CURRICULUM IMPROVEMENT AND INSTITUTIONS PERFORMANCE IN MOGADISHU, SOMALI

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ABSTRACT

The study viewed the effect of curriculum development on institutions performance in Mogadishu, Somali. Education gives a policy to scholars and teachers to the necessary knowledge and develops positive study ethics. The level of experienced of teachers in any institution is as per curriculum existing during their study time. As curriculum is the best mean of overall development of students, one of the major hiccups that today's educational systems in Somalia's students are facing were not limited to curriculum improvements which formed the specific objective. The theories used were constructivist theory and behavioral theory. A population of 102 students and teacher was opted where students were 59 while the teachers were 43. Proportionate stratified sampled 81 from both private schools and public school. The study used questionnaires to obtain primary data while secondary information was obtained from other records. Validity was done via pilot study. SPSS analyzed the data. Descriptive statistics was done for quantitative data and revealed in form of frequencies of mean and standard deviations. Qualitative data was via content inspection and outlined in a prose form. It was recognized and determined that there was significant statistical bond of curriculum improvement and the institution performance. The study recommended that the government together with the school's management should foster new and flexible learning approaches to counter for a new essential change should be formulated and implemented. Also, education systems should be in place to monitor educational offered and methods to deal with curriculum improvement challenges like security, financial, languages, and teachers should be formulated and implemented.

Key Words: *Curriculum Development, Education, Students*

BACKGROUND

Yamada, S. (2016) say that institution improvement in terms of education is the course of enhancing study where knowledge can be taken more in depth to ensure curriculum is natural way of learning that human development is made as fast as physical conditions advance This enable reviews constantly as mankind gathers systematic knowledge from so called subjects, to help provide ability to interpret scenarios. Educational Curriculum enable student interacts with education to realize knowledge and skills outcomes (Samier, E.A. 2021). Therefore, curriculum focus on particularly on the education where human societies are making sense of the experience in the world. Curriculum is often the textbook series as well as set of classroom experiences which results to interrelations and transformations learning.

Curriculum plays imperative roles that school learning changes adopts to new ideologies of study dependencies. A British historian noted that a national education system is a living thing that fights for better outcome. The cultural persuasions reflected in the curriculum considered a selection of planned understanding organized in diverse school levels with more or less meritocratic changeover systems aimed for stratification of social choices (Ortiz, B., Donate, M.J. and Guadamillas, F. 2017). The national strategies for distinctions are seen in institutionalization of various school, to be specific in secondary school levels. According to Yates, L. (2017), curriculum history leads to a sophisticated approach to educational research to allow the combination of traditional ideas to international and advanced outlook that suffers no hegemonic visions. Hence, curriculum history needs to focus on usual suspects of study approaches among the schools.

Educational is mainly to inculcate ideas via teaching practices and to understand a precondition of achieving this through programs and approaches (Menon, S. and Suresh, M. 2020). The approaches require active involvement of the government, management, principals and teachers not to forget the learners plus their guardians who requires time for personal interaction. Education apply a range of initiatives and programs of experts to start from implementation of change (Stack, E. 2005). The citizens should feel as part of a national community in the respect equal involvement not to leave members from foreigners whose contributions are relevant (Tröhler, D. (2016). The curriculum focuses on grades, and education what and how to the learning. The consideration of the look at student exposure to perform are necessary. Social inclusion concentrates at perquisites for students to involve in learning activities and focuses on participation in such activities (De Pretelt, C.L. and Hoyos, F. 2015).

Curriculum improvement is a critical aspect when it comes to educational development considered what tutors teach and what learners grab which intake as study materials (Tam, M. 2014). Hence, Curriculum may focus on teaching methodologies learning approaches, testing procedures, administration and management and the emerging curriculum study where all presents relevant literature to be applicable in difference institutions entity for the delivery of school context. Hence major focus for Mogadishu in Somali schools should be concerned on critical aspects of whether there is customized curriculum or the education system controls and strategies in place to fight barriers like financial, languages and teachers. The Somali government has been slow to look out on what kind of curriculum should be offered to learners. Educators are gambling on teaching content and methods choices. Also, the parents are yet to be engaged on what their children are learning. Learners on the other side focuses on the kind of content they consume from every angle (Issa-Salwe, A.M. and Olden, A. 2008).

Ciasullo, M.V., Manna, R. and Palumbo, R. (2019), argue that educational quality is a decisive activity aimed to enhance certain desirable modifications in the students learning and has an aim where curriculum is affirmed on the academic accomplishments of the student which are measured at every stage. The meaning of good education should focus on both the narrow and the wider analytical outlooks, but none of this is the true indicator of perfect education mainly confined to primary or high schools not even higher institutions

(Kauffman, J.M. 2014). Education excellence is increasingly becoming vague aiming at nothing bigger than just allowing the uncontrolled freedom for illogical study activities. This will develop the education is a fusion to inherent study tendencies with prominence on concurrent development of inadequate skills to the society. Better education will enhance the society to higher and better positions of success and cultural eminence (Kumar, S. 2007-2008).

As per Raven, J. (2011) opinions, contextualization of education challenges has gotten at central theme in topics in regards to reaching and learning on the ways of student's realities. This should be the first thing to be addressed in the content of activities undertaken in the classroom therefore, knowledge acquisition via education aims to impacts the students. Curriculum enables knowledge to be ideal to students in a new coherent with globalization changes and their impact on national curriculum guidelines to pursue education meaning out of the child to lift their spirit of learning and the desire to know more hence thirsts for knowledge. Government must act before it crashed to those who sense of meaning is not existence and have stopped being positive (Mouraz, 2013).

Education is key for development and empowerment of all nations to ensure participating in day to day activities of world to develop and maintain them, therefore education development is very crucial factor (Rattan Singh, 2011). Educational achievement has pushed up the incomes of residents and structures to greater social and markets levels hence economic growth in reference to productivity increases .Systems to revise education sector can explain education from perspective stare to the paradigm education as the rational way that assure transmission of universal via knowledge and also efficacy of its operation .Controllable and quantifiable effects and transformation reading and writing depend on the learned skills .Education faces shortcomings for example on learning resources to access to knowledge (Carnoy ,2006).

African countries see varying developments on the situation of educational system and the differences becomes wide in countries where educational is substantially different between rural and city centers and between the unfortunate and the wealthier. Curriculum in Sub-Saharan Africa mostly is challenged in structure, education and social living where needs are very limited. Historians of education brings facts that confirm marginalization of education which is rarely represented in the curricula structure at faculties of education and where potential teachers   are merely trained, also rare is the research projects supported by grant agencies of the ministry of education (Kudláčová, 2016)

According to Teng, J. and An, N. (2021),the international school has diverse people and many cultural kids,. These students have progressive skills and are flexible and tolerance to adjustments. Therefore, international schools have informed students, teachers with international accreditation. This huge diversity exposure eliminates local school culture. Bearing change to school norms affects the knowledgeable and ethical advancement of students and staff (Character Education Partnership, 2010).

Curriculum improvement majors on academic and extra-curricular activities, teacher skills, school amenities and interactive avenues, course contents, interdisciplinary and social-cultural context meaningfully impact to students (Felce, A. 2019). The service quality consists of ability and reliable teachers and student involvement to lead to learning outcomes to student's perception and satisfaction hence positive feedback. Better learning outcomes show that students placed more importance on outcomes such as knowledge, skills, class notes and reading material, and other learning materials like computers, laboratories. A key role in the process of learning is depth of lecture and teacher on their work to put academic advice and effective in the modern educational era to support and sustain teaching quality to creates and shape behavior of students (Seng1, 8; 2013)

Africa has been many problems contributing to inability to provide better education hence educational (challenges in program structures, and learning methods to account for a new changes hence being flexible Tiffany Drape, 2016). Challenges like resources lead to development in inadequate education program and,

obstacles to implementations while lack of sustainability cause poor conditions at the public universities hence not achieving education programs. It is impossible to measure their success as outputs are not quantifiable. The main challenges by Sub-Saharan the participants also are language barriers, and educational cut-off marks hence students experience unprepared for the workforce and unsupported by their one-sided education (Drape, 2016)

According to Moye, J.N. (2019), curriculum is a non-negotiable aims and anticipations that students are to achieve and refers to instructional process by which tutors formulate units of study and plans on the approaches to inculcate. Educational development outlines learning during a study course like, skills and attitudes achievable in a specified learning and the assessment methods for deliverables (Zapp, M. 2018).

Somalia is a Sub-Saharan country and had for long had no government to foresee curriculum development policies. The instability due to wars distraught any facility of educational curriculum programs (Oxford Analytica, 2017). The recent introduced education umbrellas have been implemented to foster education in Somalia. The students have not yet fully interacted with the curriculum due to numerous educational system encounters in Somalia. According to Morris, G. and Beckett, D. (2004), the government in Somalia is yet contribute fully to the system of education as schools are minimal. There are difference curriculums in schools because every school depends on one own umbrella where each umbrella has own curriculum like Arabian system, English system and so on. Therefore, difference curriculum affects every learner differently. Absence of defined educational system in Mogadishu, Somalia lead to different quality of educational service hence learning process are not efficient or equitable. The Somalia experience more challenges in educational service like of non-standardized curriculum, security stability, No funds, language barriers and limited and less skilled teachers and So on (Wolhuter, C.C. 2007).

NyokabI K.J, (2017) researched on teacher factors affecting the implementation of early childhood development and education curriculum in Mathira East Sub-County, Nyeri County, Kenya. Descriptive survey design was applied and correlation coefficient considered applying spearman rank correlation. It was noted that curriculum instruction in this case relied on commendations of Kenya Institute of Curriculum Development (KICD) therefore results cannot not be widespread applied globally and therefore the need to focus on curriculum effect to education development in Mogadishu, Somali. Bunyi, W. G. (2013) studied the quest for quality education: the case of curriculum innovations in Kenya involved manual perusal of curriculum policy booklets and other relevant literature manuals. The observation was that endorsements for curriculum in Kenya aimed enhancing both national economy as well as its citizen's goals including ethical and social –cultural enhancement. The study made conclusions based on secondary data whereas the focus here will be on both secondary and primary data.

Sullanmaa, J., Pyhältö, K., Pietarinen, J. and Soini, T. (2019) studied differences in state- and district-level stakeholders' perceptions of curriculum coherence and school impact in national curriculum reform. Latent profile analysis reviewed respondent's insights on curriculum consistency on school development. There was low consistency and intentionality on curriculum directions was noted. The study was concerned on consistency and failed to identify the root challenges which the current study will major on. Hunter, C. and Molapo, T. (2014) studied current challenges and future trends for teacher training in southern Africa: a focused look at Botswana and Lesotho. Contact synopsis of both countries social and political was observed to pin out teacher's limitations and their preparation process. More emphasis was on teaching methodologies hence an eye keen will be made for the current study to explore our curriculum contributes to education development

Research on abroad and within have focused on curriculum or education development. However; there is no research that has been conducted on effect of curriculum on educational development in Mogadishu, Somali. Such research majored on the education development formulation and implementation calling for this in-depth research on effect of curriculum development policy on institutions performance in Mogadishu, Somali.

LITERATURE REVIEW

Reviews on the literature explaining theories and the empirical for studies undertaken regarding effects of curriculum education development in Mogadishu are detailed here.

Constructivist Theory

As per Tsortanidou, X., Daradoumis, T. and Barberá, E. (2019), formalization of the theory of constructivism by Jean Piaget who expressed ways for internalized of knowledge by learners. He proposed that individuals build different knowledge from their involvements and processes of accommodation and integration. These people embrace and acquire new understandings from an existing framework without with no or little alterations. Occurrence of this scenarios are when the individuals' acquisition of such experiences are allied representations of the universe, Also, this occurs as the inability to change a faulty thoughtful like not aware of events, misunderstanding or input from influencers.

In contrast, in cases of reverse awareness of internal representations due to individuals' exposures, they may make alternations of experiences gained to fit (Fallesen, J.J. and Halpin, S.M. 2004). The process one's mental capturing is an approach to new experiences. Mechanism may fail to lead to learning mostly when expectations are not met in the world operations. We often stumble but when acceptance of new experience sets in and reframes our conception of how the world works, we also pick up from the failures. Therefore, the constructivist theory was relevant to sustenance the variables here.

Behaviorism Theory

As per Beckers, R., Voordt, T. and Dewulf, G. (2015) contributions , behavior theory supports that knowledge exists on solely outside individuals setting that apprentices are blank and needs to feed on the knowledge to have it. Exposure of the apprentice to study scenarios make them acquire new ideas and make changes to their approaches. Learners are viewed to have learnt if they act differently from their initial ways.

There is a sequential way for the process from willingness to study and then evaluation for analysis of any changes. Also if these changes are repetitive in these learners, then confirmation of adequacy in knowledge acquisition is verified hence rewards for the achievers or punishments for the yet to acquire .According to Hammad, R., Khan, Z., Safieddine, F. and Ahmed, A. (2020) ,behaviorism was a reaction against the introspective psychology during 19th centuries. psychologists including Wilhelm Wundt argued that awareness was the focus of psychology. Reliance was on first person reports of observed reactions.

Behaviorists such as J. B. Watson and B. F. Skinner opposes introspections approaches and view them as biased and immeasurable. Instead, focus was on notable objectively, quantifiable actions and behavior. However, since it impossible to observe objectively or to quantify mind thoughts, scientific theories should opt to account only observable pointers like stimulus-response sequences(Patterson, A.2010). Behaviorism theory to came handy for variables applied here.

Empirical Literature Review

Lin Moe, T. (2018).Studied an empirical investigation of relationships between official development assistance (ODA) and human and educational development. The purpose on Southeast Asia to recognize the connection that human and educational development had with official development assistance. Evidence of empirical from 1990 to 2004 was considered to calm the urge. Gaps were noted in human education development due to not available resources. The inadequacies were that only empirical studies were applicable hence this study considered both empirical and theoretical reviews.

Havnes, A. and Stensaker, B. (2016) researched on educational development centers: From educational to organizational development. Education development centers roles in quality and development of organization was the aim. Literally work and results from evaluations of Denmark and Norway development centers were considered. Findings were that such centers are rapidly changing forced by demand for quality systems in the

institutions. Mostly the findings were based on qualitative data hence this study will major on both qualitative and quantitative data.

González-Delgado, M., Ferraz-Lorenzo, M. and Machado-Trujillo, C. (2021) researched towards an educational modernization process: UNESCO interactions with Franco's Spain (1952–1970).Aimed to display adoption of modernaization in Spain from UNESCO and Franco view. Archived unpublished was applied as well as published data were used. Once world war II, dictatorial education policies were formulated to connect economic with education programs. Absence of quantitative data challenges this study hence application of both backed up and primary data was necessary for this study.

METHODOLOGY

The cross-sectional survey research was applied. Survey design gathers facts without influencing variables (Oso, 2013). This design enables target population data to be picked from many sources at one point in time to save time and cost. This was to identify effects of curriculum education development in Mogadishu

This consisted of the teachers and student in three private and three public secondary schools as per Mogadishu District Education Office. The secondary schools were categorized in public and private schools. The study targeted 43 teachers and 59 students in three public schools and three private schools. The total targeted was 102.

Four Students had covered sufficient content to allow for testing on critical areas of performance of interest to the study. Sample was picked through proportionated stratified sampling. Only four students were considered because they had covered sufficient content to allow for testing on critical areas of education development. Slovene's formula deliberated sample dimension (n) where population size (N) and margin of error (e) and the sample extend is eighty-one selected from private schools, and public school.

Open and closed ended questionnaires was the device for collecting data which was formatted set of questions to meet the research objectives (Mugenda, & Mugenda 2003). Semi-structured questions were for primary records. Few teachers and students were tested to check validity. Questionnaire sections were section 1 for general information and section 11 has sub-sections on Education quality service, education challenges, curriculum improvement and education development. Published information from Somali education ministry and other articles provided the secondary data. The validity enabled to adequately addresses the research questions, (S. and Fernandes, A.A.R. 2017). The study used expert assessment method to measure validity. There was easy in computation, focus on relevance, and delivery of Information (Hammond, 2000). Experts rated each item on a scale of 1-4.

Reliability concentrates on consistently when instruments are informally applicable in an environment to various respondents and any abnormalities can be rectified, (Thompson, Gordey, Bowles, Parslow, & Houghton, 2013). Cronbach's alpha index ascertained internal consistently and reliability. Field (2009), said Cronbach's alpha value are to be least 0.70 hence applicable as the threshold where curriculum improvement was (α=0.783) The Cronbach alpha index were over the threshold value of 0.7.

Research approval was received through the university authorization letter. Drop-and-pick later method administered the questionnaires. A correspondent at the school aided the answering of questionnaires. Thereafter the Researcher picked, checked and rectified any errors on the filled questionnaires. Questionnaires completeness was ascertained. Data categorization through editing plus coding to remove errors was done. Descriptive and inferential statistics was calculated SPSS (Version, 22) and the multiple regression

$Y = \beta_0 + \beta_1 X_1 + \varepsilon.$

Where;

Y= Institutions Performance

X₁= Curriculum improvement

ε= Error term

β₀, β1, = beta coefficients

Multiple regression analysis showed factors affecting institutions performance in Mogadishu, Somali.

SPSS (version 22) outputs and Analysis of Variance (ANOVA) backed the models statistical significance via the probability of occurrence of R^2. The F-statistic in the ANOVA quantified regression model fitness at 95% confidence level where the p-value threshold was at most 0.05. The t-static for specific variables and corresponding p-values will ascertain beta coefficients statistical significance. Outputs were shown in tables. Qualitative facts from open-ended queries was presented sentence formats.

High level confidentiality of all the information was considered. Coding was to ensure information are protected. Irrelevant and embarrassing questions including intimidating language is avoided. Attached is NACOSTI authority of research. Principal of schools gave permission to collect data.

The response was 93.4% and a non- response was 5%. Mugenda and Mugenda (2003) support response of above 50%; where over 70% Participants were the male respondents were highest at 74 percent while female was lowest at 26 percent.

52.6 percent has majority of respondents were aged between 15-25 simply because majority of students were in the four. 22.2 percent were between 26-36 years; 37-47 years was the second lowest with 13.7 percent and above 47 was represented by minority at 11.4 percentage4.3.3 Education of Respondents. The primary school level of education had more than half percentage of 60.5 because part of the target was high school students. Secondary respondents were only 12 making it to 15.8 percent. 11 respondents had diploma while the bachelor holders amounted to 9.2 percent.

FINDINGS

Descriptive Statistics
The output from students and teachers were analyzed as in table 1 below

Table 1: Curriculum Improvement Descriptive Statistics

Statement	Number	Minimum	Maximum	Mean	Std. Dev.
Every school has a dependent but similar curriculum across.	76	1.00	5.00	3.18	1.09
Curriculum impacts each person who has attended Somalia secondary school.	76	1.00	5.00	3.34	0.97
There is education systems in place to monitor educational offered.	76	1.00	5.00	2.91	1.09
There are methods to deal with curriculum challenges like security, financial, languages, and teachers	76	1.00	5.00	2.79	1.08
Average	**76**	**1.00**	**5.00**	**3.06**	**1.06**

Source: Research Data (2021)

Curriculum improvement outputs has mean average of 3.06 and 1.06 standard deviation. Mean series starts 2.79 to 3.18 while standard deviation series is from 1.08 to 1.97 showing opinions were within same range. Most respondents were for agreement that curriculum impacts each person who has attended Somalia secondary school with 3.34 highest mean and 0.97 standard deviation. Every school has a dependent but similar curriculum across attribute was agreed averagely by a mean of 3.18 and standard deviation of 1.09.

There were no education systems in place to monitor educational offered via 2.91 lower mean and standard deviation of 1.09. Definitely students and teachers said that there were no methods to deal with curriculum challenges like security, financial, languages, and teachers 2.79lowest mean and 1.06 standard deviation.

The findings agree with Havnes, A. and Stensaker, B. (2016) research on educational development centers. Findings were that such centers are rapidly changing forced by demand for quality systems in the institutions which is the case in this study teachers' coaching techniques are not coping with current education demands Also, González-Delgado, M., Ferraz-Lorenzo, M. and Machado-Trujillo, C. (2021 research towards an educational modernization process: UNESCO interactions with Franco's Spain (1952–1970) which aimed to display adoption of modernization in Spain from UNESCO and Franco view is backed up .

Institution Performance Descriptive Statistics
The output from students and teachers were analyzed and shown in table 2 below.

Table 2: Institution Performance Descriptive Statistics

Statement	Number	Minimum	Maximum	Mean	Std. Dev.
I have been making great progress with my education	76	1	5	2.99	1.08
I am contented with my teachers' coaching techniques.	76	1	5	2.86	1.10
I believe the education where are getting is good	76	1	5	2.93	1.07
Average Score	**76.00**	**1.00**	**5.00**	**2.93**	**1.09**

Source: Research Data (2021)

Institution performance statements mean average of 2.93 and standard deviations of 1.09 indicating that many differed with the statement. Closeness of mean values between 2.99 and 2.86 show close opinions of teachers and students. Students disagreed that they have been making great progress with my education with 2.99 mean and 1.08 standard deviation. Teachers and students did not believe that the education were are getting is good as shown by 2.93 mean and 1.07 standard deviation. Also, Students implied that they were not contented with their teachers' coaching techniques as shown by 2.86 mean and 1.10 standard deviations.

Regression Model
Data from institutions in Mogadishu were regressed on the basis of effects on institutions performance. The aim was to analyze the magnitude of the influence of curriculum improvement on the effect of curriculum policy development of Mogadishu secondary schools in Somali.

Table 3: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.337[a]	.148	.034	.001
a. Predictors: (Constant), Curriculum Improvement				
b. Dependent Variable: Institution performance				

Source: Field Data (2021)

Table 3 showED multiple determinations coefficient of 0.34 implicating that the independent variables that is curriculum improvement explained 34 percent of differences of institutions performance in Mogadishu, Somali.

ANOVA

The ANOVA results focused to view regression model fitness has observations.
Table 4 display of the ANOVA results

Table 4: ANOVA Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.022	3	.341	3.684	.000[b]
	Residual	5.462	27	.202		
	Total	6.484	30			
a. Dependent Variable: Curriculum Development						
b. Predictors: (Constant): Institution performance						

Source: Field Data (2021)

The ANOVA outputs imply that regression model fitted the observed data at F (3,27) =3.684. Probability value was 0.000 hence below the adopted edge of 0.05Independent and dependent variables have relationship and that curriculum development policy is affected education quality service, education challenges and curriculum improvement

Table 5: Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.654	.290		9.158	.000
	Curriculum Improvement	.061	.185	.128	1.331	.000
a. Dependent Variable: Institution Performance						

When curriculum improvement is applied in this study held at zero constant, curriculum development policy of institutions in Mogadishu, Somali would be at 2.654.

The model thus becomes

Institution Performance= 2.654+ 0 0.061**Curriculum Improvement**

Researcher examined the curriculum improvement in Mogadishu secondary schools, Somali. There was a null hypothesis that curriculum improvement does not affect the performance of secondary schools in Mogadishu Somalia.

Results indicated that curriculum improvement are significant at β= 0.128, t=1.331, p=0. 000. Any upward addition of one unit of curriculum improvement will top institution performance to 0.061 The p value was found at 0.000 whereby P < 0.05 level of significance, thus in reference to this results, null hypothesis (H0) is overruled and confirmations are made that curriculum improvement had a positive statistical significant effect on the curriculum institution performance in Mogadishu Somalia.

Thus, Havnes, A. and Stensaker, B. (2016) research on educational development centers: From educational to organizational development was backed up. Education development centers roles in quality and development of organization was the aim. Literally work and results from evaluations of Denmark and Norway development centers were considered. Findings were that such centers are rapidly changing forced by demand for quality systems in the institutions.

CONCLUSIONS AND RECOMMENDATIONS

The study addressed institution performance in view of curriculum improvement of school in Mogadishu, Somali. The goal was to examine the curriculum improvement in Mogadishu schools, Somali. Most respondents were for agreement that curriculum impacts each person who has attended Somalia secondary school. Every school has a dependent but similar curriculum across attribute was agreed averagely. There were no education systems in place to monitor educational offered. Definitely students and teachers said that there were no methods to deal with curriculum challenges like security, financial, languages, and teachers.

The curriculum improvement areas under consideration which were provision of resources for education, supportive measures with intentions to sustain good education in public secondary schools as well as learning approaches to counter for a new essential change were barely practiced in this study. These would have attributed to higher education developments.

Curriculum improvement had positive statistical significant effect on the institutions performance in Mogadishu Somalia. It is ideal to for schools to ensure that curriculum impacts each person who has attended Somalia secondary school. Every school should aim to have dependent but similar curriculum to impact across equally. Also, education systems should be in place to monitor educational offered and methods to deal with curriculum challenges like security, financial, languages, and teachers should be formulated and implemented.

Curriculum improvement is essential to all secondary public and private schools. This study focused on Mogadishu secondary schools, Somali hence comparable studies in other countries could be carried. researchers can as well research in other schools in the country.

The study only considered the three determinants of development of curriculum which are quality education service, education improvement and education challenges. Other researchers should focus to discover other determinants that enable curriculum development.

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