



# Teachers' perspective on the major causes of declining student enrollment in faculties of education in Somalia.

Mustafe Salad<sup>a</sup> \*, Abdirisacq Aden<sup>b</sup>

<sup>a</sup> Somali National University, Faculty of education/Teacher education program, Hamarweyne Moqadishu, Somalia

<sup>b</sup> Somali National University , Faculty of law , Columbia Rd, Hamarweyne Moqadishu, Somalia

## Abstract

The declining student enrollment in faculties of education is a critical issue for the development and progress of Somalia. This paper aims to investigate the major factors contributing to this decline from the perspective of graduate teacher education. Qualitative research was conducted through interviews with 20 teachers from different institutions in both higher and general education, with data saturation used as a limiting factor. The findings reveal that community perception, teacher motivation, and the implementation of policies and acts relating to the teaching profession are the primary causes of the decline. Notably, the study found that schools and scholarships did not significantly affect the decline in student enrollment. These results suggest that there is a need to restate the status of teacher education in Somalia. This can be achieved through collaborative efforts between the community, government, and universities. Specifically, there is a need to address the negative perception of teaching as a profession, improve teacher motivation, and ensure the implementation of relevant policies and acts. By addressing these issues, we can create a more conducive environment for teacher education and ensure the upcoming human capital is adequately prepared to drive development and progress in Somalia.

**Keywords:** Teacher, History of teacher education in Somalia, Causes of decline

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## Introduction

Education is critical to the development and progress of nations and societies. Teacher education is very important and is base for the human life and their development. There is no doubt that the teachers' knowledge and skills are associated with the ability of human capital (Bold et al., 2019). The teacher

Corresponding author: Mustafe Salad. ORCID ID.: <https://orcid.org/0000-0002-4669-2968>

E-mail address: [mustafa.salad@snu.edu.so](mailto:mustafa.salad@snu.edu.so) / [planing@snu.edu.so](mailto:planing@snu.edu.so) / [mustafemohamed.salad@gazi.edu.tr](mailto:mustafemohamed.salad@gazi.edu.tr)

education is more contributed to the produce well-educated and trained who have great role for the society.

Historically, in Somalia, the teacher education has been contributed the development and progress of the Somali nation. In the 20th century, the teaching profession has become the most interested and sought job in Somalia. The government has improved the teacher's investment in terms of knowledge, skills, and motivation. After the state coup in Somalia, the teachers' situation has been neglected. Due to the collapse, the teacher education institutions have been destroyed, and the investment in teacher education has become very low. Nevertheless, the Somali community, scholars and the international organizations have focused on filling the gap left by the government, and they have contributed the investment of the teachers especially the capacity building development. Recent, Somalia needs a lot of teachers, both for general education and higher education. According to the Minister of Education, the need for teachers is approximately 120,000 teachers. Currently, there are only 30,000 teachers in the field. Moreover, specialist teachers are a necessity, especially in the science stream (Hussein A., 2021). Similarly, the quality of teachers in the primary education and secondary schools have been questioned as they contributed to fail of the national exam in 2019 as Qodah , Former minister of education mentioned (BBC somali, 2020). There is no doubt that Somalia requires more teachers. On the other hand, the enrollment of the students in the education faculties has declined, and the students don't have an interest in enrolling in the education faculty. The study underlines on the major causes of declining student enrollment in education faculties. The research indicates that the major causes of declining student enrollment are the community perspective, a lack of teacher motivation, and the lack of implementation of policy and law, while the school and the promotion of the scholarship are not the causes of declining student enrollment. The research recommends that the government, both at the national and regional levels, and the community should review the state of teacher education and encourage the enrollment of teachers to meet their educational needs.

### *Program statement*

The Somali education system has faced many challenges for the last two decades. The shortage of teachers, both in quantity and quality, has been the main problem. Although there are 30,000 teachers in total, only 7,000 have been trained. The need

for well-qualified and trained teachers is very clear. On the other hand, despite the great need for qualified and well-trained teachers, teacher education enrollment in higher education has declined for the last few years, which has had an impact on the education system. The main question is: what are the main factors that lead students to not enroll in the faculty of education?

### *History teacher education in Somalia*

Somalia had previous achievements in teacher training and the quality of teachers. In Somalia, the Somali National University's Faculty of Education, namely the Lafoole college of Education, began functioning in 1969. The purpose of the college was to produce well-skilled teachers who could contribute to the nation's development and economy. The Lafoole Center was the biggest center for teacher education and teacher training. The center had more branches of the teaching and learning departments as well as the Science and Social studies departments. The Somali government also operated the vocational and training centers. The center was namely the technical teachers' college. The purpose of the college was to produce technical teachers to take on the role of the vocational training school and meet the objectives of vocational training.

Somali education was widely developed during the time of Mohamed Siyad Barre. Barre seized power on October 21, 1969, in a bloodless coup. Few years later, Somalis were successful in writing in Somali orthography in 1972. Massive education campaigns were fruitful, and society had evolved from an illiterate to a literate one (from 5% to 55%) (Laitin & Samatar, 1987; Abdi, 1998). Compulsory primary schools as well as secondary education institutions were built and intensive teacher training programs were implemented, and many teachers from schools and colleges have been trained and coached in for the knowledge and tasks of the primary and secondary school. This has become one of the most rigorous and intensive teacher training programs in the history of Somali education. on the other

hand, in this period, the militarization of the budget causes the budget to be inadequate and reduces enrollment in education and teacher training programs. For those reasons, many teachers have gone to their neighboring countries to improve their lives, which has an impact on the quality of education and education continuously (Eno et al., 2014; Tohow, 2015).

Teachers are one of the most powerful forces for equity, access, and quality in education. They are the backbone of global development. In Somalia, teacher education and teacher training programs are very limited in terms of the capacity of the institutions that deliver the knowledge and the pedagogy, the regulation of training and education, the training policy, and the budget of the teacher-training program. The shortage of teachers is one of the biggest issues in Somalia. The ratio between the student and teacher is very high (1:40) (NDP, 2020). The quality of teachers has been questioned, especially in the capital of Somalia, a few years ago, when the national examinations failed more than 8000 students. 7000 students were in Mogadishu city only.

The limitations of the teacher's center in Somalia also affect the teacher's quantity and quality. For instance, Somalia National University, Garowe Technical Teachers' College, Mogadishu, and Amoud University are the most popular universities in the faculty of education. Thousands of teachers have been trained in these centers for decades. The teachers' union, which represents the public and private voices of its membership, is not functioning in Somalia. Teacher unions are organizations formed to protect and advance the collective interests of teachers and other education workers (and can include members in non-educational roles and industries) (McCollow & McCollow, 2017). The absence of a national teachers' union will damage the rights and responsibilities of the teachers. It may cause them to lose their rights to capacity-building and professional development activities.

*The pedagogy education faculty in Somalia*

In general, the Somali education system is based on the old form of education, which means the it is based on traditional approaches. Teachers at the education faculties in Somalia are behind their international counterparts. College faculties are the ones who use traditional teaching methods in the classroom. The college of education, especially the science department, does not have enough teaching materials that can make it easier for students to understand the subject and concepts of the course. The improvement of higher education, especially teacher education, depends on the enhancement of the national higher education commission. In the last conference on Somali education reform, the participants recommended that the committee is vital for the development of higher education. The committee could reform all the educational programs, especially the teacher education program. In the absence of this committee, the pedagogy of education has become multidisciplinary, as there are no standards for the teaching of the college of education. Although the college's educational programs are very similar in many countries, especially in educational science (Bush, 2008). the commission would do much to improve the quality of the college. The teachers at the education faculties should strengthen the new teaching methods by using their limited needs to convey their educational message to the students. A lack of evaluation of the college education program may result in the teacher not completing the module, which means there are teachers who are not qualified to teach the students. This does not help the students and is dangerous for the pedagogy of education.

### *Review of the relevant literature*

In general, education in Somalia faces complex challenges that greatly affect it. Among these challenges are poor school infrastructure, scarcity of public education, financial problems, poor language policies, and poor teacher training and shortage teachers (Hussein, 2015; Salad M, 2022). The shortage of qualified teachers is a national and international issue. It is the main problem that all the leaders in the

world have plagued their minds and become the main problem facing today's schools (Daniel, 2015; Aragon, 2016). Somalia is not like other countries in the world. A country has emerged from a long period of conflict. Therefore, Somalia has a problem with the quantity and quality of teachers. The teaching profession is not a welcome profession for many young people, even though the unemployment rate is high. Heritage Institute for policy studies (HIPS) pointed out (Cited in IPID) despite the high number of unemployed youth in the country; the teaching profession is not the career choice of intelligent students. In addition, the Institute observed that the Somalia teachers did not have any prestigious that they once occupied. As the HIPS report indicated, the Somalia teaching profession is facing many challenges, among which are the lack of a salary structure, a lack of training and education as well as school principals, especially in private schools, deciding who will be the teacher, and injustices in salary. **Dove (2004)** has indicated that teacher attrition is the most important factor in determining teacher shortages as well as the main reasons that teachers leave the profession, which include salary, qualification, and service conditions. Somalia's teaching profession problems are one of the biggest issues facing the educational system. As mentioned above, the education faculties' curriculum consists of science and the social studies.

Studies on the causes of declining student enrollment in education faculty in Somalia are very rare, if not worse, but have been made in many African and non-African countries. Jacob Kola( 2013) has indicated that the low enrolment in science in secondary schools is caused by a lack of qualified teachers, bad teaching methods, materials and aids of science, a lack of motivation, low interest among students, and the high cost of financing. This study proves that even high school students, the main reasons for the decline in students are directly related to the issue of teachers, financial resources, and motivation, finance, and student interests. Likewise, Aina & Ayodele (2018) underlined that the decline in educational faculty, especially in the science department, in Nigeria is due to the

proliferation of colleges, poor quality lectures, lack of interest, lack of educational science and art equipment, and poor government.

A student's perception of a subject or college has a direct relation to the low enrolment of college students. Yusuf and Ayodele (2018) stated that the students' perceptions are one of the factors that is causing low enrolment in the learning of chemistry. He mentioned that the negative attitude of the students towards learning chemistry has an impact on low enrollment. Will (2018) cited by Astuti et al. (2015) stressed that the perception of teaching as an unsuitable career is one of the reasons for the decline of teaching in education faculty. On the other hand, the positive attitude of the students toward learning science has an impact on the increased enrollment. Due to the passivity of STEM, many students have been enrolled in the departments in schools of education in Rwanda (Mathematics & Studies, n.d.). The poor quality and difficulty of the academic content can increase the low enrolment of education colleges. Many researchers have pointed out that the academic content has a direct relationship to the low enrollment of college students. Yusuf & Ayodele, (2018) and **Jacob Kola,( 2013)** have agreed that the nature of subjects is closely related to the low enrolment of education subjects. The preparation of the subject and the content of the course requires experts. As a result, if it is not available, the community will be unable to trust the college's content, resulting in a decrease in education college enrollment. Aina & Ayodele, (2018) underlined that the decline of the college of education in Nigeria resulted in privatization of the field and the establishment of colleges by religious scholars, the same scenario as the decline of the Somali College of education and the content of the collage. The new modern education in the world depends on opportunities and the market. The lack of employability and skills could lead to the decline of education faculties. According to HIPS (cited in IPID), the teaching profession is not a career choice for intelligent students because colleges do not have job opportunities, despite the shortage of teachers. Moreover, if a student can become

a teacher without going to a teacher training college and studying at another college, it means that there will be a reduction in enrolment. Nevertheless, the teaching profession has become approximately that everyone can do, "professional work for the unskilled."

The teacher is the foundation on the teaching and learning process. The poor quality of the teacher can increase the low enrolment of education colleges. Experts have stressed that the short program or sandwich program in the training program does not procure well-trained lecturers in higher education. The Sandwich program is a short teacher-training program that does not produce well-prepared teachers for higher education but is intended for in-service staff who may not have the time to attend university (Okpaga, 2016; Aina & Ayodele, 2018). Besides, Jacob Kola (2013) stressed that a lack of qualified science secondary teachers, either for lack of commitment or bad teaching methods, is one of the causes of the decline in enrollment of science subjects.

## ***2. Research design and Methodology***

A research design is defined as a blueprint or plan specifically created to answer the research question and control variance. The research design is categorized into four types: descriptive, correlational, quasi-experimental, and experimental (Dulock, 1993). Moreover, the research design is more related to the strategy for answering the research question using empirical data. The importance of the creation of research design appears to be more related to the decision of the research objective and approach, the determination of the research's primary or secondary nature, the selection of the sampling and data collection, and how to proceed. Qualitative research involves non-statistical data to comprehend concepts, opinions, or experiences. It is based on the fact that the researcher always tries to understand the respondents' motivations and feelings through the data obtained through open-ended and conversational communication. There are no universally accepted qualitative methods. Observation, interviewing, and the collection of documents or archival data have been identified as common forms of qualitative research. (Hollstein, 2011). The study focuses on the causes of declining student enrollment in faculties of education. The opinions of teachers will be sought in order to identify the causes of the decline. The model of the study will be done through



qualitative methods. Due to data saturation, only 20 interviewers participated in the study. Data saturation defined as “Data Adequacy”(Morse, 1995).

The study's target population will be teachers in educational institutions, both general and higher education teachers, particularly those who have graduated from the teacher education or faculty of education. The sample frame is based on purposive sampling. According to (Etikan, 2016) cited by Bernard, H. R. (2002), the purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. A nonrandom technique does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of their knowledge or experience. The data for the research was collected face-to-face from the interviewers, and the transcript was written using the thematic technique and analyzed to determine the research's outcome and recommendations.

### **3. Discussions of the study**

The major finding of the study and the discussion of key findings of the study in relation to the related literature are discussed. The research indicates that the community's perspective towards the profession, the lack of teacher motivation, and the lack of implementation of teacher actions and policies have an effect on the decline.

16 of the 20 interviewers agreed that the community's perception on teacher education has an effect on the decline. Most of the participants agreed community believes that the teaching profession has too low salaries, is the hardest job, and is an open job for everyone, including those who don't have a profession. Similarly, as the Somali community perceives it, other communities respect the teacher and its value. but the profession of teaching is not welcomed by society. Bhebhe & Nxumalo (2016) interviewed by a teacher, mentioned that, "teaching as a profession is not given the respect it deserves because teachers are lowly paid."

Normally, Salary reflects the status of the profession. The teacher salary is one of the main issues in the education system, and it has an effect on the effectiveness of

teaching and student achievement. The low salaries could be effect the leaving of the teachers from the teaching profession. The research has shown that the community perspective on teaching is based on teaching being the lowest-paying job, which has an impact on the selection of students. Even the teachers' reasons that compelled teachers to abandon the teaching profession were poor remuneration and the low salary (Agezo, 2010; Murray-Harvey et al., 2005). Similarly, HIPS reported that the teacher salary in Somalia is very low especially the primary and secondary schools. Moreover, as HIPS stated that the Somali parents don't enroll their intelligent children in teaching, but the community prefers a better teacher for their children. Outstanding to the consequences of the shortage of a salary, it has caused some communities to work for it, especially the disadvantageous or needy ones. An expert on educational policy- in the interview- underlined that some of community believe that "the teaching profession is a profession for the disadvantage community, which means that the profession could be done only by low-profile people," which may cause students to not enroll in the faculty of education.

The research has outlined that the perception of the community towards the teaching profession is one of hard work that requires more patience, as one of the community perspectives suggests. As witnessed for the last years as student in the schools and as lecturer for the teacher education the teachers have been struggled by the facilitation of the knowledge and skills. the fragility of leadership and management in private schools or the teaching profession centers have been transformed the teaching profession as hardest job. The teaching profession is one of the hardest professions. Additionally, the teaching profession is so far focused on soft work, which has more Somali community members interested and is more popular among Somalis. The teaching profession in Somalia is characterized by career limitation. One of the participants stated that, "the community displeasures

hard work and prefers to work on soft work that does not require as much effort from the workers.” On the contrary, in Somalia, the teaching profession is open to everyone. In other words, the teaching profession is the profession of those who do not have a profession. One of the interviewees stated that most of the teachers in the school have been operated by nepotism, and there are other faculties that have graduated, but even they are not trained by the professional and practical program (short training programs). He also said that, “a graduate and holder of economics, for example, who has not met the requirements of a teacher can teach the students math, or that another teacher who graduated from the faculty of shara'a can teach the students Arabic.” Even those teachers don't take The sandwich teacher education programs this program is more related and scoped with time and focuses on specific aspects of teacher training. This program has been criticized by many scholars, such as (Osamwonyi, 2016)

The community perspective has an effect on the individual perspective. The unhappiness of the teaching profession and leaving of the profession could be factors in the decline. There are two types of teachers who leave the teaching profession: those who graduated from teacher education but did not begin working as teachers, and those who graduated from the faculty and worked as teachers before changing careers (Struyven & Vanthournout, 2014). Moreover, a teacher at a secondary school stated that, "the Somali community doesn't love the teaching profession." Smartly, a female educational specialist and TOT specialist, emphasizes that the “personality's desire and necessity” will play the most important role in enrollment. She underlined that "they graduated out of the 100 students in the secondary, and only two students have decided to enroll in the faculty."

According to the education act and teacher policy, graduates with a diploma from the education faculty and completion of other teacher conditions, as well as

graduates with a degree from the education faculty, are eligible to teach in primary and secondary schools (Teacher Education Department, 2020).

Somalia's education systems are overwhelmingly private (90%). The private schools have an effect on the recruitment of the teachers. Six of the 20 interviewers stated that schools can be part of the phenomenon. An education specialist stated that, “the private schools hire teachers without looking at the rules and regulations of teacher selection.”. Moreover, the recruitment of teachers, both female and male, isn't equal. One of the female teachers addressed the scarcity of female students in the education faculty associated with the lack of opportunity for female secondary teachers, which could be the main reason for the female decline in teacher education. The secondary school teachers are manipulated by the male teachers.

*“We have seen the female graduates who didn't get the opportunity to become secondary teachers. This kind of discrimination is especially prevalent for young female teachers in the teaching profession. We can say that the lack of job opportunities and the inequality between males and females could result in female students not enrolling in the education faculty.”, Female Secondary Teacher.*

Students who want to become teachers don't get all the support they need from their schools. A specialist for the ministry of education stated that the schools don't expect the students to be teachers or that they don't want to be teachers in the future. The teachers may not give support, which encourages the students to complain about the faculty. A lecturer and specialist in educational science stressed even that the current teachers in the university, especially in the science faculties, graduated before 1991. He stressed that they were very tired and could not effectively deliver the content of the faculty. Similarly, according to one of the senior teachers, there are more teachers who have spent almost 40 years in the education field but haven't found support from the community or government.

Those experienced teachers have been criticized for their skills and teaching qualities. Few participants believe that some teachers in the faculty of education urgently need to enhance their capacities and their teaching skills, especially those who have not graduated from the education faculties. The students' perception of the teachers' faculty may have an impact on their enrollment in the education faculty.

Teacher motivation is one of the key elements that make education more operative and competent. The majority of participants agree that teachers' motivation is a contributing factor to the problem. 18 out of 20 interviewers stressed that the motivation of the teachers can play a big role in the decline. They stressed that the teachers don't receive any kind of support. They underlined that the teachers don't give promotion, professional, and practical skills, which resulted in a scarcity of specialist teachers in the faculty. as we mentioned before, HIPS Reported that there is shortage of teachers especially the specialist teachers. Moreover, the communiqué of the National Education Conference, which was held March 13–17 this month, stated that Somali teacher motivation should be emphasized for better education. Similarly, the current minister of education underlined in the Somali Signal Twitter space the decline of the faculty of education caused by a lack of motivation and the limitations of the teaching work. Moreover, the motivation of the teachers to the students towards the teaching profession is very rare. Also, the conflicts that happen between the teacher and the students in the classroom may make the students think that teaching is a hard and disrespectful job. Furthermore, the recruitment of the non-graduated students into the faculty of education and the problems faced by the teachers can affect the decision of the students towards the enrolment of the students in the faculty of education.

Normally, the teacher always remains mostly in their schools. For instance, a specialist for the teacher training programme said, "After she graduated from the faculty of education, she was recruited to be a teacher, where she graduated in general education." This made her feel like she shouldn't work with her former teachers, who had taught her. She added said, "I have decided to work at another school to secure the sense of former teacher's school. She added that the contexts or the circumstances of teachers and the way of teachers' lives can affect the choice of the students to enroll in a faculty of education.

Well-deserved salary is one of the teacher motivation. The teachers don't receive a well-deserved salary. Usually, they are linked to many people or members of families. Due to the insufficient salary, the teacher cannot cover the family's needs. One of the female teachers said "Due to the inadequate salary and the circumstances of the teachers, students couldn't be interested in enrolling in the faculty of education". Similarly, one of the top officials in the ministry underlined that the decline of the students to enroll in the faculty was due to the salary and the shortage of opportunities in the teaching profession. A salary shortage can have an impact on a teacher's morale and make the teacher feel more constrained. Moreover, the circumstances of the teachers can cause moral damage to the students and psychological problems towards education.

The need for teachers in both higher education and general education is very high. Although this is urgently needed, the unemployment rate among graduates of the faculty of education is higher, and this may be contributing to the decline. The non-graduate education faculty has been requested for the schools and educational centers especially the private sector. The perspective of employed teachers in the faculty also has an impact on the decline. The bad imagination and pessimism of teachers are the main contributors to the decline.

In Somalia, the faculty of education has two main streams, which are the science and social studies departments. All of Somalia's schools of education have problems with the learning and teaching materials. There isn't enough of it, and this has been shown at all levels of education. The faculties of education are based on theoretical perspectives. Seven interviewees stated that a lack of teaching and learning materials may be the primary cause of faculty decline. The students' perceptions and theoretical achievements in general education may influence their choice of faculty. One of the participants stated that the teachers' education collages lacked the materials needed to facilitate their educational programs in the classroom. Heritage Institute for Policy Studies (2013) reported that the higher education system in Somalia doesn't have enough educational facilities, both digital and non-digital, for teaching and learning.

The students' opinion also has an effect on the decline. The foundation of general education has been criticized as fragile. Due to the consequences of the system, it doesn't encourage the enrollment of the education faculty. Although they do not match the effect, deficiencies may be the cause of the decline.

According to a university lecturer and teaching specialist, "the deficiencies of the subject, particularly the sciences," can be attributed to the decline in enrollment. Additionally, the enrollment of students, both male and female, is not the same. For example, the science department in the education faculty at Garowe Teachers College or the Somali National University has fewer students than the social studies department. Furthermore, female faculty students are extremely rare in the science department. Other teachers in the interviewer's group mentioned that the dropouts were caused by personality and community issues. The Somali National University's faculty of education accepts about 500 students. SNU is the only university that accepts these numbers. The collage enrolls the students who don't find seats in the other faculties, which results in early dropouts.

The promotion of the students could yield advantage of the increase in enrollment. The students, especially the recently graduated students from the education school, don't receive enough scholarships. Few interviewers mentioned that the non-receipt of scholarships by education faculty students can be attributed to factors such as the students' perceptions, the opportunity for work, and the wrong attitude of the grateful students towards the profession. According to a female teacher, "the faculty of education graduates many teachers who are dissatisfied, situational, undeveloped, and unmotivated."

Many education colleges have been closed, and others are close to being locked. The education colleges have been supported by the international organization for the teacher training program. Those programs were limited in terms of duration. In this perspective, the education faculties have been created as projects, not from the nations' perspective. Short-term programs, or sandwich education training programs, have been tough on the education system. The age of the education colleges was limited to the end of those projects, which makes the education colleges established as project-oriented and not public-oriented. A female educational activist stated that the education collage program is based on summer programs and short programs funded by the international organization and implemented by the ministry of education and the universities. The meaninglessness of the faculty is caused by these issues.

The lack of implementation of policy and law governing teachers from the ministry of education may also be a factor in the decline. The federal government and the regional states of Somalia don't implement the teacher act. This is due to the fact that anyone can become a teacher at a school. Many interviewers stated that the state doesn't support teacher education and its values. One of the participants underlined that the lack of motivation of the government towards the education faculty is very rare, which makes the community move on the teaching profession.



#### **4. Conclusions of the study**

The study has concentrated on the main reasons for decreasing student enrollment in education faculties in Somalia. The objective of the study was to determine the major causes. This phenomenon affects the acquisition of good teachers who will take part in development and progress in Somalia. There is a great need for teacher education, but for the last few years, the study of education faculty has become "a college where students run away". This issue is caused by a lack of motivation and investment among the teachers in Somalia. The discussion of the declining student enrollment in education is very important in this moment as it sends a message to all of the stakeholders that there is a need for college and university education teachers instead of trained teachers through short training education programs. The study found that community perception, teacher motivation, and the implementation of policies and acts relating to the teaching profession are the primary causes of the decline. Moreover, the study found that schools and scholarships did not significantly affect the decline in student enrollment. Remarkably, the study concluded that the teachers believe that the community perspective on teaching is very low, and they believe that the teaching profession has a low salary, the hardest job, and jobs for non-professionals or open work. These perspectives influenced the student's selection by the faculty. Additionally, the study underlined that teacher motivation is very low in terms of both moral and physical factors. Similarly, HIPS reported that the teacher salary in Somalia is very low, which makes it so that teachers who are in the education field cannot cover their needs. The study also underlined that the lack of implementation of education policy and law can be a part of the decline. Furthermore, the study found that the school's approach to teacher recruitment and the promotion of students had no effect on the decline.

#### **Recommendations of the study**

University/Faculty of education

- The universities, especially the education faculties, should be part of what motivates the recently graduated secondary students to enroll in the faculty of education.
- The education faculties should be organizing educational forums that concern the role of the education faculty and its value in this period on the society.
- The education faculties should be held at a fair that is present for the education collages and its branches.

- The education faculty should design and implement employability skills that attract schools and their students.
- The learning and teaching materials should be part of the educational services as they conceptualize the educational activities.

### Government

- The government should make the graduated students from education faculties the priority in the workplace.
- As in the recruitment of public teachers, the government should encourage the graduated students to enter the education system with an integrated teacher education program model.
- The government has been supporting short teacher training programs for the last few years. Instead of that, the government should invest in college or university education programs.
- The government should supervise teacher selection and recruitment in private schools.
- The government should emphasize teacher motivation and investment.

### Community

- Civil society should be part of the awareness campaign and encourage the cooperation of the community towards the teaching profession and the enrollment of students in the faculty of education.
- An awareness community should be established to encourage the students and their parents to understand the importance of teacher education and the teaching profession.

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