.30 while the standard deviation is 1.237 and the variance also is 1.530. However, since majority of the respondents answered in agreement to this item, it indicates that CEC members in Garowe were consulted in budgeting for their schools. In line with these findings, Uemura (2009) ^[36] observed that community involvement is always minimal because many teachers expect that it will increase accountability and control on them, and lose freedom if the community gains power over school decisions. According to Watt (2001) ^[37], limited community involvement also results from lack of relevant

skills. The author observed that rural communities lack not only relevant skills and resources to contribute to school but also they are less confident to interact with schools and teachers.

Table 4.7 shows respondents' ratings on whether CEC members identify factors relating to education challenges such as low enrollment in Garowe and the study results that indicate that 38.5% of the respondents agreed and 20.3% strongly agreed that CEC members identify factors relating to education challenges such as low enrollment. A small percentage of 10.8% strongly disagreed and 14.9% disagreed, on the other hand the means of the respondents was 3.43 while the standard deviation is 1.268 and the variance also is 1.607. However, since majority of the respondents answered in agreement to this item, it indicates that CEC members identify factors relating to education challenges such as low enrollment in Garowe. This state of affairs is supported by Watt (2011) [37] who argues that community involvement in education develops appreciation and understanding of the different roles and potentials of education and strengthens the community capacity to organize itself. This consequently helps to ensure that educational needs are accurately identified, accountability structures are enhanced, teachers attend school on time and teach the curriculum, school participation rates increase, and pupil achievement improves. Consequently, efficiency in education is improved.

The respondents were further asked to rate the extents to which CEC members are represented in school disciplinary committees Table 4.6 shows their responses. However, according to the results obtained, they indicate that 37.2% of the respondents agreed and 16.2% strongly agreed that CEC members were consulted in budgeting for their schools. A small percentage of 6.1% strongly disagreed and 16.2% disagreed and a percentage of 24.3% was responded on neutral which means not agreed nor disagreed. On the other hand the means of the respondents was 3.41 while the standard deviation is 1.124 and the variance also is 1.264. However, since majority of the respondents answered in agreement to this item, on the other hand there is a big percentage of people which disagree and some respondents were answered neutral (not agree and not disagree / undecided) which means the respondents are not strongly agree that CEC members are represented in school disciplinary committees.

The respondents were further asked to rate the extents to which CEC members have a say in appointment of teachers. And the results indicate that 25.0% of the respondents agreed and 16.9% strongly agreed that CEC members have a say in appointment of teachers in Garowe. A percentage of 14.9% strongly disagreed and only 35.8 % disagreed and small percentage of the respondents 7.4% were answered neutral. On the other hand the means of the respondents was 2.93 while the standard deviation is 1.374 and the variance also is 1.887. Since majority of the respondents answered not in agreement to this item, it indicates that CEC members in Garowe don't have a say in appointment of teachers. This state of affairs is not supported by Watt (2011) [37] who noted that it increases a sense of community ownership. A sense of community ownership develops where the community involves itself in the management and financing of schools than where schools are physically and functionally separate from the community (Watt, 2011) [37]. In addition,

community involvement in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. The notion of community involvement for accountability derives from a more market-oriented concept in which school-community partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, 2007)

The respondents were further asked to rate the extents to which CEC members participate in scheduling school calendar Table 4.6 shows their responses. However, the study results that indicate 25.7% of the respondents agreed and 17.6% strongly agreed that CEC members participate in scheduling the school calendar. A percentage of 12.2% strongly disagreed and 34.5 % disagreed and a percentage of 10.1% was responded on neutral which means not agreed nor disagreed. On the other hand the means of the respondents was 3.02 while the standard deviation is 1.343 and the variance also is 1.802. However, since majority of the respondents answered not in agreement to this item, on the other hand there is a percentage of people which answered neutral (not agree and not disagree / undecided) which means the respondents are disagreed that CEC members participate in scheduling the school calendar but not too strongly since there quite number of respondents who answered in agreement with this item.

under discussion of the objective number 2 of the study (To evaluate the role of community decision making on primary education services delivery) the overall results of this objective show that 50.9888889% of the respondents was in agreement of the questioned asked under this section and 32.8889% were on disagreement which shows that majority of the respondents in this objectives agreed that community has big role in the involvement in the decision making towards primary education service delivery in Puntland state –Somalia.

2.4 Role of community Monitoring and Resources Supervision on primary Education service delivery in Puntland Sate Somalia.

According to the results obtained from the respondents in the table 4.8 under the study objective of (Role of community Monitoring and Resources Supervision on primary Education service delivery in Puntland State –Somalia) indicates that 56.4375% of the respondents agreed on the role of the community Monitoring and resources supervision on education service delivery, where as a percentage of 22.6% of the respondents disagreed on the question asked about the role of community Monitoring and resources supervision, which indicates that the majority of the respondents in this objective answered that the community plays a bigger role in monitoring and resource supervision as per as primary education service delivery in Puntland State is concern, This state of affairs deviates from what was proposed by Mullins (2002) [26] that naturally when people know that their performance is being monitored and that their continued existence, promotion, pay rise, training and development are dependent on the results of the assessment, they would be motivated to work hard. Obsaa (2010) [10] also suggested that PTAs should monitor, supervise and take attendance of teachers, ensure that teachers arrive at the classroom on time

and effectively teach in the classroom. The argument behind community monitoring is that the community is in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children (Chapman, Barcikowski, Sowah, Gyamera, & Woode, 2002). Similar findings were revealed by UNICEF (2002) which observed that community participation can contribute to promoting girls' education. Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girls' education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern, and reasons why they are not sending their daughters to school (UNICEF, 2002).

3. Summary, conclusions and recommendations

3.1 Summary

The summary of this study of this chapter is based on overall objective of the study was to explore the role of community participation on primary education service delivery in Puntland State -Somalia. The study set out to determine the role of community resource mobilization on primary Education service delivery in Puntland Sate Somalia. Specifically, it was intended to examine community resource mobilization, community involvement in decision making and community monitoring and how each of these affected delivery of primary education services in Garowe Puntland Somalia. The researcher adopted a correlational research design to establish how each of the different constructs of community participation affects delivery of primary education services in Garowe Puntland Somalia. A sample of 148 respondents was selected from study population of 236 persons. These were selected using formula and simple random sampling techniques. Data was collected by use of self-administered closed ended questionnaires. Study findings were presented using frequency tables and percentages. Pearson's correlations were used to establish the relationship between the different study variables. Research findings based on the responses received revealed that all constructs of community participation (community resource mobilization/resources supervision, community involvement in decision making and community monitoring) had a significant positive effect on delivery of primary education services in Garowe Puntland Somalia. Nevertheless, the study therefore recommended that among others, efforts should be geared towards increasing community monitoring in education, for instance through strengthening the competency of the existing school management committees and collaborating with other education actors like NGOs, regulatory institutions and philanthropic bodies. Efforts should also be made to develop community involvement programs that include a focus on parent involvement in conducting learning activities with children in their homes, assisting with homework, and regular monitoring of students and teachers' attendance through conducting community patrols. There should also be increase in community involvement in education decision making through promoting

community awareness, strengthening community-school relationship and surrendering local decision-making power to the community and also increase community resource mobilization through communicating to the community that their support makes a great deal of difference in educational success of the children.

4. Conclusion

The following are the conclusions drawn from this study as per its respective specific objectives.

4.1 Role of Community resource mobilization on primary Education service delivery in Puntland Sate Somalia

As per the analysis show in this variable it implies that there is a significant predictor to delivery of primary Education service in Garowe Puntland Somalia. The researcher observed that the communities had interests in supporting schools. And they also contribute the school activities on regular bases. On the other hand many of them could not even afford to buy scholastic materials for their children because of their meager incomes. It was therefore noted that poverty in the community was the single most challenge that hindered the stability and sustainability of community resource mobilization. This led the researcher concludes that there is a significant role of community resource mobilization on primary Education services delivery in Garowe Puntland Somalia.

4.2 The role of community decision making on primary Education service delivery in Puntland Sate Somalia

With reference to the analysis of this variable indicate that there is a significant predictor to delivery of primary Education service in relation to the community decision making in Garowe Puntland Somalia. It was observed that CEC members decision-making power pertaining to management of the schools. Although many of these members lacked basic knowledge and experience to carry out their functions independently but there is also had signification involvement in decision making of the school. Most of CEC members, particularly, those closer to schools were said to be concerned and were involved in decision making. This led the researcher to conclude that there is a significant role of community involvement in decision making and delivery of primary Education services in Garowe Puntland Somalia.

4.3 The role of community monitoring and resource supervision on primary education service delivery in Garowe -Puntland Somalia

The correlation between community monitoring and resource supervisions are the most significant predictors to the delivery of primary Education services in Garowe Puntland Somalia. The argument behind community monitoring is that the communities as resources owners are in a better position to make more responsive and relevant decisions about how teachers, headmasters, and schools should operate to best serve the needs of local children. Based on these findings, the researcher observed that there is a significant positive relationship between community monitoring and resource supervision and primary Education services delivery in Garowe Puntland Somalia. The findings are useful to education decision makers in Garowe Puntland Somalia since

they can reliability predict delivery of primary Education services in their district using community monitoring.

4.4 Recommendations

Following the findings of this study, the under listed recommendations have been proposed:

- Efforts should therefore be geared towards increasing community resource mobilization for instance through communicating to the community that their support makes a great deal of difference in educational success of the children.
- The parents and the general community need to be regarded as people with important contributions to make as collaborating educational partners. They need to share the understanding that the responsibility to educate children cannot be taken by single group of people.
- Efforts should also be geared towards increasing community involvement in education decision making for instance through promoting community awareness, strengthening community-school relationship and surrendering local decision-making power to the community. When parents provide their opinions and preferences regarding issues under consideration, they are more likely to buy-in to school policies and initiatives. When parents are aware of the complexities of running a school, they are often more supportive.
- Involving the community in decision making of the schools can help the school reach out to parents, share ideas, and gather input because they have informal access through extra-curricular activities and neighborhood connections.
- It's recommended to increase the role of community monitoring in education, for instance through strengthening the competency of the existing school management committees and collaborating with other education actors like NGOs, regulatory institutions and philanthropic bodies.
- There is need to develop community involvement programs that include a focus on parent involvement in conducting learning activities with children in their homes, assisting with homework, and regular monitoring of students and teachers' attendance through conducting community patrols.

4.5 Areas for further research

The researcher suggests that investigations be made into other factors apart from community participation that affect delivery of primary education service in Garowe Puntland Somalia. In addition, since the study was specifically carried out in Garowe Puntland Somalia, a similar study can be done in other regions of Somalia like Somaliland and south central Somalia.

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