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The impact of COVID- 19 on Primary and Secondary Schooling in Mogadishu

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Abstract

Background: Since December 2019, the COVID – 19 pandemic has been circulating in Somalia and other areas of the country. The disease has had a global impact on social, physical, psychological, and educational systems. The study examines how the COVID-19 pandemic impacted the educational process in Mogadishu, Somalia's primary and secondary schools.

Aim: This study aims to explore the effect of COVID – 19 on Primary and Secondary Schooling in Mogadishu - Somalia.

Methods: This study used a descriptive quantitative analysis design and was performed in a random sample of primary and secondary schools in Mogadishu. The survey data was obtained from 329 schools representing 274 head teachers. A self-administered questionnaire was used to gather information about the head teacher, including background information, activity, and student information.

Findings: During the coronavirus, the most of the head teachers were concerned and stressed. The study also showed that the majority of schools are private and rent, that school income is dependent on student tuition, and that school income has declined as a result of the pandemic outbreak, and that the majority of schools have not obtained any financial aid from the government.

Conclusion: The principals have learned a valuable lesson that they will apply in the future when dealing with unforeseen circumstances.

Keywords: Head teachers, COVID - 19, School Syllabus, Teacher's activity, Student's performance, Learning Environment.

1 Introduction

Before the outbreak of the global Coronavirus pandemic, Somalia was already dealing with learning crisis, as evidenced by high numbers of learning poverty, lack of peace, with the spread of the Coronavirus, the education system is facing a new crisis, on March 2020 as more than 160 countries closed schools at 1.6 billion children or youth impacted this closure schools(McIlwaine, 2020). According to Ministry Of Education, Culture and Higher Education (MoECHE) of Somalia identified the major of the school closed during COVID – 19 pandemic at least 500,000 students including university and school students have suspended their education process. The extended school closures may cause not only loss of learning in the

short term but also further loss in human capital and reduced economic opportunities over the long term (UNICEF, 2020).

According to UNESCO monitoring, as of March 28, 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries. This is close to 80% of the world's enrolled students (Saavedra, 2020). Due to the uncertainty around the development of the COVID-19 transmission, the Ministry Of Education, Culture and Higher Education (MoECHE) announced that schools will not reopen for the rest of the academic year. Under normal circumstances the academic year of 2020/2021 is due to commence in August 2020, however this will depend on the evolving situation. Furthermore, MoECHE announced that examinations have been postponed and that further information regarding the new examination's timeline will be published.

In Somalia, the first COVID-19 patient was reported in the Mogadishu - Somalia on March 16, 2020 and coronavirus quickly spread throughout the country (Government et al., 2020). The Government of Somalia, in the implementation of its COVID-19 response, placed gender equality at the centre of its effort. Despite the efforts and progress made by the national coordination committee to implement preparedness, there are still significant gaps in the health sector in Somalia, particularly in terms of surveillance, laboratory testing and personal protective equipment supply, to enable quick identification, diagnosis and tracing of all suspected cases (Somalia, 2020). Similarly, although hygiene response is being scaled up to limit the spread of the virus through risk management and infection prevention and control (IPC) both at community and facility levels, there is a need to scale up Water Sanitation and Hygiene (WASH) support. According (Worldometer, 2021) coronavirus in Somalia, cases has risen to 11,908 with 568 death and 5017 recovered as April 06 2021.

The closure of schools has resulted in the disruption of learning and examinations and there is a lack of alternative education learning options (Barre, 2020). Psychosocial stress, anxiety and stigma resulting from COVID-19 crisis has negatively affected teachers and students. This has been acutely felt by teachers whose already strained livelihoods, have been further affected by other factors such as parents' ability to pay the school fees (World Bank, 2020). Children are facing health risks due to lack of access to hygiene kits for boys and girls as a result of school closures and negative impact of COVID-19 crisis on students' nutritional status (APPEAL, 2020). ¹Looking at Federal Government of Somalia Ministry Education Sector Strategic Plan 2018-2020² the secondary Gross Enrolment Rate (GER) and Net Enrolment.

Several questions are emerging such as how long schools will remain closed, how student learning will be affected, and how great this will affect the poorest and most vulnerable populations remain difficult to say (George Psacharopoulos, Harry Patrinos, Victoria Collis, 2020). Most developed countries where education continued regardless of school closures, taking place through internet and distance learning. Other countries or schools systems are less prepared like Somalia. Access technology in most households may be different and access to high bandwidth internet or smartphones is related to income, low income, or even middle – income countries are very difficult to implement this distance learning (Azzi-Huck, K., & Shmis, 2020). The COVID – 19 has influenced in several areas on continues education in

¹ https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/somalia-education-sector_COVID-19_response-plan_final_2020-04-22.pdf

² Federal Government Of Somalia Ministry Of Education, Culture and Higher Education Sector Strategic Plan 2018-2020

Somalia such as incomplete of the textbook, teaching methods changed, teachers' motivation special salary, parental involvement and study time changed.

The purpose of this paper is to offer insight into the impact of COVID-19 on the primary and secondary school system in Mogadishu – Somalia. Thus, the research answered one main question to what extent does the COVID – 19 affect educational process at primary and secondary schools in terms financially, school management, teacher's activity student's academic performance and school environment.

2 Method

This study is based on the above-mentioned concerns about how COVID – 19 influenced the instructional process, such as the learning atmosphere, the syllabus, the learning process, the teacher's method of teaching, the teacher's encouragement, and the student's results.

2.1 Study Population and Sample

The target population comprised principals at primary and secondary schools in Mogadishu – Somalia. The respondents in the target population were sampled by cluster sampling. The research assessed the impact of COVID – 19 on the educational process during the COVID – 19 outbreak by using structured questionnaire. The questionnaire was anonymous to ensure the confidentiality and reliability of data. According to (Barre, 2020) number of primary school are around 532 *Schools* and number of secondary schools are 410 *schools* total 942 *schools*. The sample size of this study is 274 *schools* 330 respondents submitted using electronic data collection such KoboCollect finally, 274 of respondents completed the questionnaires were included in the final analysis, and 56 respondents eliminated by the reason uncompleted data. The reliability of the study is 0.87 which is acceptable according to (Hair et al., 2010)

2.2 Ethical Consideration

The researcher recognises that there is a general duty on all researchers to ensure that individuals participate in research on the basis of freely given consent and that their participation does not expose them to avoidable harm. At the start of the research, the researcher was aware that ethical considerations for this case study would be paramount and therefore steps had to be taken in order to mitigate against possible risk. The questionnaire was anonymous to ensure the confidentiality of data. This was because of both – the subject/topic area and the participants involved. The subject area – COVID-19 research is sensitive. Therefore, the researcher considered several areas relating to the welfare of the participants. Informed consent was at the heart of the work with all participants giving their free consent to take part in the process. A clear explanation on how their testimonies would be used, as well as about the purpose of the work, was given.

2.3 Instrument

A survey questionnaire was developed as an instrument for data collection. The instrument comprised of five sections Section A: The impact of COVID – 19 on school management, section B. Teacher's activity. Section C: students' performance Section D: Curriculum, Section E: learning environment. The principals were required to state their degree of agreement or disagreement on the item statement. Strongly disagree (SD) = 1, Disagree (D) = 2, Neutral (N) = 3, Agree (A) = 4 and Strongly agree (SA) = 5. The interval mean weightings of the responses from research questions 5 will be computed using the options of Extremely Impact

(EI) = 4.20-5.00 points; High Impact (HI) = 3.40-4.19 points; Moderately Impact (MI) = 2.60-3.39 points; little Impact (LI) = 1.80-2.59 points and Not Impacted (NI) =1.00-1.79.

2.4 Data Collection Strategy

The tools used to collected data were questionnaire, which had structured or closed questions to understand the impact of COVID -19 on educational process special primary and secondary schools in Mogadishu – Somalia. The researcher started to collecting data from 6 January to 15 2021. Online survey were developed and administered using ENKETO forms, the researcher provided the link of the website with the online questionnaires to the head teachers to each school.

2.5 Data Analysis

Data were analysed with SPSS Version 20. An analysis of descriptive statistics was conducted to illustrate the background information of school principals. Consecutive steps of analysis were followed. The first step entailed a data analysis of descriptive statistics of items related to demographic and background information. In the second step, descriptive analysis items related to school management. In the third step, descriptive analysis items related to the academic process.

3 Results and Discussion

3.1 Profile of School Principals

Table 1 shows the profile of respondents. Male respondents made up 98.5% of the sample while females made up 1.5%. The majority of principals were the age 25 – 35 (49.6%), 35 – 45 (22.6%), 45 – 55 (24.5) while the remaining was the age 55 – 65 (3.3). The majority of principals have bachelor degree (78.1%), and master degree (21.9%). The work experience of the principals is as the follows 3 – 5 years (36.1%), 6 – 10 years (41.6%), 11 – 15 years (12.4%) and 16 – 20 years (4.4%).

Table 1 Profile of the Head Teachers

Profile	Items	Frequency (n)	Percentage %
Gender	Male	270	98.5
	Female	4	1.5
Age	25 – 35	136	49.6
	35-45	62	22.6
	45 – 55	67	24.5
	55 – 65	9	3.3
Education level	Bachelor degree	214	78.1
	Master degree	60	21.9
Work experience	3 – 5 years	99	36.1
	6 – 10 years	114	41.6
	11 – 15 years	34	12.4
	16 – 20 years	12	4.4

3.2 Analysis of Financial Resources of the Schools

258 (94%) of the schools are private; while 16 (6%) are public. After the civil war, the majority of the schools were taken over by individuals and associations which had a great impact on the development of the educational system. As a result, the current Somali education system is managed by the private sector, while the government has minor role in the school's management. 248 (91%) of the schools receive their budget from the student 8(3%) receive from government 9(3%) from local organizations final 9(3%) from international organizations. It's clear that the majority of the school budget from students. 159(58%) of school principals felt anxious and stress about the future and how to generate income for their school. They were so afraid that the students may not return to the school again which had caused stress and constant worry. On the other hand, 71(26%) of the school Principals were more positive, while 44(16%) felt isolated and unsupported. 247(90%) of the principals strongly agreed that they didn't get any financial support from the Government during the COVID – 19, while few of them 27(10%) received financial support. It is clear that this few numbers of schools are the ones which were initially supported by the Government. This reflects the fact that the sector is dominated by the private sector. 87% of overall income of the schools has decreased during the COVID – 19. The researcher found, before the COVID – 19, the schools were receiving approximately \$10,000,000 of income per month. After COVID-19, the income of the schools has substantially reduced by \$8,195,400 million per month, so the last four months there is a lost around \$32,781,600.

Table 2 Analysis Financial Resources of the School and Head Teacher's Perception

Profile	Items	Frequency (n)	Percent (%)
Type of schools	Private	258	94
	Public	16	6
School budget	Students	248	91
	Local organization	9	3
	Government	9	3
	International organization	9	3
Principal's perception during COVID – 19	Stable	71	26
	Felt worry and stress	159	58
	Felt isolation and social exclusion	44	16
	6 – 10 years	114	41.6
	11 – 15 years	34	12.4
	16 – 20 years	12	4.4
Emergency support from government	Strongly disagreed	247	90
	Agree	27	16
School Income during COVID – 19	Decreased	238	86.9
	Normal	36	13.1

3.3 School Management Performance during COVID – 19 Pandemic

The below table 3 illustrates the results of the three items for the school management performance during COVID-19. The mean of item three '*COVID-119 impacted on the annual plan of the school*' scored up (M=4,06), this value indicates that COVID-10 highly impacted the annual plan of the schools. However, the grand mean of the three items is (2.74) with (SD=1.189), this value indicates that COVID – 19 moderately impacted the school management performance. .

Table 3 Results of School Management Performance during COVID – 19

	N	Mean	SD	Decision
I have planned to deal with the COVID -19	274	2.64	2.64	MI
The government offered schools full financial support	274	1.52	1.52	LI
COVID- 19 has impacted on the annual plan of the school	274	4.06	4.06	HI
		2.74	1.189	MI

Extremely Impact (EI) = 4.20-5.00 points; High Impact (HI) = 3.40-4.19 points; Moderately Impact (MI) = 2.60-3.39 points; Slightly Impact (SI) = 1.80-2.59 points and Little Impacted (LI) =1.00-1.79.

3.4 Teacher's Anxiety during COVID – 19 Pandemic

The below table 4 shows that the majority of the teachers have anxiety in terms hours lost which based on their salary during the COVID – 19 (*Mean = 3.15, Std Deviation = 0.82*). for item (1) which is the teachers have no received any salary. Some of the schools offered teacher's salary (*Mean = 4.12, Std Deviation = 0.93*) for item (2). A grand mean of 3.63 was obtained of the data analysis which demonstrates the COVID-19 highly impacted the teachers psychologically.

Table 4 Results of Teacher's Anxiety during COVID – 19 Pandemic

	N	Mean	SD	Decision
Many hours are lost during COVID – 19	274	3.15	0.82	MI
Few schools paid teacher's salary	274	4.12	0.93	HI
Total		3.63	0.87	HI

Extremely Impact (EI) = 4.20-5.00 points; High Impact (HI) = 3.40-4.19 points; Moderately Impact (MI) = 2.60-3.39 points; Slightly Impact (SI) = 1.80-2.59 points and Little Impacted (LI) =1.00-1.79.

3.5 School syllabus

Below table 5 indicates that the majority of the principals identified when the schools closed few chapters remained when the COVID -19 reached the country (*Mean = 4.11, Std Deviation = 1.033*). Overall some of the schools struggled to find a solution to continue the lessons during the COVID – 19 (*Mean = 3.49, Std Deviation = 0.569*). Thus, grand mean of the two items of school syllabus variable made up (3.80). this value reveals that COVID -19 highly impacted the school syllabus of primary and secondary schools in Mogadishu.

Table 5 School syllabus

	N	Mean	SD	Decision
Few chapters have remained	274	4.11	0.923	HI
Schools are struggled to find new ways to complete	274	3.49	0.569	HI
Total		3.80	0.746	HI

Extremely Impact (EI) = 4.20-5.00 points; High Impact (HI) = 3.40-4.19 points; Moderately Impact (MI) = 2.60-3.39 points; Slightly Impact (SI) = 1.80-2.59 points and Little Impacted (LI) =1.00-1.79.

3.6 Learning Environment during COVID – 19 Pandemic

Below table 6 illustrates when the financial problem faced by schools, led not to pay the rent of the school (*Mean = 4.16, Std Deviation = 1.228*). The issue to note 40 – 50 Schools were closed due to the rent not paid (*M = 4.77, SD = 2.479*). The effects of COVID – 19 at primary and secondary are enormous special for the rent schools. However, the grand mean of the two items are (4.46). This result shows according to the interval mean weighting that the COVID – 19 extremely impacted the learning environment.

Table 6 Learning Environment

	N	Mean	SD	Decision
Schools are difficult to pay the rent	274	4.16	1.22	HI
Few schools are closed for the reason of rent	274	4.77	2.47	EI
Total		4.46	1.85	EI

Extremely Impact (EI) = 4.20-5.00 points; High Impact (HI) = 3.40-4.19 points; Moderately Impact (MI) = 2.60-3.39 points; Slightly Impact (SI) = 1.80-2.59 points and Little Impacted (LI) = 1.00-1.79.

4 Conclusion and Recommendations

4.1 Conclusion

According World meter the novel coronavirus (COVID-2019) has spread very rapidly all over 213 countries, the number of confirmed cases over 132,480,335; death: 2,875,665; recovered: 106,821,73. According to official reports, the largest numbers of confirmed cases are in the United States, Italy, Spain, and France. According to the ministry of health, Somalia confirmed its first case of the novel coronavirus (COVID – 19) in Mogadishu on 16 March 2020. As of 6 of April 2021 there are 11,908 confirmed cases in Somalia with 529 confirmed death cases and 5017 recovered. The COVID – 19 has impacted overall social life. In this study, the researcher identified the effect of COVID – 19 on education process specially school management, teacher’s activity, syllabus and learning environment.

4.2 Recommendations

Based on the finding of this study, the recommendations are put forward:

- 1) The federal government should denote the school's tablets to continue their learning if such a disease outbreaks in the country.
- 2) The Somali government should support private schools financially.
- 3) The head teachers should seek ways to continue the learning during COVID – 19

5 Limitation and Future Research

The findings must be interpreted in light of the methodological approach. First, the researcher used a cross-sectional survey design. Second, even though the sample size was 274, only primary and secondary schools were included. The population and sample were drawn only from the Mogadishu – Somalia. Thus, the findings could not be generalized to the entire primary and secondary schools in the country. Future researchers may consider the impact of COVID – 19 on higher education institutions in the country.

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