

## **The Influence of the Community Involvement on Academic Performance of Secondary Schools: Case of Garowe District**

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### **Abstract**

The main Purpose of the study is to investigate the influence of community involvement on academic performance of secondary schools in Garowe. The objectives of this study were: to investigate the influence of community involvement in school financing, motivating teachers, maintenance of school infrastructure of the schools on academic performance in Garowe city. The researcher used questionnaires to collect data from the teachers, parents, CECs, CBOs and private business sectors. Research design stands for advance planning of the methods to be adopted for collecting relevant data, the techniques to be used in their analysis, keeping in view the objective of the research and availability of resources like time and money (Kothari, 1995). Accordingly, the time dimension for this research is cross-sectional study. From different types of research designs, descriptive type of research design was being employed for the realization of intended objectives. Because, the descriptive research design is a fact finding study with adequate and accurate interpretation of findings. Furthermore, it allows describing both qualitative and quantitative approaches (Kothari, 2004). It was evidence in the study findings that community participation in school financing, motivating teachers and maintenance of school infrastructures of secondary schools affects academic performance in Garowe city. The study made the following conclusions; community have a role to play in the school finance, motivating teachers, in maintenance school infrastructures for providing school fee, and students' scholastic materials, teachers' salaries, respect status for teachers, rehabilitation and school building respectively. However, is the issue of community participation in the management of the schools that their children attend; It is in this regard that the findings of the study indicated that, although the communities are involved in supporting their children's school education in some ways, generally speaking, they are not involved in the management of these schools. At the least, some of the data collected indicated that community is not actively represented in the school management committees but it exist nominal like parents' teachers Associations in which influence the students' performance of schools. Also the CECs in Garowe secondary schools not actively involved for managerial activities, while community participation in school management are crucial for the effectiveness academic performance of secondary schools because community members have deeper understanding of the circumstance of particular families, of relationships between individuals, and of micro-politics. Community members on school committees may provide an important element of continuity. The recommendation of the study was to community to

take up specific roles in school management and indicating the values of their participation in the secondary school management let alone making it possible for them to participate in school managerial activities through conducting the managerial functions in which they are involved in ways and its modes of communication that the parents comfortably understand.

**Keywords:** community participation, academic performance, students, secondary schools, school financing, motivating teachers and school maintenance.

## 1. INTRODUCTION

### 1.1 Background to the Study;

Education is the fulcrum of sustainable development that holds the key to ‘social inclusion’. It is one of the necessary conditions for advancing quality of life. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society as (Inonda, M. ; Riechi, S, 2009). It is thus essential for integrating the marginalized and vulnerable in society into the development process promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the centre-stage of the development agenda in every society. However, even when the benefits of education are obvious, it has yet to acquire the required urgency in the development agenda of many several nations (Ohba, 2012). As is the case with the secondary schools in the developing countries and more so, in Puntland where community involvement in the schooling process is not a major concern. A major contributor to the success of children in schools as (Baiz M. , 2013) puts it confirms that family involvement is a powerful influence on children performance in schools. (DeGrauwe, 2006), stated that in most of the Organization for Economic Co-operation and Development (OECD) countries, legislation has been put in place to foster and enhance collaboration between teachers and parents. This relationship helps in good governance in schools and consequently enhances children’s development in learning. A study on school community relationships for the last 15 years by (Ballen,C., ; Moles, T., 2013) found out that some strategies for parent and community involvement in the educational process substantially improved the quality of student’s educational experiences and their achievement in elementary and secondary schools. But (Campbell, 2012) points out that the task now confronting educational reformers and researchers is to refine the understanding of the characteristics of effective parent and community involvement and of the related conditions in educational systems and communities under which such involvement has the most beneficial impact. It is not even clear who is responsible for parent and community involvement in the performance of the secondary schools in most of the schools in developing countries.

School-community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit (Tondeur, 2013).

Puntland state recognizes Education as a joint enterprise between itself, communities, civil-society, the private sector and parents (stakeholders). The Government will therefore put in place measures and incentives designed to encourage the active involvement of these stakeholders in the provision of educational services, but still community not fully involved education.

Education in Somalia refers to the academic system within Somalia. The Ministry of Education is officially responsible for education in the country, with around 15% of the national budget allocated to scholastic instruction. However, the outbreak of civil war in Somalia in the early 1990s took its toll on the formal education system in the country. School premises were turned into accommodation for the internally displaced people fleeing from the war as (Abdi, 1998), Many educated people left the country as refugees (Lindley, 2008). As well as denying a large number of Somalis the opportunity to access education, this relocation of educated people delayed the process of reviving the education system after the war. The process of reconstruction finally began in the mid-1990s. In the absence of a central government, dedicated individuals and charity workers assumed the role of providers (Cassanelli & Abdikadir, 2008). These new schools, which were able to provide formal and somewhat rudimentary educational opportunities to Somali pupils, organized themselves under a number of educational umbrellas. In Northeast region of Somalia schools were used Arabic languages medium instruction except few primary schools which were used Somali languages. Other distinctions include curriculum that is in use in terms of range of the subjects being offered as well as the quality of education. Also, the qualified teachers were limited due civil war and the absent of university for training teachers as well as the slight of the education resources that includes teaching materials, classes, text books and etc. all these were challenges of the education in Somalia after the collapse of Somali nations. Howe ever, some individual schools and NGOs of charity's school provided education service to the community, while there is evidence for the influence of the community education that includes the participation builds, school fee as well as the uniform of pupils as commonly, but still limited not fully participated.

On August- 1998 established Puntland State which is northeast regions of Somalia that includes Nugal, Mudug, Sanag, Sool, Bari regions and Buuhoodle district. The new state with the support of UN and international NGOs rehabilitated of the previous schools in Puntland that affected the civil war of Somalia. The secondary schools include the rehabilitated schools that offered for four years to pupils between the ages of 15-18 and leads to a Puntland Secondary School Certificate Examination (PSCE). At beginning of secondary schools were started ten subjects are taught in secondary schools, namely: mathematics, physics, chemistry, biology, Somali, Arabic, Islamic studies, English, physical education, geography and history. But, current separated into two faculties that comprise arts and science and every student have two opportunities when he/she passed form II to join arts faculty or science. The previous subjects modified and added new subjects that includes agricultural and business. The art's students not take science subjects while the science's students not take Geography and History subjects. All subjects, with the exception of physical education, are compulsory. Some of the secondary schools use English for

language of instruction, except Somali language while others use Arabic languages for instruction. Each school week is composed of 40 periods of 45 minutes each approximately. Though the secondary schools restarted in early 1999, the number of students were small according to media release of (UNICEF, September, 2010 ) it released that the number of secondary school students in Somaliland and Puntland has risen from approximately 450 students in 1999 to just under 30,000 in 2008". The information of the report tells us the student's enrollment of the secondary increased year after year whether not defined the reason for the students increase. Anyhow, every institution has an objective which reflects the existence of the organization, so the broad objective of Secondary education seeks to accomplish the following; first, facilitate all around development of students spiritually, mentally, culturally and morally according to the norms and principles of Islam, so that they can make positive contributions to the development of society. Second, equip learners with appropriate skills and attitudes to enable them to achieve a better understanding of the world around them, realize their full potential, appreciate education, develop critical thinking and problem-solving abilities, and encourage innovativeness. Third, promote positive attitudes and cohesion related to national patriotism, co-operation and adaptability, and develops the knowledge base for students' access to tertiary education within Puntland and abroad (MoE&HE, 2016).

However, there were challenges in secondary schools which include the distinctions of the curriculum, poor performance; poor management, inadequate resources, and the participation of the community were not actively. Also, there no centralized exam that unified all the secondary schools in Puntland as well as to get the students recognized state certificate after completion secondary schools. Nevertheless, only 10% schools took centralized exam of state that leads MoE&HE and these schools were standard 8 in primary schools and grade four in secondary schools in which students were competed to earn the primary certificate as well as the secondary leave certificate. These schools were named public schools that under the authority of MoE&HE of Puntland.

The MoE&HE of the state with support of international NGOs/ UN took steps to solve the education concern in the schools. It developed the curriculum of the state to take out the distinction of the school's curriculum and to improve the quality of the educations. At this time, the curriculum of the secondary schools in Puntland harmonized to take centralized exam that directly under Puntland ministry of the education. For the second harmonization workshop was held at the MoE&HE compound in Garowe and brought together 42 subject teachers, educationists and curriculum specialists as reported (MoE &HE,P. ; African E. T., 2009). This workshop evidence the absent of community involvement which are influential the curriculum because Communities and parents' involvement helps to achieve Curriculum and learning materials that reflect children's everyday lives in society. When children use textbooks and other materials that illustrate their own lives in their community, they can easily associate what they are learning with what they have already known. Children in Escuela Nueva are using curriculum relevant to their way of life and that of their communities, which helps to develop a

series of basic learning needs, skills, attitudes, values and knowledge that enable the children to continue learning and applying what they learn in their communities (de Arboleda, 1991).

In other side, most state all over the world have been committee to the delivering education to their children. Particularly, after the world conference on Education for ALL, assembling in Jomiten, Thailand in 1990; an increasing the number of countries has attempted to reach the goal of providing education for all. Therefore, in Puntland state there are inadequate educations resources, while the state and UN/international NGOs have been expending allot of budget to the education sector. In Puntland schools there are lack of textbooks, poor standards of facilities, a lack of teaching and learning materials, and inadequate space for children (MoE&HE, 2016).

In fact, the community and parents are in the center in keeping schools going by helping to take care of the school’s infrastructure and equipment. But the former DG of formal education in Puntland said, “The Ministry of Education (MoE&HE) has created Community education committees (CEC) which include businessmen, women, elders, and parents to run the program of the schools such as financing, recruitment of the teachers, Management, resources mobilization, quality control, rehabilitation of class rooms and all what is necessary school to operate. Although the (CECs) in Garowe are not active to do their mandate and treated supplementary rather than complementary because the school principals and accountants practice their roles.

While the role of parents has remained to pay school fee in which reflect the restriction of the parental involvement and Community that have the potential of developing education performance such as, improving resources, teachers’ motivation, school managements, maintenance school physical infrastructure as well as the participation school plans for the identify and prioritization problems.

**Table 1.1, Four schools academic years 2012-2013**

#	Secondary schools	Mean scores	Mean grads
1	Alwaha secondary school	60.63	B-
2	Gambol secondary school	53.03	C
3	Nugal secondary school	48.48	C
4	Imaamu Nawaawi Secondary schools	46.05	C

(Sources from Puntland MoE&HE)

The above table referred the academic years of four secondary schools in Garowe. Each school has its mean score and mean grade. This table could help us to measure the academic performance of the four schools whether the community involvement influence the academic performance of schools or not relevant.

The academic performance has been defined by (Kaggwa, 2003) and the (World Bank, 2002) as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education

cycle (World Bank, 2002). Therefore, the quality of the mean grades and the mean scores of students that pass in various grades, determine the level of academic performance. So, to investigate the influence of the community involvement on academic performance of secondary schools in Garowe, we would compare the data in this table to the findings of the data.

### **1.2 Statement of the Problem**

The purpose of the school is to educate, train, create good citizen and equip the rising generation with skills. Knowledge and desirable social behavior that will be of benefit to the individual himself and the society at large. The success of schooling, therefore, depends to a large measure up on the value that communities attach to education when education is highly valued and actively sought, the mission and goals of the school are shared and supported by the community. Poor academic performance of student has been of great concern to educationists, parents and counselors in particular (McClelland, 2000) as cited in (Kibandi, 2014). Despite community in Puntland are involve schools and the majority parents participate school fees and paid “the largely funded by school fees” as reported (MoE&HE, 2016), to improve the school performance but still recorded the service delivery is poor, reflected in insufficient access to teaching learning materials; teachers are de-motivated, poor teaching methods, lack of enough resources, low enrolment, poor retention and completion by children of primary education and insufficient classroom supplies and prescribed textbooks reported Puntland Development Research Centre (PDRC ) and cited in (Ismael, 2016). 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. Since these groups are practicing and running educational institutions there are lacks of textbooks, poor standards of facilities, a lack of teaching and learning materials, and inadequate space for children reported by (MoE&HE, 2016). Un-conducive class room creates stress on teachers and pupils resulting negative attitude toward school and learning by pupils. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor pupils’ academic performance cited (Oghuvbu, 2009). Community participation in education is the centre to improve the educational facilities of the secondary schools in Puntland. So, the effective performance of the school and achievement of education goals, appropriate participation of the community in the management is therefore, crucial (Townsend, 1994). But in Puntland not many studies have been carried out by researchers on how community involvement influence on academic performance of the schools. Therefore, creates a gap to find out how community participation influences academic performance. According to this background the study intends to investigate the influence of community participation on academic performance of secondary school in Garowe.

### **1.3 General Objective**

The purpose of this study was to examine the influence of community involvement on academic performance of secondary school in Garowe.

### **1.3.1 Specific Objectives**

The study sought to:

1. To determine the influence of community involvement in motivating teachers on academic performance of secondary school in Garowe
2. To find the influence of community involvement in school finance on academic performance of secondary school in Garowe
3. To determine the influence of community in maintenance of school infrastructures on academic performance of secondary schools in Garowe.

### **1.4 Research Questions;**

1. How influence community involvement in motivating teachers on academic performance of secondary school in Garowe?
2. To what extent does community involvement influence in school finance on academic performance of secondary school in Garowe?
3. What is the influence of community involvement in maintenance of school physical infrastructure on academic performance of secondary schools in Garowe?

### **1.5 Scope of the Study**

The study was undertaken at Garowe Puntland State Somalia and it was carried out in some selected schools of different public and private Secondary schools. The study was specifically gathered data on the influence of community involvement on academic performance secondary schools in Puntland Somalia.

### **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 correlation research design, This is because; it involved correlating the different the influence of community involvement on academic performance of Secondary school in Garowe to establish how each influence affected academic performance of secondary school in Garowe Puntland-Somalia. The major instruments for data collection were questionnaires. The open-ended nature of this research method allows the respondents to answer the questions according to their own frame of reference (Bogdan. ; Knopp Biklen, 1992) Qualitative methodology is thus necessary in view of the exploratory nature of the subject. For qualitative methodology allows issues to be explored in greater depths than quantitative methods. “One of the chief reasons for conducting a qualitative study is that the study is exploratory. This means that not much has been written about the topic or population being studied, and the researcher seeks to listen to participants and build an understanding based on their ideas” (Creswell, 2003). 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 Parents, Community Education Committee Members (CECM), Teachers; Community

based organization (CBOs), private investors in Garowe town. According to sources of Regional Education District Office in Garowe the main populated secondary school are four schools.

## **2. Research findings and discussion**

### **2.1 General information of the respondents**

The responses show that 51 (94.4 %) respondents were male while 3 (5.6%) were females. This shows the number of male respondents was higher than that of female respondents. It shows that there is gender disparity in the secondary schools in Garowe. It also suggests that males' teachers in Garowe district have more opportunities according to female teachers in secondary schools. On the other hand the ages of the respondents indicates that the biggest percentage are the range (25-29 years which is 40.7%. also the there was 16.7% respondents found to be below 25 years of age, those with 30-34 years were 27.7% of the teachers age, those in 35-39 years brackets were 7.4%, respondents and 40 years and above were 5.6%. This shows the designation of the teachers and the study findings 1.9% was Deputy head-teacher, 33.3% were senior teachers, 14.8% were class teachers, 50% were normal teachers. The major designations of the teachers were normal. The research findings showed that the biggest percentage of teachers were 85.2% which held a bachelor degree in their education level. 1.9% of the respondents held Diploma, 12.9 % had Master degree. These findings indicate majority of teachers employed the four populated secondary school in Garowe have bachelor degree. The research findings that 37% of teachers have less than 5 years of teaching experience, 38.9% of teachers have been teaching between 5-9 years, 12.9% have been teaching period between 10-14 years, 1.9% were teachers period between 15-19 years, 9.3% have teaching experience 20 years and above. These findings provided the most 38.9% of the teachers are sophomores which have 5-9 years of teaching experience.

### **2.2 Influence of community Involvement in School Financing on Academic Performance of Secondary Schools in Garowe Puntland State Somalia**

As obtained results under the objective one of the study (To determine the Influence of community involvement in school financing on academic performance of Secondary Schools in Garowe Puntland State Somalia)

Gambol teachers' views on the above statements were sought, and on statement whether community involve school fee were all strongly agree with a mean of 3.70. This indicates that community participated school fee payments. It lines with as reported (MoE&HE, 2016) that majority parents participate school fees and paid "the largely funded by school fees". According to (Patrinos; Ariasingam, 2007) as cited in (Watt, 2011), 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 (Ismael, 2016).

Also asked the respondents on whether community involves providing adequate school materials that include books, computers, etc. the results were disagree which indicated the mean of 2.30. This indicated that community not involved the providing adequate school materials that include books, computers, etc. in Gambol secondary schools. It lined with (MoE&HE, 2016), that noted Puntland has been severely constrained in its efforts to improve secondary school physical resources because there are lacks of textbooks, poor standards of facilities, a lack of teaching and learning materials, and inadequate space for children. The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Odhiambo, 2016)

The respondents were further asked on statement whether community involves providing students scholastic materials necessary at school such as (manual books, pens, exam letters' cost, school ID cards, uniforms, campus and etc.). However, the respondents' results were disagreeing which indicated the mean of 2.5. Since the respondents answered in disagreement to this statement, it indicates that community not involves providing students scholastic materials necessary at school such as (manual books, pens, exam letters' cost, school ID cards, uniforms, campus and etc.) in Garowe secondary schools.

Alwaha secondary school teachers' views on the activity whether community involve school fee. The respondents answered were all strongly agreed with a mean of 4.0. This indicates that community participated school fee payments. It lines with as reported (MoE&HE, 2016) that majority parents participate school fees and paid "the largely funded by school fees". According to (Patrinos; Ariasingam, 2007) & (Watt, 2011) as cited (Ismael, 2016), 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 as cited (Ismael, 2016).

The respondents were inquired on whether community involves providing adequate school materials that include books, computers, etc. the findings of the study were disagreed with the mean of 2.6. This indicated that community not involved the providing adequate school materials that include (books, computers, etc.) of Alwaha secondary school. It lined with (MoE&HE,

2016). That noted Puntland has been severely constrained in its efforts to improve secondary school physical resources because there are lacks of textbooks, poor standards of facilities, a lack of teaching and learning materials, and inadequate space for children. The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Odhiambo, 2016).

The respondents were asked on statement whether community involves providing students scholastic materials necessary at school such as (manual books, pens, exam letters' cost, school ID cards, uniforms, campus and etc.) of Alwaha secondary school. The results of respondents were agreed with the mean of 3.0. Since the respondents answered in agreement to this activity, it indicates that community involved providing students scholastic materials necessary at school such as (manual books, pens, exam letters' cost, school ID cards, uniforms, campus and etc.). It subjected to (Musisi, 2006) as quoted by (Kibandi, 2014) reveal that education in the third world countries experienced a state of crisis due to cuts in expenditure in the 1980s. Parents' participation in financing not only focuses on school fees but may also include students' personal requirements that enable them acquires education easily. These may include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school. Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money.

Imamu Nawawi Secondary school respondents were asked on the statement on whether community involve school fee. However, study results that indicated the respondents were strongly agreed with mean of 4.6. Since majority of the respondents answered agreement to this item, it indicated that community involved school fee of Imamu-Nawaawi secondary school in Garowe. It lines with as reported (MoE&HE, 2016) that majority parents participate school fees and paid "the largely funded by school fees". According to (Patrinos; Ariasingam, 2007) & (Watt, 2011), as cited (Ismael, 2016) 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 (Ismael, 2016).

Teachers were also asked, whether community involves providing adequate school materials that included (computers, text books, chairs table and etc.) of Imamu-Nawaawi secondary school in Garowe. The respondent's results were disagreed with mean above 2.9. Since the majority of the respondents answered in disagreement to this activity, it indicated that community had not involved providing adequate school materials of secondary school. It lined with (MoE&HE, 2016), that noted Puntland has been severely constrained in its efforts to improve secondary

school physical resources because there are lacks of textbooks, poor standards of facilities, a lack of teaching and learning materials, and inadequate space for children. The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Odhiambo, 2016).

The respondents were asked whether community participates providing students' scholastic materials necessary at schools that included (uniform, books, campus, and etc.) of Imamu Nawawi secondary school. The respondents were answered agreed with mean above 3.6. Since the respondents answered agreement, it indicated that community had participated providing students' scholastic material necessary at secondary schools that includes uniform, books, campus, and etc. It subjected to (Musisi, 2006) as quoted by (Kibandi, 2014) reveal that education in the third world countries experienced a state of crisis due to cuts in expenditure in the 1980s. Parents' participation in financing not only focuses on school fees but may also include students' personal requirements that enable them acquires education easily. These may include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school. Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money.

Nugal secondary school respondents of teachers were asked on the activity that the community involves school fee of Nugal secondary school. However, results of the study indicated respondents were strongly agreed with mean of 4.4. Since majority of the respondents answered agreement to this item, it indicated that community involved school fee payment. It lines with as reported (MoE&HE, 2016), that majority parents participate school fees and paid "the largely funded by school fees". According to (Patrinos; Ariasingam, 2007) & (Watt, 2011), as cited (Ismael, 2016), 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 as cited (Ismael, 2016).

Also, teachers of Nugal secondary school were inquired, whether community involves providing adequate school materials that included (computers, text books, chairs table and etc.) of secondary school. The respondent's results were agreed with mean of 3.2. Since the majority of the respondents answered in agreement to this activity, it indicated that community involved providing adequate school materials of Nugal secondary school. It lined with (Townsend, 1994),

noted that the effective performance of the school and achievement of education goals, appropriate participation of the community in the management.

The respondents further were asked on whether community involves providing students' scholastic materials necessary at schools that included (uniform, books, campus, and etc.) of Nugal secondary school. The respondents were answered strongly agreed with mean of 4.4. Since the respondents answered agreement, it indicated that community had participated providing students' scholastic material necessary at secondary schools that includes uniform, books, campus, and etc. It subjected to (Musisi, 2006) as quoted by (Kibandi, 2014) reveal that education in the third world countries experienced a state of crisis due to cuts in expenditure in the 1980s. Parents' participation in financing not only focuses on school fees but may also include students' personal requirements that enable them acquires education easily. These may include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school. Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money.

### **2.3 Influence of community involvement in motivating teachers and academic performance of Secondary School in Garowe Puntland State Somalia**

Under the objective of the influence community involvement in motivating teachers and academic performance of Secondary School in Garowe- the Gambol teachers' views on the above statements were south as follows; on the statements of providing teachers extra bonus for the extra lessons and good performance were strongly disagree with a mean of 2.10. This statement indicated that community not participated providing teachers extra bonus for the extra lessons and good performance to motivate school teachers.

The respondent of the Gambol teachers was questioned on whether the community involves providing respect status to teachers. The results were strongly agreed with mean of 3.90. Since the majority of the respondents answered strongly agreement, it indicated that community gives respect to teachers and teachers have respect status in the community. In line with In line with as (OECD, 2011), noted Parental involvement may also positively affect teachers, as research shows that people who have close contact with schools – such as parents who assist in classrooms– often have much more positive attitudes towards teachers than people with little direct contact. This suggests that building stronger links between the schools and the community can help to enhance the status of teaching and, indirectly, teacher motivation and commitment. Also (Tudor-Craig, July, 2002) noted that many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face.

The respondents after were asked that community participates teachers' training and technical support in Gambol secondary school. As shown the study results indicated that respondents were disagreed with mean of 2.4. Since the answers of respondents were disagreed, it indicated that community not involved teachers' training and technical support in Gambol secondary school.

The respondents were further asked on statement whether community involve parental teacher associate in Gambol secondary school. The results of the respondents were disagreed with mean above 2.6. The majority of respondents answered disagreements to this activity, it pointed out that community not participated parental teacher associate (PTA) in Gambol secondary school.

Alwaha teachers' views on the above statements were south as follows; on the statements of providing teachers extra bonus for the extra lessons and good performance were agreed with a mean of 3.6. This statement indicated that community participated providing teachers extra bonus for the extra lessons and good performance to motivate school teachers. It lined with Studies conducted by (Dom, 2004) & (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 as cited (Obsaa, 2010). Also, according to the (Ramachandran, V. ; Pal M. , 2005), noted that teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes. In terms of bonus pay, (Muralidharan, K. ; V. Sundararaman, 2009) find that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers.

Also, teachers were inquired on whether the community involves providing respect status to teachers. The results were strongly agreed with mean of 3.2. Since the majority of the respondents answered strongly agreement, it indicated that community involved giving respect to teachers and teachers have respect status in the community. In line with (Tudor-Craig 2002) noted that many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face.

The respondents were asked that community involves teachers' training and technical support in Alwaha secondary school. As shown the study results indicated that the majority of respondents were agreed with mean of 3.0. Since the answers of respondents were agreed, it indicated that community involved teachers' training and technical support of Alwaha secondary school. In lined with (Idiagbe, 2004) as cited in (Omea, 2017) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school and concluded that teacher's qualification and adequate facilities were determinants of assessing academic performance of students in secondary schools. Hence the availability or non-availability of facilities in schools affects the academic performance of students in Delta State respectively. In subjected to the (Watt, 2001) has also observed that community involvement in the life of the school could have a dramatic impact on education access, retention, and quality. Teachers and other sector professionals are more likely to do their jobs well when communities take an active interest in what is happening in the classroom. That is where there is encouragement, cooperation and motivation from the community; this would impact on the output of teachers, pupils and other professionals in the education

sector. In the process, community participation in education can play a central role in efforts to raise participation rates and improve school retention and learning outcomes.

The respondents were further asked on the activity whether community involve parental teacher associate of Alwaha secondary school. The results of the respondents were neither agreed nor disagreed with mean of the 3.0. While the respondents answered neither disagreed nor agreed to this activity, it pointed out that community participated parental teacher associate (PTA) of Alwaha secondary school is inconstant.

The respondents after were asked on statement whether community involve in motivating teachers for providing extra bonus for extra lessons and good performance of Imamu-Nawaawi secondary school. The result of the above table indicated that the respondents were disagreed with mean above 2.5. since the respondents answered disagreement to this activity, it interpreted that community not participate in motivating teachers for providing extra bonus for extra lessons and good performance.

The respondent of the teachers was questioned on the statement whether the community provide respect status to teachers. The results were strongly agreed with mean above 4.2. As the majority of the respondents answered agreement, it indicated that teachers have respect status in the community. In subjected to (Tudor-Craig, July, 2002) noted that many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face.

The respondents after were asked on statement whether community involve teachers' training and technical support of Imaamu-Nawawi secondary school. As shows the study results indicated that the respondents were disagreed with mean above 2.7. Since the majority of respondents answered disagreement, it had shown that community not participate training and technical support of teachers in secondary school.

The respondents were further asked on statement whether community involve parental teacher associate of Imamu- Nawaawi secondary school in Garowe. The study results were agreed with mean of 3.2. Since the majority of respondents answered agreements to this activity it pointed out that community involved parental teacher associate (PTA) of Imamu- Nawawi secondary school. It lines with the fourth edition of the *Evidence* publication entitled "New Wave of Evidence Report" by (G.M. Mahuro; N. Hungi., 2016), is an Educational Research Information Centre (ERIC) document which reviewed over 80 research studies. This report indicated that the continuously generated evidence on positive parental participation influences their children's academic performance is substantial and consistent. When families, schools and communities work in collaboration in supporting the child's learning, the children gain better education outcomes. These outcomes include: improved learning achievement, retention in school and

improved educational aspirations. The same report indicates that there are long-term effects associated with children whose families are involved in their education. Such include children attaining better test scores, being enrolled in education programmes which are perceived to be challenging, regular school attendance, positive behavior and better socialization skills.

Nugal secondary school teachers were asked on statement whether community involve in motivating teachers for providing extra bonus for extra lessons and good performance of Nugal secondary school. The result indicated that the respondents were strongly agreed with mean above 4.8. Since the respondents answered agreement to this activity, it interpreted that community involved in motivating teachers for providing extra bonus for extra lessons and good performance. It lined with Studies conducted by (Dom, 2004) & (Swift-Morgan, 2006) revealed similar findings that the parents are 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 as cited (Obsaa, 2010). Also, according to the (Ramachandran, V. ; Pal M. , 2005), noted that teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes. In terms of bonus pay, (Muralidharan, K. ; V. Sundararaman, 2009), find that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers.

The respondent of the teachers was asked on the activity whether the community provide respect status to teachers. The results were strongly agreed with mean of 5.0. As the total of the respondents answered agreement, it indicated that teachers have respect status in the community. In subjected to (Tudor-Craig, July, 2002) that many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face.

The respondents after were asked on statement whether community involve teachers' training and technical support of Nugal secondary school. As shows the study results indicated that the respondents were disagreed with mean above 2.6. Since the majority of respondents answered disagreement, it had shown that community not involved training and technical support of teachers in secondary school.

The respondents were further asked on statement whether community involves parental teacher associate of Nugal secondary school. The study results were disagreed with mean of 2.8. Since the majority of respondents answered disagreements to this activity it pointed out that community not involved parental teacher associate (PTA) of Nugal secondary school.

#### **2.4 Influence of community involvement in maintenance of school infrastructure and Academic Performance**

According to the results obtained from the respondents four populated secondary schools (Influence of community involvement in maintenance of school infrastructure and Academic Performance) The Gambol teachers' respondents were asked whether community involve funding the rehabilitation and extension school building of Gambol secondary school. The respondents were disagreed with mean above 2.7. The result of the study indicated that community are not involved for the funding the rehabilitation and extension school building of Gambol secondary school. It subjected with (MoE&HE, 2016) that noted there are lack of textbooks, poor standards of facilities, a lack of teaching and learning materials, and inadequate space for children in Puntland secondary schools. According to (Uwheraka, 2005), noted that the school climate is determined by the resources, especially class rooms under which the teachers and students operates which influences attitude in teaching and learning. Un-conducive class room creates stress on teachers and students resulting negative attitude toward school and learning by students. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor students' academic performance.

The respondents were further asked whether community involves repairing broken materials of Gambol secondary school. The agreed and disagreed of the respondents were equal with the mean of 3.1. It indicated that community participation of repairing broken chairs, tables, cracks on building, ceiling, roofs and fixtures of Gambol secondary school is inconstant.

The Alwaha teachers' respondents were asked whether community involves funding the rehabilitation and extension school building of Alwaha secondary school. The majority of the respondents were agreed with mean above 3.3. The result of the study indicated that community are involved for the funding the rehabilitation and extension school building of Alwaha secondary school. It lined with (Baku, 2002) has noted that community or parent-teacher cooperation in educational provision contributes to improvement in the enrolment and retention of pupils, maintenance of school facilities, learning environment, and overall quality and long-term impact of education. Also (Bray, 2001) noted that community participation increases 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 were further asked whether community involves repairing broken materials of Alwaha secondary school. The agreed and disagreed of the respondents were equal with the mean above 3.1. It indicated that community participation of repairing broken chairs, tables, cracks on building, ceiling, roofs and fixtures of Alwaha secondary school is inconstant.

The respondents of Imamu-Nawawi were asked whether community involves funding the rehabilitation and extension school building of Imam-Nawaawi secondary school. The study results indicated that the respondents were disagreed that the community participate the rehabilitation and extension school building with mean above 3.0. The majority of the respondents answered disagreement in which indicated that community are not involved for the funding the rehabilitation and extension school building of Imamu-Nawaawi secondary school. It subjected with (MoE&HE, 2016) that noted there are lack of textbooks, poor standards of facilities, a lack of teaching and learning materials, and inadequate space for children in Puntland secondary schools. According to (Uwheraka, 2005), noted that the school climate is determined by the resources, especially class rooms under which the teachers and students operates which influences attitude in teaching and learning. Un-conducive class room creates stress on teachers and students resulting negative attitude toward school and learning by students. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor students' academic performance.

The member of Imamu-Nawaawi teachers were asked on whether community participates in maintenance school physical infrastructures of Imamu-Nawaawi secondary school. The results of the respondents were agreed that community involves in maintenance school physical infrastructures with mean above 3.2. Since the respondents answered agreement in which interpreted community had positive participation for repairing broken chairs, tables, cracks on building, ceiling, roofs, electric and fixtures. In lined with (Baku,1994) has noted that community or parent-teacher cooperation in educational provision contributes to improvement in the enrolment and retention of pupils, maintenance of school facilities, learning environment, and overall quality and long-term impact of education. According to (Sanders, M. G. ; Sheldon, S. B., 2009), the 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.

The Nugal secondary school respondents were asked on whether community involves funding the rehabilitation and extension school building of Nugal secondary school. The result indicated that the respondents were disagreed that the community participates the rehabilitation and extension school building with mean of 2.4. The majority of the respondents answered disagreement in which indicated that community are not involved for the funding the rehabilitation and extension school building of Nugal secondary school. It subjected with (MoE&HE, 2016) that noted there are lack of textbooks, poor standards of facilities, a lack of teaching and learning materials, and inadequate space for children in Puntland secondary schools. According to (Uwheraka, 2005), noted that the school climate is determined by the resources, especially class rooms under which the teachers and students operates which influences attitude in teaching and learning. Un-conducive class room creates stress on teachers

and students resulting negative attitude toward school and learning by students. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor students' academic performance.

The member of Nugal teachers were asked on whether community involves in maintenance school physical infrastructures of Nugal secondary school. The results of the respondents were agreed that community involves in maintenance school physical infrastructures with mean of 3.6. Since the respondents answered agreement, this interpreted that the community involved for the repairing broken chairs, tables, cracks on building, ceiling, roofs, electric and fixtures. It lines with the agreement of (Nwangwu, 2007) who believed that teaching materials facilitate teaching and learning activities, which result in effective teaching and improved academic performance. For efficient educational management, facilities help the school to determine the number of students to be accommodated, number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system (Osagie, 2001). According to (Townsend, 1994) noted that the effective performance of the school and achievement of education goals, appropriate participation of the community in the management.

### **3. Summary of findings, Conclusion and recommendation**

#### **3.1 summaries of findings**

The summary of is study of this chapter is based on overall objective of the study was to explore the influence of community involvement on academic performance of secondary school in Garowe Puntland State -Somalia. The study set out to determine the influence of community involvement in on academic performance of high schools Puntland Sate Somalia. Specifically, it was intended to examine community participation school financing, community involvement in motivating teachers, and community involvement in maintenance of school infrastructures and how each of these affected academic performance of secondary schools in Garowe Puntland Somalia. The researcher adopted a correlation research design to establish how each of the different constructs of community participation affects on academic performance of secondary schools in Garowe Puntland Somalia. A sample of 296 respondents was selected from study population of 1133 persons. These were selected Slovin's formula is used in statistical analysis as a tool to determine the sample size of a population that must be taken for a specific study. Data was collected by use of self-administered closed ended questionnaires. Study findings were presented using frequency tables and means. 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 involvement (community participation school financing /motivating teachers, community involvement in maintenance of school infrastructures) had a significant positive effect on academic performance of secondary schools in Garowe Puntland Somalia. Nevertheless, the study therefore recommending government should make a policy directing community to participate in the school financial management, While community involved in school financing for providing school fee and teachers' salaries,

but not actively participated school financial management which may paralyze the school effectiveness and academic performance. Also community members themselves can be a rich resource to support teachers' practice in classrooms by facilitating students' learning in which motivate teachers and improve the academic performance of the schools, so the study findings recommended that parents and community members contribute to teachers' teaching materials by providing them with knowledge and materials that are locally sensitive and more familiar to students. Community should have participated school physical infrastructure which includes: buildings, science laboratories, repairing broken material, and school compound were found to play an important role in facilitating academic achievement in schools.

#### **4. Conclusion**

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

##### **4.1 The influence of community involvement in school financing on academic performance of secondary schools in Garowe Puntland Somalia**

Community have a role to play in the school finance for providing school fee and teachers' salaries, since they are expected to contribute towards the preparation of their children for academic excellence. However, is the issue of community participation in the management of the schools that their children attend; It is in this regard that the findings of the study indicated that the influence of the community participating in school management have significant role for the academic performance of the students in secondary schools because the data from teachers pointed out that the rank of the mean scores and mean grades of the four schools have relationship with although the communities involvement educational institutions. For example, Alwaha is the most influential community institution of secondary school in Garowe comparing to the others secondary schools and have highest mean score and mean grade that is grad B referring table 1.1 for academic 2012-2013 that received form MoE & HE. Also, community involved Imamu-Nawaawi and Nugal secondary school's same degree or extent and they have same mean grade which are grade C. so this subjected to (Towns Send 1994), that noted the effective performance of the school and achievement of education goals, appropriate participation of the community in the management. However, gambol secondary school had little community involved impact, but had same grade with Nugal and Imaamu-Nawaawi schools. Although parents notified to pay other unspecified finance which school administrators always send students to take from their parents' and some of them interpreted to be school supporting in addition to that, parents mentioned to pay construction materials for the students' punishment when do they mistake or wrong. These unspecified finances need further research or study.

Moreover, in settings where community participation in school influences the academic performance, still community not fully involved school management which would improve the academic performance. The parents and CECs may need special encouragement to be able to

take up explicit roles in school management. In particular, the findings community in Garowe involved roles in support of their children's education but not actively involved in the management of the secondary schools that influence students' academic performance. For example, according to four school's community have little influence for these managerial school activities that includes for extra bonus of extra lessons for teachers, parental teachers associate (PTA), training and technical support for teachers.

#### **4.2 The influence of the community involvement in motivating teachers on academic performance of secondary schools in Garowe Puntland Somalia**

The study addressed itself to the influence of community in motivating teachers on the students' academic performance because performance is an important aspect for an orderly and ideal learning situation. The data from four schools' teachers were separately and Alwaha school was the most influential community institution of secondary school, while others community have little involved in motivating teachers to improve academic performance. So Alwaha School had highest mean score and mean grade in academic years 2012-2013 compared to the others schools. According to the study findings shows that the community involvement in motivating teachers should affect academic performance of the schools.

#### **4.3 The influence of the community involvement in maintenance of school infrastructure on academic performance of secondary schools in Garowe Puntland Somalia**

The school physical infrastructures of four schools which include rehabilitation and extension school buildings and repairing broken material of schools' compound were found community involved have some impact of academic performance. Although Gambol teachers viewed that neither agreed nor disagreed for repairing school materials and also disagreed the funding rehabilitation school materials. So, this further research or study because the study findings parents, CECs, and CBOs.

#### **4.4 Recommendation;**

1. While community involved in school financing for providing school fee and teachers' salaries, but not actively participated school financial management which may paralyze the school effectiveness and academic performance. So, the researcher recommending government should make a policy directing community to participate in the school financial management.
2. Community members themselves can be a rich resource to support teachers' practice in classrooms by facilitating students' learning in which motivate teachers and improve the academic performance of the schools, so the researcher recommended that parents and community members contribute to teachers' teaching materials by providing them with knowledge and materials that are locally sensitive and more familiar to students.

3. Community should have participated school physical infrastructure which includes: buildings, science laboratories, repairing broken material, and school compound were found to play an important role in facilitating academic achievement in schools.

#### 4.5 Suggestions for further research

The researcher suggests that investigations be made into other factors apart from community participation that effect on academic performance of secondary school in Garowe Puntland Somalia. In addition, since the study was specifically carried out in Garowe Puntland Somalia, a similar study can be done in Garowe which is the role of community participation on primary education service delivery in Puntland Somalia.

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