

FACTORS INFLUENCING GIRLS EDUCATION DEVELOPMENT IN HODAN-DISTRICT- SOMALIA

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ABSTRACT

The purpose of the study was to investigate the effects of economic, social, cultural, political factors on girls' education development in Hodan district. The research design of the study was descriptive research design. The target population was 125. Slovens formula was used to arrive at sample of 96. Stratified random sampling method was used. Structured questionnaire was used to collect data. The data was coded and analyzed and researcher used statistical package for social sciences (SPSS) Version 21 for data analysis. Correlation, regression, ANOVA and model summary was generated and data was presented in form of tables. The research findings show that community's attitude towards girls education development is still very low. The study found out that there was a positive and significant relationship between the independent and the dependent variable. The study concluded that all independent variables (economic, cultural factors, social and economic factors has statistically significant influence on dependant variable (Girls education development). Majority of the respondents recommended that awareness be created to all stakeholders on the importance of girl child education. The researcher recommended a sensitization program be conducted on the significance of the girl child education to the community. It is also recommended that government should enforce laws to deal with early and forced marriages. It is also recommended that government formulate policies that address gender imbalances in acquisition of education among communities.

CHAPTER ONE INTRODUCTION

1.1 Background of Study

Education is fundamental and key to a nation's development. Education enables individuals to acquire knowledge and skills which constitute the most important key to development and poverty reduction where knowledge is the leading generator of wealth. Education provides the medium through which quality human resource is produced to exploit the natural resource endowment for economic growth and development in a nation. Education has a valuable role in training human capital for national development and the nation's most treasured and dynamic assets are its human resources. Education is commonly referred to as the process of learning and obtaining knowledge

at school. However, the process of education does not only start when a child first attends school. Education begins at home and one can receive knowledge from parents, environment, peer groups, society (Shizha, 2014).

Education is a vital tool in the development of any country including Somalia as it plays a significant role in economic, social and political development of a country. Education development would lead to an accelerated economic growth, more wealth and equality and income distribution, greater quality of opportunity, availability of skilled man power, decline of population growth, long life, low crime rates, national unity, and political stability.

Educated people are better positioned to contribute positively to society, and even towards the environment, as they understand the implications of their choices and actions. In developing countries, education is viewed as means to ease poverty and social change. Education enables girls to participate in development of the community and the household because educated women exercise their personal rights to take part in political and economic decision-making both in the community and in the household, the educational participation of girls improves the main national development indicators such as lowered infant and maternal mortality, longer life expectancy, lower fertility rates and improvements in health, nutrition, literacy and economic growth. Educated women contribute more directly to a nation's economic productivity as they are more likely to enter the formal labour market, earn good higher wages (Mercan, 2013).

1.1.4 Education in Hodan Somalia

Most of the schools in Somalia including Hodan District were run by a private individuals and International NGOs since there was no organized education system in Somalia in past 20 years. Schools used different curriculums including national, Arabic, Kenyan, Ethiopian, Indian, Europeans as there was not unified curriculum in place and languages used were Arabic, English, Somali language or mixed. The two main systems of Somali education were the 4-4-4 system inherited from the post-1960 era, and the 6-3-3 system followed in the aftermath of civil war 1990. Majority of Somali education system were controlled by different local education umbrellas which were and still are fully responsible for the education of Somalia such as: Formal Private Education Network in Somalia, School Association for Formal Education, Somali Formal Education Network, School Organization for Formal Education, Somali Education Development Association, Somali Formal Education Link and Formal Education Network for Private Schools. Each umbrella has its own laws and regulation, procedure, curriculum, academic year, school uniform, holidays and certificate; however the largest education umbrella in Somalia is Formal Private Education Network in Somalia FPENS. Since the collapse of the regime in 1991, private education has been the only organized form of education available in Somalia. Even though most of them started as small schools funded by individual, private donations and International support, they formed consortiums (umbrellas) to make stronger their efforts. These umbrella organizations have member schools throughout the country to lay the legitimate claim that education, like health, has no borders (Karani, 2015).

In Somalia, education is an activity which is learned by living and doing and it occurs in a variety of environment, including home, family, mosque, market places and the school. The education of Somalia can be categorized as informal (community, home), non-formal (Koranic "Madrassa") schools and formal (government supported) system. The kind of curriculum that existed before independence was based on the colonial educational objectives in both colonies – British Somaliland and Italian Somalia. In the post-independence era, the newly born government inherited two different educational systems with two different mediums of instructions though the

objectives of their curriculum were one and the same. There were three languages of government, English, Italian and Arabic. After 1969, education was structured towards socialism. In Somalia education was based on the socio-economic and political transformation, and was therefore, given priority. Aftermath of civil war which devastated all educational structures a revival of educational facilities began in early 1993 when communities and individuals began re-opening schools (particularly in urban centers).

A number of International Organizations like United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF) and Non-Governmental Organizations (NGOs) provided material assistance, training, and some degree of supervision for schools in specific localized areas. Thus, the collapsed public school system was replaced by private schools owned by individuals (Benjamin, 2014).

1.2 Statement of the Problem

Education is considered to be a basic right and a basic need. Education for All (EFA) and Global Monitoring Report noted that being literate adds value to a person's life which can be instrumental in the pursuit of development at personal, family and community levels. A child deprived the right to quality primary education is deprived not only as a child, but is also handicapped for life. There was only a limited acceptance of the idea that girls had an equal right to education. Research from UNESCO pointed out that inequality in providing education between boys and girls was the biggest obstacle towards achieving Education for All (EFA) (Unesco, 2014).

The Gender inequality Index for Somalia is 0.776 (with a maximum of 1 denoting complete Inequality), placing Somalia at the fourth highest position globally, the participation and role of women in politics and decision-making spheres is extremely limited (Undp, 2013). There is a deep gender bias in Hodan District that meant girls are not seen to have the same right to education as boys. Education authorities blame cultural traditions for high rates of girls not attending schools. There is no gender equality unless public policy develops effective ways to challenge existing and prevailing attitudes. While there is no dispute that education improves the living standards of the individual and economic development in totality, education of girls in Hodan District in particular is becoming difficult. According to the 2006 Somalia Multiple Indicator Cluster Survey, the adult literacy rate for women is estimated to be 26% (compared to 36% for men, and 31% overall) – this is an increase from 19% women and 25% men in 2001 (Undp, 2013). Somalia has one of the world's lowest enrolment rates for primary school-aged children a 42 per cent of children are in school. Of those, only 36 per cent are girls. In Somalia education sector remains a huge challenge young people are often denied their right to quality and basic education, especially girls 'retention remains low (MoE, 2013). The relationship of school-related violence to girl's educational participation is typically not examined in research on barriers of schooling, perhaps because of the absence of systematic information on its prevalence and lack of willing to make known openly by the victims. This violence ranges from extreme acts such as raping, kidnapping, bombing, maiming and killing which often occur in contexts of armed conflict and violence (Guan, 2015). Given this scenario, there is need for in-depth investigation the influence of economic, social, cultural and political factors on girls' education development in Hodan District. The study therefore is set to investigate the factors influencing girls' education development to balance gender education in Hodan District since there is limited emphasis on and support for Girls education development.

1.3 Objectives of the study

1.3.1 General Objectives of the Study

The general objective of this study was to analyze the factors influencing girl's education Development in Hodan District.

1.3.2 Specific objectives of the study

1. To ascertain the influence of economic factors on girls' education developments in Hodan district.
2. To assess the influence of cultural factors on girls' education developments in Hodan district.
3. To evaluate the influence of social factors on girl's education development in Hodan district.
4. To find out the influence of political factors on girls' education development in Hodan District.

LITERATURE REVIEW

2.2 Theoretical framework

This study was supported by the human capital theory, gender theory, development theory and the economic theory.

2.3 Conceptual Framework

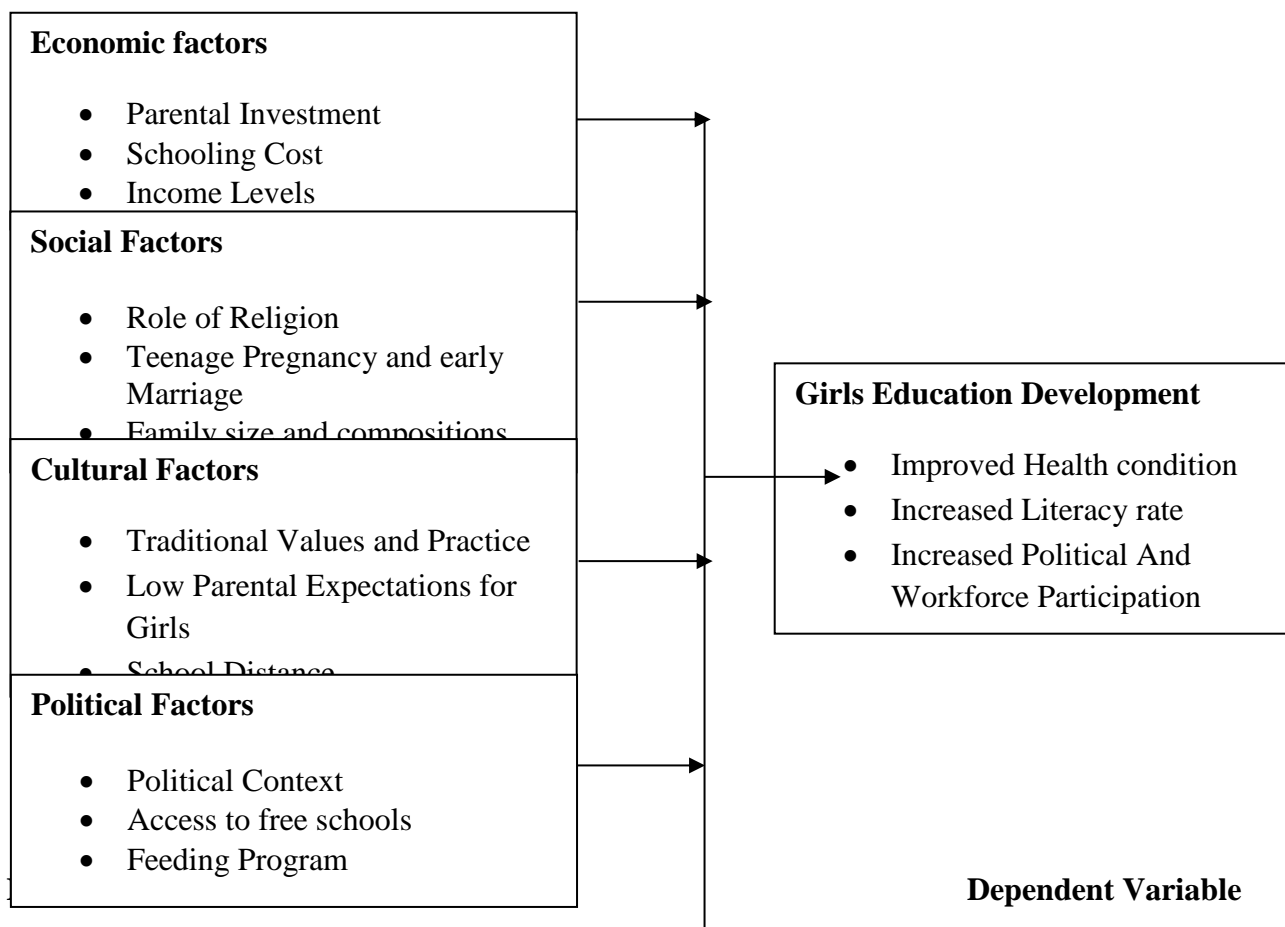


Figure 2.1 Conceptual Framework

3.0 RESEARCH METHODOLOGY

The study took a descriptive research design. The target population for this study was 125 respondents which consisted of head teachers, teachers, parents, and Internal Displaced Person (IDPs). A sample size of 96 respondents was obtained using Slovin’s equation. Data was collected using closed ended questionnaires and were analyzed both quantitatively and qualitatively and was presented in tables. Multiple regression model was used to model the relationship between government consumption, investment and savings on economic development.

4.0 Data Presentation

4.1 Model Summary

The findings of the correlation analysis indicated that there is a significant strong positive correlation between economic factor and girls education development in Hodan district, Mogadishu ($r=0.377$, $p\text{-value}=0.000$). Regarding of social factors, the correlation coefficient was also positive ($r = 0.624$, $p\text{-value} =0.000$). This means that an influence of political factor led to

agirl's education development in Hodan district, Mogadishu, Somalia. Cultural factor had a positive correlation ($r=.490$, $p\text{-value} = .000$) and while political factor had ($r=.674$, $p\text{-value} = .000$).

Table 4.1 Correlations

	Girls_Education Political_Factor	Economic_Factor	Social_Factor	Cultural_Factor	
Girls_Education	1				
Sig. (2-tailed)					
Economic_Factor	.377**	1			
Sig. (2-tailed)	.000				
Social_Factor	.624**	.776**	1		
Sig. (2-tailed)	.000	.000			
Cultural_Factor	.490**	.686**	.524**	1	
Sig. (2-tailed)	.000	.000	.000	.000	
Political_Factor	.674**	.795**	.721**	.721**	1
Sig. (2-tailed)	.000	.000	.000	.000	

** Correlation is significant at the 0.01 level (2-tailed).

4.3 Model Summary

Table 4.2 Coefficient of Determination (R^2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.824 ^a	0.679	0.665	1.778

From the model summary, 67% of girls education can be explained by the variables studied; economic, cultural, social and political factors.

4.4 ANOVA

From the ANOVA it is clear that the overall standard multiple regressions model (the model involving constant, economic factor, social factor, cultural factor, political factor, and girls education development in Hodan district, Mogadishu, Somalia. The regression model achieves a high degree of fit as reflected by an R^2 of 0.679 ($F = 151.883$; $P = 0.000 < 0.05$).

Table 4.3 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	607.532	4	151.883	48.053	.000b
	Residual	287.624	91	3.161		
	Total	895.156	95			

a Dependent Variable: Girls_Education

b Predictors: (Constant), Political_Factor, Cultural_Factor, Social_Factor, Economic_Factor

4.5 Regression Coefficient

The regression coefficients implies that the increase in the independent variables results in an increase in girl's education development. From the coefficients, it can be deduced that the most critical influence of political on girls education will affects an girls education at a higher rate than other variables.

Table 4.4: Multiple Regression Analysis Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.612	.950		2.697	.000
	Economic_Factor	.552	.076	.849	7.235	.000
	Social_Factor	.420	.065	.644	6.505	.000
	Cultural_Factor	.133	.059	.202	2.251	.027
	Political_Factor	.513	.078	.739	6.587	.000

Dependent Variable: Girls Education Development

SUMMARY CONCLUSION AND RECOMMENDATION

5.3 Conclusions

From the foregoing discussion, the study concluded that;

1. The study concluded that economic factors have a statistically significant effect on girls' education development in Hodan district.
2. The study concluded that cultural factors have a statistically significant effect on girl's education development in Hodan district.

3. The study concluded that social factors have a statistically significant effect on girl's education development in Hodan district.
4. The study concluded that political factors have a statistically significant effect on girl's education development in Hodan district.
5. The study result concluded that a Girls education development has a statistically significant effect with the independent variables of the study in Hodan district.

5.4 Recommendations

The Somalia government should implement economic policy against gender disparity for the benefit of all. It is estimated that 43 percent of the population live in extreme poverty on less than one US dollar a day. Parental investment for children's well-being can sometimes become pro-male bias.

Community elders, women groups together with government must enforce Social policy stopping the social beliefs that the education is only for boys than girls as well as there is need for gender sensitization to change division of labor to give girl-child a fair chance to attend education. Teenage pregnancy is a major cause of girls drop out from school so community must take a social awareness campaign about the effects of early pregnancy and marriage on girl child education.

Somali Government together with community elders must exercise a clear cultural policy steps deterring against African society's beliefs which are characterized by gender inequality between males and females while especially illiterate parents have low academic expectations for their daughters and therefore discriminated upon right from birth and are afraid for the safety of their children when they have to travel longer distances to school.

That Somalia government must set political factors that could play a key role in shaping national systems of education and gender equality since better girls' education raises maternal health, reduces child mortality, improves nutrition within the home, and increases the potential workforce and opportunities for economic growth.

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