

THE CONTRIBUTION OF TADAMUN SOCIAL SOCIETY (TASS) ON SECONDARY EDUCATION SERVICE DELIVERY IN BOSASO PUNTLAND - SOMALIA

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ABSTRACT

The study was set to investigate the contribution of Tadamun Social Society on secondary education service delivery in Bosaso Puntland Somalia. It was conducted under three specific objectives including; examining the contribution of in-service teacher training on education service delivery in Bosaso Puntland Somalia, examining the contribution of providing learning materials on education service delivery in Bosaso Puntland Somalia, and examining the contribution of constructing school facilities on education service delivery in Bosaso Puntland Somalia. For the purpose of this study, a correlational research design was adopted. A sample of 134 respondents was selected from study population of 165 persons. These were selected using census and stratified sampling techniques. Primary data was collected using self-administered questionnaires and face to face interviews. Data collected was edited, coded and thereafter, simple descriptive statistics were computed with the help of SPSS computer package to analyze and facilitate discussion of findings. Pearson's correlation coefficient and multiple regression analysis were used to establish how each element of the independent variable contributes to education service delivery in Bosaso Puntland Somalia. Results of the Pearson's correlation analysis revealed that there is a weak but significant positive relationship between TASS in-service teacher training on education service delivery in Bosaso Puntland Somalia ($r = 0.466, p < 0.05$), there is a strong significant positive relationship between provision of learning materials and education service delivery in Bosaso Puntland Somalia ($r = 0.580, p < 0.05$) and there is a strong significant positive relationship between construction of school facilities and education service delivery in Bosaso Puntland Somalia ($r = 0.523, p < 0.05$). Moreover, provision of learning materials was found to be the most significant predictor to education service delivery in Bosaso Puntland Somalia. Its relationship with education service delivery was 0.580; its effect on the sample was 0.336 while its effect on the total population was 0.331. Provision of learning materials was followed by construction of school facilities and if these variables were combined together, their relationship with education service delivery became 0.600; their effect on the sample became 0.361 while their effect on the total population became 0.349. In order to improve education service delivery in Bosaso Puntland Somalia, the researcher recommended that instead of using only TASS officials in implementing the programs, TASS may start involving the teachers themselves, ministry officials, school heads, and pre-service trainers in the implementation of in-service programs by serving as trainers of formal trainings and mentors and resource persons at the school level. This would promote ownership and continued support of the program and at the same time develop a cadre of local experts who will help create lasting innovation. The researcher also recommended that in order to reduce the burden on poor parents, TASS should consider increasing its funding towards provision of learning materials like books, pens, uniforms and school bags. Similarly, the school facilities need regular repair, adequate lighting systems and ventilations as well as water points to improve on the health and morale of the students and staff in the schools under study.