SOCIAL FACTORS AFFECTING CHILD GIRL EDUCATION IN MOGADISHU-SOMALIA

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ABSTRACT

Learning is greatly influenced by our interactions with significant others and begins immediately at birth. Our first and most primary relationship is with our parents, especially our mothers, and then with our families. This continues up to formal learning in school. The main objective of this study will be to find out the social factors affecting girl child learning in Mogadishu- Somalia. The specific objectives will be to find out the effects of early marriages, early pregnancies, gender bias and positive interaction on girl child education in Somalia. This study will be guided by social learning theory, Hulls drive theory, post modern social theory and cultural modernity theory. Descriptive research design will be used for this study. The target population will be 120 employees of ministry of Education, school principals and students. The sample size will be 91 arrived at using Neyman sample formulae. Primary data will be collected using structured

questionnaires. Data analysis will be done using SPSS version 21. Multiple linear regression, correlation and ANOVA will be generated. Data will be presented using tables.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The girl-child is a biological female offspring from birth to 18 years of age. During this period, the young girl was totally under the care of the adult who may be parents, guardians or elder siblings. It is also a period when the girl-child was malleable, builds and develops her personality and character. She was very dependent on others on who she models her behavior, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage (Sutherland, 2001).

The development of any society would be grossly lopsided if the girl child is not given quality education. Education in any normal society is accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. The United Nations General Assembly (2001) adopted the Universal Declaration of Human Rights which stipulates that everyone has the right to education which shall be free at least in elementary and primary stages. Similarly, the National Policy on Education emphasizes among other things that there were equal opportunities for all citizens.

However, Osinulu (2013) lamented that the girl child is discriminated against in terms of education and given out to marriage early thereby denying the girl-child the required competences for community development. According to Osinulu (1994) and Akinpelu (2000) education is the process of providing information to an inexperienced person to help the individual develop physically, mentally, socially, emotionally, spiritually, politically and economically. Education is the process through which individuals are made functional members of their society (Ocho, 2005).

It is a process through which the young acquires knowledge and realizes her potentials and uses them for self actualization. It enables her to be useful to herself and others. It was means of

preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile. Education is implicitly a part of culture as it is a life-long learning process that enables a person, irrespective of age; understand the relationship between the environment and his or her peculiar circumstances. Education, whether formal, informal or non- formal, helps towards the development of a complete balanced and rational personality. Consequently, the lack of education had been negative influences on the individual, family and society at large. According to Ferguson and Dickens (2003) Community Development (CD) seeks to empower individuals and groups of people by providing these groups with the skills they need to effect change in their own communities. They stressed further that Community Development involves changed the relationships between ordinary people in positions of power so that everyone can take part in the issues that affect their lives. It starts from the fact that within any community there was a wealth of knowledge, experience and creativity which could be harnessed and channeled into collective action to achieve the community's desired goals. Thus, education can rightly be said to be the key to effective participation in Community Development.

Marshal (2003) states that women made up more than half of the African population, and they have been known to have contributed in many ways to the development of the society. Hence, for the girl-child to face the challenges of our time, full participation requires they have access to the benefits of formal and informal education to the same level, and of the same quality as that given to the men. He stressed that it is the only way the girl-child can contribute maximally to the socio-economic development of their communities and Africa at large. In support of this, Schacter (2010) argued that children's intelligence could be significantly influenced by environmental changes and that early childhood was a key to improving later performances in various aspects of the individual's life. It is in the light of the above that Stronquist (2000) stressed that Girl-child education involves equipping girls who later grow up to women with the knowledge, abilities and mental powers with which they have been useful to themselves, the family and the society.

In Somali, women are systematically discriminated against and subordinated. They face limited inclusion in access to education, decision making structures and leadership roles, limited access to reproductive health, higher rates of stigmatization from HIV/AIDS and sexually transmitted diseases, denial of due process rights, abuse of women's rights in divorce cases, denial of custody

of children and denial of women's rights of property ownership and inheritance under customary law. However, UNDP (2007) noted that there is still gender inequality in terms of accessibility to education in many parts of Somalia particularly in the Southern regions of Somalia. In these places, many girls are not sent to school and among those sent to school, many drop out early. Secondly, there is the issue of early marriage which conflicts with educational programmes. UNDP (2007) noted that early marriage has been institutionalized in many parts of Somalia especially in South Somalia. It also used to be the case among the Somaliland, but with Western education, the practice has abated but not completely eradicated. Girls are given out in marriage for many reasons.

In some parts of Somalia, it is a known fact that the input of the girl child into the family income is so high that it becomes economically unwise to allowed such a child to go to school. Examples of such inputs include generating income by way of hawking food items. The girl child also helps with the household chores and look after the younger ones which relieves the parents of employing paid house helps. This therefore reduces the financial burden on the family (Ballara, (2010).In addition, poverty compels many parents to marry off their daughters to wealthy men instead of sending them to school. This is because education is so expensive that parents do not consider the returns for girls' education. Instead, parents would rather prefer the returns of marriage in terms of bride prize. Many parents believe that when girls are educated, the benefits go to their family of procreation instead of the family of orientation.

According to Ballara (2013), the importance of the girl child education cannot be over-emphasized in any society, since they (girl-child), constitute more than half of the population in most societies; their education is vital to any sustainable development. With the acquisition of skills, the girl child in adulthood contributes a lot to societal development. A woman's education affords her the opportunity to take advantage of family planning facilities which results in fewer births of children and less social and economic burdens on families and society in general. According to Ottaway (2000), the girl-child's education also has bearing on the economic well-being of the country. With education, in adulthood, the girl child could easily gain employment in the formal labor force and therefore contribute not only to her family income but the National GNP. Higher education enables girls to provide financial support to their families especially now that the economic recession has made it impossible for a man to provide adequately for his

family with his meager income. Thus, an educated woman with a good learning power can help reduce the financial problems of the family and thus avert frustration and other financial problems. Also, should the inevitable occur for example, death or divorce; the educated widow can easily cater for her children's welfare.

A woman's literacy also increases productivity and self-employment in the informal sector for example; the educational level of rural women is linked to increased productivity in agricultural sector in many developing countries. Literacy assists people to acquire skills and knowledge that help to facilitate better use of natural resources and other agricultural inputs and thereby increasing their productivity. Thus, girl-child being active participants in all stages of the productive chain, i.e. hoeing, weeding, fertilizing, harvesting and threshing of grains, storage and distribution of goods need to be educated to increase productivity and their incomes. According to Stronquist (2000), politically, the girl-child was relegated to the background in the society. They are in most cases under-represented in the decision making process because of the notion that, a woman's place is in the kitchen. The problems also compounded by the girl-child's deficiency in educational qualification. Therefore, should more girls be educated, they would be empowered in adulthood to participate in politics not only as voters but as contestants which would give them the opportunity to partake in vital decisions that affect their lives.

Learning is greatly influenced by our interactions with significant others and begins immediately at birth. Our first and most primary relationship is with our parents, especially our mothers, and then with our families. Our interactions with others involve the basic human capacities of knowing, loving and willing and spur growth. Relating with others helps validate or modify our view of reality and of ourselves, and helps others do the same for themselves. It is primarily in social groups that love and will are exercised and our capacity for unity, service and justice developed. Relationships that are caring, complementary, collaborative and cooperative are productive. Competitive relationships may be destructive in that they are divisive and unjust: they are based on limited views of love, truth and justice. They result in mistrust and alienation. If students are compared to one another and believe they are better or less than other people, their progress can be hindered. They should be encouraged according to their own capability to strive for their highest degree of excellence, not to be superior to the next person, but to improve so that they may better serve others (Hill, & King, 1995).

Social interaction with others is also an effective method for investigating reality and gaining insight and understanding. Investigating truth with others helps create greater love, fellowship, unity, illumination, happiness, awareness, certainty, awakening and well-being. Having learners ask one another questions and help each other find the answers can further and accelerate learning. Peers can often explain things to one another in a manner that can be more easily understood and accepted and in the process acquire a deeper knowledge themselves. Children can learn many things in play and social activity. Recognizing each individual's intrinsic worth can help eliminate harmful social structures. Not all social influences are productive or good. Teachers can encourage and create healthy social environments in their classrooms and schools where the virtues of discipline, order, patience, forbearance, understanding, detachment, service, compassion, tolerance, love, kindness, fellowship, righteousness and other interpersonal skills are taught (Cynthia, 2009).

To improve the social climate, human relations skills, conflict resolution and consultation as ways in solving problems and dealing with differences. By creating prejudice-free environments that do not allow "put-downs" of others' identities, we encourage all people to flourish and realize their potentials. By empathizing with others and helping build healthy self-concepts without developing a sense of superiority, we help develop characters that can improve our communities and institutions. We can all follow and promote the golden rule and create positive united learning communities characterized by safety, stability, trust, caring, self-respect and a sense of belonging. As we learn to celebrate the uniqueness of each person, we will encourage self-acceptance, reflection and flexibility in thinking—all vital factors in developing a positive social learning climate. Our social skills involve developing moral competence and perspective taking using our thinking, feeling and willing capacities.

1.1.1 Background of the organization.

Shebelle relief and development organization abbreviated as (**SHARDO**) is a local NGO , nonprofit organization and nongovernmental organization operating south and central Somalia

the Organization was established/founded in 1995 with endorsement of community leaders and local authority as well the organization mainly focus the education, health , nutrition, rehabilitation, food security and emergency relief, The organization has mainly focused on

education, health and nutrition, emergency relief and rehabilitation, livelihood, mother health care for communities in operational regions. SHARDO has built its reputation at grassroots level as a visionary organization capable of working with communities mutually to alter the current course of conflicts and disempowerment at communal and individual level in the regions.

To undertake its mandate the organization has also focused on upgrading of it staff capacity and organization management and financial systems and effectively responding to emergency. The organization has greatly benefited from its participation in the SOCSIS1-training conducted by OXFAM NOVIB (Oxfam Netherlands). SOCSIS-1EU Training was about Organizational Development topics which suited to uplift the standards for the organization on its capacity and effective respond on community development and emergency. The training covered the major topics of Organizational Development and emergency responds such as: Human Resource Management/planning, Management Practice, financial management, Governance, service delivery, external relations, Organizational sustainability and Community management disaster risk reduction(CMDRR) in emergency, accountability as transparency and contingency plan for better action preparedness on emergency response.

1.2 Statement of the Problem

there are no community was remain undeveloped if it has the necessary implemented human capital and the best instrument for developing any society is to invest in human capital (Richardson, 2009). This is because the acquired knowledge and skills will guarantee the economic and social liberation of the individual to enhance their contributions to community and national development (Efe, 2001). Across the world, women are treated unequally and less value was placed on their lives because of their gender. Women's differential access to power and control of resources is central to this discrimination in all institutional spheres that is the household, community, market, and state. In recent years, numerous occurrences demonstrate the outrageous implications resulting from gender inequality particular in Mogadishu -Somalia. in this factors girls child in terms of education learning institutions or schools , university are less below the number of boys the result of denial of their rights in base with traditional culture value which is mostly exist in Africa particularly in Somalia because of parents girls believes benefit will goes integration marriage family.

Essentially, the Girl-child must be educated in terms of their role in the society, whether as producers or reproducers; they are mainly responsible for the care and well-being of their families, they play an important role as educators of future generations, they perform economic functions and social functions (Ballara, 2010). As more and more women are educated, the health of the nation improves. With rising education among the girl child (women), there will be also a rise of women in the labour force; women education aids in the protection of the environment and also improves agricultural practices (Ballara, 2010). Learning is affected by many factors among them social, cultural, and economic. Thus, for society to be developed, the Girl-child must be allowed access to good and qualitative education (Ballara, 2010).

As long as the majority of girls fail to proceed with formal education, and as long as college level of education is used as a major criterion in the distribution of well-remunerated jobs and leadership positions, they will continue to be marginalized. Lack of education or acquisition of limited education among women who in Somalia and most other African countries constitute over 50 per cent of the total population, leads to their inequality representation in all facets of the society including employment, politics, and inevitably in decision making organs like Parliament. Researches have been carried out about factors militating against the education of girls (Bruce (1996). None of these studies has addressed directly the social factors affecting girl child education. Therefore this study have been been designed to find out the social factors affecting girl child education in Somalia.

1.3   Research Objectives

This study will have both general and specific objectives.

1.3.1   General Objectives

The general objective of this study have been investigated the social factors affecting girl child Education in Mogadishu Somalia.

1.3.2   Specific Objectives

1. To find out the effects of early marriages on girl child education in Mogadishu, Somalia.
2. To find out the effects of early pregnancy on girl child education in Mogadishu, Somalia.
3. To find out the effects of gender bias on girl child education in Mogadishu, Somalia.

4. To find out the effects of positive interaction on girl child education in Mogadishu, Somalia.

1.4 Research Questions

1. What is the effect of early marriages on girl child education in Mogadishu, Somalia?.
2. What is the effect of early pregnancy on girl child education in Mogadishu, Somalia?
3. What is the effect of gender bias on girl child education in Mogadishu, Somalia?
4. What is the effect of positive interaction on girl child education in Mogadishu, Somalia.?

1.5. Significant of the Study

This research related with girls effect education re-education poverty in Mogadishu Somalia. it is very import to investigate it because it will help the future planners of the country as well as the international donors who interest to assist girls to empower through education support and importance to confess parents to educate girls on avoiding the culture norms which is most existed in third worldwide partially in Somalia, therefore this research will contribute and Guide them to, LNGOs, INGOs, private Companies and the national planners in terms of effect girls poverty reduction through education development in Mogadishu Somalia

1.6 Scope of the Study

The study was conducted in Mogadishu, Somalia, the country's capital which is the centre of education activities and a representative of the Country`s cultural attributes towards Women in the Society. This area will provide a good sample for assessing the impact of Girl Child Education on the Community Development of Mogadishu, Somalia. The study will about finding the social factors affecting girl child education in Mogadishu, Somalia.

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CHAPTER TWO

LITERATURE REVIEW

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2.1. Introduction

This chapter covers the theoretical framework, the conceptual framework, the review of variables, empirical review, critique of literature review, research gaps, and summary of chapter two.

2.2 Theoretical framework

This study will use the social learning theory; hulls drive theory, Freud's psychodynamic theory, Gilligan's theory of moral development and the cultural modernity theory.

2.2.1 Social Learning Theory

In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely desist. The theory Social learning and theory proposes that new behaviors can be acquired by observing and imitating others. It states that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual.

Skinner (1945), delivered a series of lectures on verbal behavior, putting forth a more empirical approach to the subject than existed in psychology at the time. In them, he proposed the use of stimulus-response theories to describe language use and development, and that all verbal behavior was underpinned by operant conditioning. He did however mention that some forms of speech derived from words and sounds that had previously been heard (echoic response), and that reinforcement from parents allowed these 'echoic responses' to be pared down to that of understandable speech. While he denied that there was any "instinct or faculty of imitation", Skinner's behaviorist theories formed a basis for redevelopment into social learning theory. This theory supports girl child learning, the dependent variable of this study.

2.2.2 Hull's Drive Theory

In this theory, a drive is a need that stimulates a behavioral response, crucially conceiving a drive of imitation, which was positively reinforced by social interaction and widespread as a result. Hull's theory is one of the first systematic attempts to explain motivation. Hull's theory remains relevant in several ways. First, the story of its rise and fall is a case study in scientific research. Second, Hull's emphasis on homeostasis is echoed in present day studies of biological motives as regulatory systems. Third, understanding a little about Hull's theory helps one understand the motivational theories that came later, many of which arose in response to deficiencies in Hull's theory. In this respect, Hull's theory is like Freud's: one must know about it in order to make sense of what came after it.

Hull (1930), undertook to construct a grand theory that he thought would unite all psychology. He based his theory on the concept of homeostasis, which he borrowed from biology. Homeostasis is a word that refers to the active regulation of critical biological variables. For example, your kidney regulates the salt and water balance in your body, and your pancreas regulates blood sugar. To Hull, behavior was another way the organism regulated itself or kept itself alive and healthy, so to him it made sense that a theory of motivation would borrow from scientific knowledge about homeostatic processes. Hull reasoned that homeostatic mechanisms might provide a scientific explanation of motivation. Behavior could be regarded as an outward expression of the organism's pursuit of biological health. For example, you shiver to get warm. That is a homeostatic mechanism built into the body. If that fails, you are motivated to carry out a behavior such as putting on a sweater or finding a heater. Many behaviors are extensions of homeostatic mechanisms. Hull conceived of all motivation as coming originally from biological imbalances or needs. The organism was thrown into movement (was motivated) when it needed something that was not present at its current location. A need, in Hull's system, was a biological requirement of the organism. Hunger was the need for more energy. Thirst was the need for more water. Motivation, to Hull, was aimed at making up or erasing a deficiency or lack of something in the organism. Hull used the word drive to describe the state of behavioral arousal resulting from a biological need. In Hull's system, drive was the energy that powered behavior. But drive was not pleasant. Drive will an uncomfortable state resulting from a biological need, so drive will something the animal tried to eliminate. The animal searched for food in order to reduce the

hunger drive. Hull believed the animal would repeat any behavior that reduced a drive, if the same need occurred again. Therefore Hull's theory was called a drive-reduction theory of motivation. Hull used specific formulas to predict the likelihood of specific behaviors. He specified that the probability that a particular stimulus would lead to a particular response (the "excitation potential") using a formula. This theory supports the motivation for learning and therefore is used to motivate girls to avoid early marriage and earl pregnancies for the good life after education. It also supports girl child education.

2.2.*3* Gilligan theory

Theorists in mainstream psychology

She criticized both Erikson's theory of identity due to it reflecting his own life, and Kohlberg's ideas about moral dilemmas which mirrored his own experiences and were ultimately biased against women. She found that Kohlberg's investigations concluded that women scored lower and less developed than that of men. Her research found that neither theory represented women's identity and experience (Medea, 2009).Gilligan noticed that approximately fifteen of the twenty-five women who signed up for Kohlberg's class on moral development dropped. Only about five out of fifty men that enrolled were left. Gilligan found that women in the class posed difficult questions of human suffering that could not be adequately addressed by moral theories. Her first paper about moral development, In a Different Voice—Women's Conceptions of Self and Morality, included interview notes from the women who left the class about their moral perspective (Hekman, 1997).Her research reflected that women's development was set within the context of caring and relationships, rather than in compliance with an abstract set of rights or rules (Young, 2012). She asked four questions about women's voices: who is Gilligan found that a morality of care can serve in place of the morality of justice and rights earlier theorized by Kohlberg. She views morality of care and morality of justice as distinct yet also connected (Young, 2012).

2.2.4 Erik Erikson: Theory of Psychosocial Development

The stages of Psychosocial Development involves challenges that a person must overcome in order for him to become successful in the later stages. First, at age 0 to 1 year, the child must have the ability to trust others; else he will become fearful later in his life as he would feel he couldn't trust anyone. Second, at age 1 to 3, he must develop autonomy, or he will suffer from shame and doubt in the future. Third, at age 3 to six, he must learn to assert himself by planning and leading activities, or he will feel guilty and remain a follower and decline leadership opportunities. Fourth, at age 6 to 12, the child must nurture a sense of pride and confidence through his achievements; else he will feel discouraged and will always doubt about what he can do. Fifth, at adolescence, the teenager must have a strong sense of identity; or else he will have personality problems as he becomes confused of what he wants to accomplish. Sixth, the young adult may be optimistic of the things around him because he is involved in an intimate relationship, or he may become pessimistic because he may not be committed in a healthy romantic relationship. Seventh, during middle adulthood, a person feels productive when he is able to contribute to the society through hard work, while he may feel the other way around when he fails to do his job well. Lastly, ego integrity in late adulthood brings about a joyful, positive personality while despair is felt by those who looked back at their early years and saw that they were unproductive as described in Bee and Boyd (2004)

2.2.5 Cultural Modernity: The Human Development Perspective.

A more recent theory emphasizes the conversion of economic development into a cultural process of human development that gives rise to an emancipative worldview, reflected in self-expression values that emphasize human choice and autonomy, including the choices and autonomy of women (Inglehart &Wetzel 2013; Wetzel 2013; Wetzel, Inglehart & Kingman 2013). This rise in emancipative orientations develops mass expectations targeted at making elites responsive and inclusive. In this way, rising emancipative values lead to increases in women's empowerment throughout society (Inglehart & Norris 2013; Inglehart &Welzel 2014) and in parliament.At its core, the human development perspective links social modernization to emancipative values through changes in existential constraints. The theory highlights changes in modern societies particularly conducive to women's empowerment and therefore establishes a link between cultural modernity and publics that value greater equality between genders.

In summary, modernization comes in many forms. While all the measures reviewed here relate in some fashion to women's empowerment, the strongest, most consistent findings show that gains in gender equality are most dramatic in countries with high levels of development and strong emancipative values. This theory motivates girls to avoid early marriages and early pregnancies.

2.3. Conceptual Framework

The conceptual framework highlights the relationship between the independent variables and the dependent variable. The conceptual framework of this study is derived from the theoretical framework; the social learning theory, the hulls drive theory, the post modern social theory and the cultural modernity theory. The conceptual framework of this study is shown below.

Early Marriage
School Drop out
Social relegation
Health
Many children

Early Pregnancy
Child wellbeing
Mothers' wellbeing
Mother & child mortality
Poor child care

Girl Child Education
- Income levels
- Equality
- Empowerment

Gender Bias
Decision making
Parental Support
Discrimination
House hold chores

social interaction
Teacher behavior
Teaching methods
Parental modeling
Peer interaction

Independent variable   **Dependent Variable**
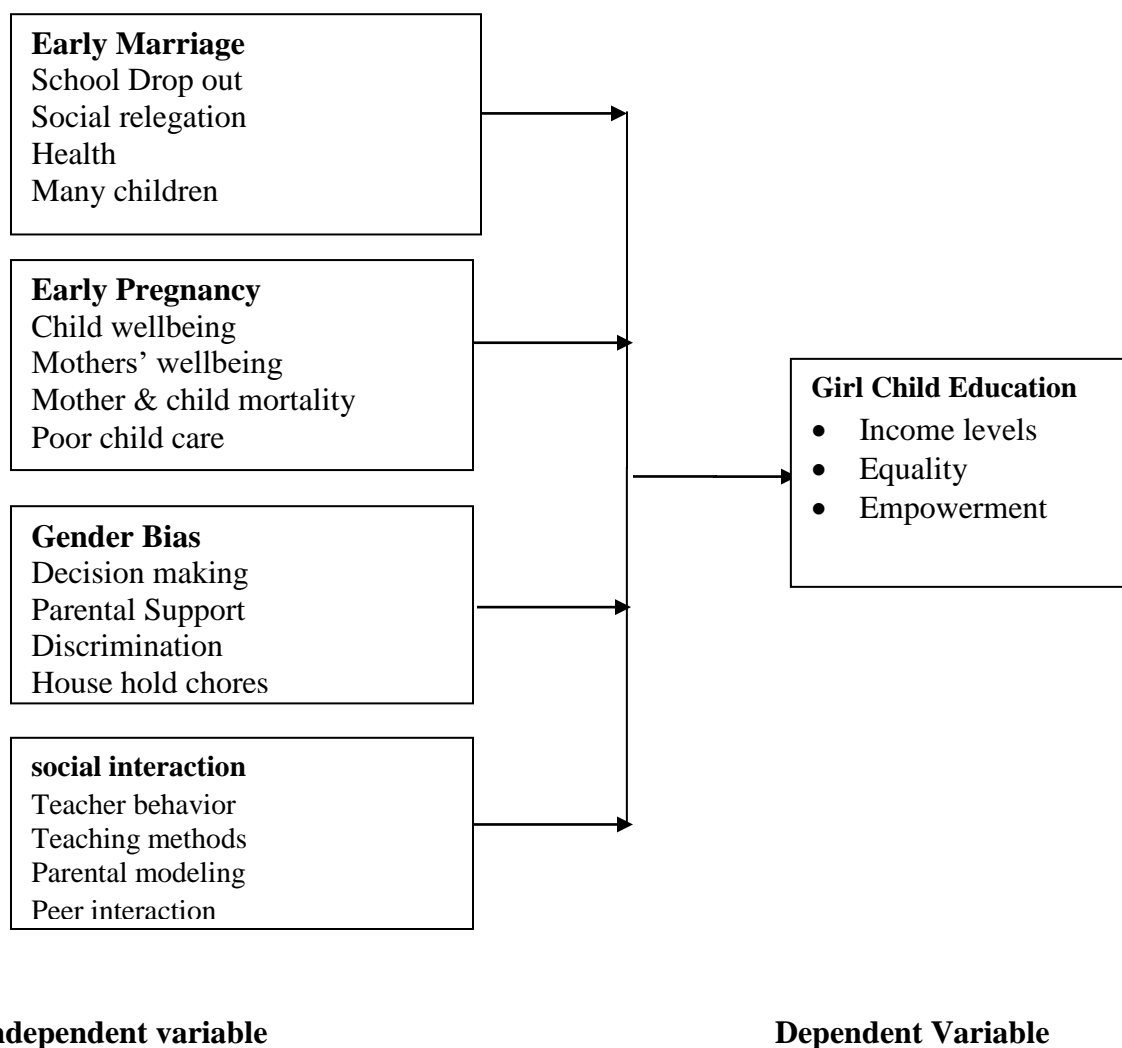
Figure 2.1: Conceptual Frame work

2.4 Review of Variables

This part reviews literature on early marriages, early pregnancies, gender bias and positive interaction.

2.4.1   The effect of Early Marriages on Girl Child Education

Early marriage means marriage or cohabitation with a child or any arrangement made for such marriage or cohabitation (NCCS, 2007). This practice affect girl child in numerous ways. UNICEF &GOK, 2014) points out that child bride are common in Africa. The child bride is denied the love and care of her family. The girl child in this situation is exposed to trauma causing sexual experiences and also after the break up with the child brides ends up destitute in the streets or as barmaids and possibly sex workers GOK & UNICEF (1998). Mwiti (2013) laments that statistics indicate that girls in rural areas are more likely to be married by the time they turn 18 years, than their peers who live in urban areas. She correctly maintains that this practice is fully supported by some communities because of their social and cultural orientation. Child marriage is most common in the world's poorest countries and is often concentrated among the poorest households within those countries. It is closely linked with poverty and low levels of economic development. In families with limited resources, child marriage is often seen as a way to provide for their daughter's future. But girls who marry young are more likely to be poor and remain poor. Child marriage is highly prevalent in sub- Saharan Africa and parts of South Asia, the two most impoverished regions of the world. Ending child marriage may help achieve the poverty reduction and development goals of Developing Countries (UNICEF, 2005). Early marriage represents a major threat to a child's well being. While the practice affects both girls and boys, the most fundamental rights of a child bride to survive, to develop – are undermined. She is left with little or no opportunity to influence her own sexual life or the number, timing and spacing of her children.

It is only through the development of gender equality, both inside and outside marriage, that such rights violations can be overcome (UNFPA, 2012). Early marriage is a powerful disincentive to their educational opportunities; it is a threat to their reproductive health; and it is highly risky for both mother and child, for adolescent girls are physically, mentally and emotionally unprepared for childbirth. Promoting Education helps to reduce these challenges, in every region girls who receive less schooling are more likely to marry young. It is clear that the promotion of education

is a strategy with potential for a far reaching impact on early marriage. Girls who attend school become educated women and, in turn, contribute in human and economic terms to society in a way that goes far beyond their capacity for child bearing and domestic work (UNICEF, 2001).

2.4.2   Effect of Early Pregnancy on Girl Child Education

Nearly 16 million girls between 15 and 19 give birth annually, almost all of them in developing countries. Although adolescent pregnancy rates have been dropping globally, there are significant disparities at the regional level and within countries. Early pregnancies are more frequent among the poorest and least educated adolescents. For some of these young women, pregnancy and childbirth are planned and wanted, but for many others they are not. There are several factors that contribute to this. Frequently, young women get pregnant under pressure, because they do not know how to prevent it, or because they are forced to have sexual relations (WHO, 2010).

 In developing countries, pregnancy- and childbirth-related complications are the leading cause of death among adolescent girls. Furthermore, babies of young mothers are more likely to have health problems. Adolescent pregnancy contributes to maternal and child mortality rates and to the vicious cycle of poverty and poor health. Therefore, addressing early pregnancy is critical to achieving the MDGs related to maternal and child mortality and poverty reduction (UNFPA, 2010). Early marriage had profound effect on the girl-child in the sub-County as explained by the area chief in a key informant interview: Early marriage is a distraction for the future of young girls – educationally, socially and economically. When a girl is married when young, she will not find time to socialize with other people or go to school. When a girl is married when she is still under-age, she will suffer from poverty and ignorance. Early marriage leads to maternal deaths because when a young girl conceives before reaching maturity, this leads to maternal deaths especially when she does not deliver in hospital. She may also suffer obstructed labour which leads to vesico-vaginal fistula. She may deliver underweight children because she does not know what to eat when pregnant and this may result in child illnesses and finally death of the child Other than early marriage affecting the girl-child's education the researcher sought to find out other effects of early marriage.

2.4.3   Effect of Gender Bias on Girl Child Education

Gender bias was unequal treatment in employment opportunity (such as promotion, pay, benefits and privileges), and expectations due to attitudes based on the sex of an employee or group of employees. Gender bias can be a legitimate basis for a lawsuit under anti-discrimination statutes. Gender bias in education happen when teachers treat one gender differently than another. Teachers also show educational bias in gender roles by allowing more boisterous behaviors from boys than girls or expecting girls to turn in homework more consistently.

Gender refers to the roles society assigns people based on their sex. Gender discrimination is when there is a bias based on a person's sex that leads to defining the roles he/she should play in society. An example of gender stereotypes exists in the belief that it is the woman's job, simply because of her sex (female) to stay home and take care of their children. Other examples include the belief that women are unable to make decisions as well as men because women get their periods and men don't. An example of gender discrimination would be if a woman was denied a job, or was paid less than a man would be paid, or received a lesser compensation and benefits package solely on the basis of her being female. In the United States, discriminating against anyone on the basis of their physical sex or gender is illegal, but it happens all the time (it also happens against men.) this is also happening in many African stats although at a much lower pace.

Men and women both have gender roles that are defined by any given society, and gender roles and stereotypes are created by, and also perpetuated by both sexes. By the same token, women are not the only ones demanding equality; many men also fight hard for the rights of women. Dominant thinking in society is not always what wins out -- it only takes a single agent of change to serve as a catalyst to protect the rights of anyone whether it be women or the disabled. For example, many employers still do discriminate against people for reasons of bias -- clearly, their thought process is behind the times. Gender roles and stereotypes leads to in the workplace against women and against men -- and in society at large. In order for discriminatory practices to end, change must begin with societal values and attitudes, but equal rights must be enforced by laws because individual members of societies will never all think the same. Although these male-driven societies revolve around the gender stereotype that men are superior, many of these

attitudes stem from religious beliefs, and thousand-year-old social culture, traditions, and rituals that even women have been slow to challenge -- understandably, out of fear for their own lives, but also out of respect for long-standing values. Women are easily beaten into submission either physically or psychologically by their societies, may simply accept "that is just the way it is."

2.4.4   Effect of social Interaction on Girl Child Education

The influence of social and cultural beliefs about education, the value of education, and participation styles cannot be overestimated. Many Asian students, for example, tend to be quiet in class, and making eye contact with teachers is considered inappropriate for many of these children. The same is in Somalia, as in most African countries (Bennett, 2003). In contrast, most European American children are taught to value active classroom discussion and to look teachers directly in the eye to show respect, while their teachers view students' participation as a sign of engagement and competence.

Another contrast involves the role of Hispanic parents in education Parents from some Hispanic cultures tend to regard teachers as experts and was often defered educational decision making to them (Valdés, 1996). In contrast, European American parents are often more actively involved in their children's classrooms, are visible in the classrooms, or volunteer and assist teachers. These cultural differences in value and belief may cause educators to make inaccurate judgments regarding the value that non–European American families place on education. While it is important to keep in mind that different cultural groups tend to follow particular language and interaction styles, there is tremendous variability within social and cultural groups (Gutiérrez & Rogoff, 2003) Thus, educators need to understand individual histories and ideologies regarding education and learning as well as the cultural and social patterns and beliefs of groups. Rosenberg, Westling & McLeskey, (2008). Teacher motivation and inspiration goes a long way to wake up the already demoralized girl child.

On average children's interactions with teachers are higher in teacher-structured settings, such as large group. Children's interactions with peers and tasks are more positive in child-directed settings, such as free choice. This information should make teachers to be thoughtful and

intentional about what types of support and resources are provided so children can successfully navigate the demands of particular settings (Noel, Sable, & Chen, 2009).

2.4.5 Girl Child Education

Education empowers women to overcome discrimination. Girls and young women who were educated have greater awareness of their rights, and greater confidence and freedom to make decisions that affect their lives, improve their own and their children's health and chances of survival, and will boost their work prospects. One in eight girls is married by the age of 15 in sub-Saharan Africa and South and West Asia, and one in seven has given birth by the age of 17. Ensuring that girls stay in school is one of the most effective ways of averting child marriage and early births. Education is also a key factor in hastening the demographic transition to lower birth and mortality rates. Mothers' education improves children's nutrition hence Education is vital to eliminate malnutrition in the long term – especially education that will empowers women Malnutrition is the underlying cause of more than a third of global child deaths. the Educated mothers will more likely to ensure that their children will receive the best nutrients to help them prevent or fight off ill health, know more about appropriate health care and hygiene practices, and will have more power in the home to make sure children's nutrition needs are met.

2.5 Empirical Review

Education is very important for every child whether boy or girl. It is sad that some communities still discriminate against the education of the girl child. About 57million children around the world are not going to school. 95% of the 28.5 million children not getting a primary school education live in low and lower-middle income countries – 44% in sub-Saharan Africa, 19% in south and west Asia and 14% in the Arab states, UNESCO said. Girls make up 55% of the total and were often the victims of rape and other sexual violence that accompanies armed conflicts. Educating girls will lead to amomg other benefits; create future educated generations, decrease infant mortality, decrease maternal mortality, decrease child marriage, decrease population explosion, increase involvement in political process, decrease domestic & sexual violence, decrease support for militancy, and improve socioeconomic growth.

When women are economically and socially disadvantaged, children feel the impact, but when the women are granted their rights to access means of production, the major beneficiaries are children. Koos (2000) points out that social, cultural or religious norms in the society may block the role of women in the society. He argues that in these cases women are left without meaningful political and economic rights. In Africa, the unemployment and lack of stable income among women has exposed the women to discrimination among other problems. Koos (200) further points out gender income inequality begin from childhood when a girl child is denied education, making her less competitive in the labour market. He maintains that woman lack of education leaves her with few options in the labour market. Mukhopadhay (2001) states that there is evidence to suggest that economic resources under the control of male heads of household do not necessarily translate into well being for women and children. She argues that independent ownership of such resources by women especially land, can be critical in promoting the wellbeing of the family. This can be achieved by an educated women force.

2.6 Critique of Existing Literature

The main aim of this study was to review the existing research on girls' education in Nepal/ and elsewhere in third world like Africa,   The study examined the role of educational research in policy-making in relation to girls' education.   The review included research reports and evaluation studies exclusively devoted to girls' education and/or gender disparity in education. More specifically, the review attempted to accomplish the following objectives: to prepare a profile of studies carried out in Nepal/other third world on the topic of girls' education/gender disparity; to describe the key findings of the research, to identify the areas that have been over or under-researched, to assess the overall quality, validity and reliability of the studies; to examine the soundness of the research findings; to assess the extent to which these findings have been disseminated to and shared with policymakers; (g) to assess the impact of studies on policy-making; and (h) to make recommendations as to how more evidence-based educational policies can be designed and adopted. In recent years, several studies have been undertaken to examine the extent of girls' participation in formal education and to identify barriers to schooling. Evaluation studies have been undertaken to evaluate the impact of several interventions on girls' schooling, the supply of women teachers and gender equality. However, little has been done to systematically document and review these various studies. The review was commissioned by UNESCO Bangkok. It brings together a collection of research and/or evaluation literature

prepared in Nepal between 1990 and 2004. The literature was identified through a three-stage process: (a) a perusal of publication catalogues of the Ministry of Education and Sports (MOES), donor agencies and research firms; (b) an examination of references in research reports; and (c) personal contact with educational researchers and consultants.

2.7 Research Gaps

Munyao, (2013) examined the gender issues that affect the girl child in Kenya. He found out that female genital mutilation, early marriages, education, sexual abuse, gender based labor division affect girl child education in Kenya. Daniel (2009), studied the factors militating against the education of girls. He found out that girl' occupational aspirations and career aspirations are factors mitigating against the education of girls. These studies are very important though none of them studied the social factors affecting girl child education, hence the need for this study.

2.8 Summary

This chapter presented the literature review. It covered the theoretical framework, conceptual framework, review of variables, research gap, critique and summary.

<center>

CHAPTER THREE

RESEARCH METHODOLOGY

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3.1 Introduction

This chapter was cover the research design, target population, sample size, sampling procedure, validity of the instrument, reliability of the instrument, research instrument collection instruments, data gathering procedures and data analysis.

3.2 Research Design

The study was used descriptive research design to find out the social factors affecting girl child education in Mogadishu, Somalia. Kothari, (2014) notes that descriptive studies are more formalized and typically structured with clearly stated hypothesizes or investigate questions. It serves a variety of research objectives such as descriptions of the phenomenon associated with a subject population and discovery of associations among different variables. Descriptive research design was most appropriate for its ability to describe and explained the phenomena.

3.3 Target Population

Target population was defined the all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study. It is a universal set of study of all members or hypothetical set of people, events or objects to which an investigator has an interest in studying (Borg and Crall, 2012).The target population of this study will be 120 people who will include school principals, teachers and representatives from ministry of education in Mogadishu Somalia. This target population is most appropriate because it has specific information about girl child education in Mogadishu, Somalia that the researcher has an interest in.

Table 3.1 Target population

Levels of management	Target Population
Representative from MoE	6
School principals	38
Students	76
Total	**120**

3.4 Sampling frame

The sampling frame is the source material or device from which a sample is drawn. It is a list of all those within a population who can be sampled, and may include individuals, households or institutions. The sampling frame has the same characteristics as the researcher is studying. Sampling frame gives the researcher information to be used to identify the sample population. The sampling frame for this study were school principals, teachers and representatives from ministry of education in Mogadishu Somalia who were the 120 number of target populations for research project studied.

3.5 Sample size and Sampling Technique

Stratified sampling technique was used in this study. The study was derived three strata; the principles, the ministry of education officials and the students. The researcher was applied the Neyman allocation sample formulae to calculated the sample size as follows;

$$n = \frac{N}{1 + N(e)2}$$

Whereby, N is the target population, n is the sample size and e is the level of precision and in this study, 95% level of confidence has been used which gives 0.05 chance of deviation from the actual. Therefore;

$$n = \frac{120}{1 + 120\,(0.05)\,2}$$

$$n = \frac{120}{1 + 120\,(0.0025)}$$

$$n = \frac{120}{1 + 0.32}$$

n = 120/1.32

n = 90.90 thus 91

Table 3.2Sample Size

Levels of management	Target Population	Sample size
Representative from MoE	6	5
School principals	38	33
Students	76	53
Total	**120**	**91**

3.5 Data Collection Instruments

This study will generate both primary and secondary data to achieve its objectives.

3.6.1 Primary Data Collection

Primary data is data that is collected for the first time by the researcher. Primary data is best suited as it is timely, more relevant to specific research problem at hand (Creswell, 2013). As a result, it is most preferred for this study. The primary data of this study will be collected by using a structured questionnaire. Researchers select this method because it gives the respondent a common margin of response hence it makes it easy to collect and analyze data. The structured questionnaire of this study will have two parts. Part one will be about the general information of the respondents while part two will include the objective variables and dependent variables questions. The questions in part two will be designed using a 5 point Likert scale ranging (1 to 5). Likert- type scales are most convenient for descriptive studies as they rate the respondents perception about the subject under study (Saunders, et al. 2012).

3.6.2 Secondary Data Collection

Secondary data refers to data that was collected by someone other than the user. Secondary data is useful in descriptive studies as it backs up primary data sources and makes a case for clarification and confirmation of related phenomena (Kothari, 2014). This study was generate secondary data from books, journals, government publications and other related studies.

3.7 Pilot Study

A pilot study is a mock study done before the main study purposely to test the data instruments. It increases the success of the main study as it helps identify and shortcomings of the research tool and fix them in time (Creswell, 2013). Ten employees will be used for the pilot study who will be randomly selected from the study population. Validity and reliability will be tested.

3.7.1 Validity

Validity is concerned with the meaningfulness of research components. When researchers measure behaviors, they are concerned with whether they are measuring what they intended to measure. A good data collection tool should measure exactly what it is intended to measure. This is called validity. This study will use Cron Batch alpha tool to test reliability. The recommended score will be above 0.7(Drost, 2014).

3.7.2   Reliability

Mugenda and Mugenda (2012) define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trial. Content validity will be tested by exposing the questionnaire to experts who will confirm the tool reliability.

3.8 Data Processing, Analysis and Presentation

Data analysis is a process of analyzing all the information and evaluating the relevant information that can be helpful in better decision making, Silvia and Skilling (2014). The data collected will be analyzed using the software called Statistical Package for the Social Sciences (SPSS) version 21. Correlation, Regression ANOVA and model summery will be generated. Data will be presented in tables.

3.8.1 Analytical Model

A regression model will apply to determine the effects of each of the independent variables (factors) with respect to dependent variable (girl child education). Regression is concerned with describing and evaluating the relationship between a given variable and one or more other variables. More specifically, regression is an attempt to explain movements in a variable by reference to movements in one or more other variables. Analysis of variance (ANOVA) will use to test the significance of the model. R2 will be used in this research to measure the extent of goodness of fit of the regression model. The regression model indicates as shown as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where **Y**: is girl child education

X_1: is early marriages

X_2: is early pregnancies

X_3: is gender bias

X_4: is positive interaction

ε: Error term.

α: Intercept.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter provides the analysis of data collected from respondents using the questionnaire and the findings of the same. The data was presented using tables, frequency and mean. Inferential relationship between the variables was analyzed using Multiple Linear Regression equation models and bivariate analysis.

4.2 Response Rate

A total of 91 questionnaires were given out to school principle, students and representative from ministry of education. 91 questionnaires were returned giving a response rate of 98.5% as shown in Table 4.2 below.

Table 4.1 Response Rate

Items	No. Of Questionnaires	Percentages
Issued questionnaires	91	99
Not Returned	1	1

According to Mugenda and Mugenda (2013), a 50% response rate is adequate. Therefore a response of 99% is rated as very good thus presumed to be very good for the study.

4.3 Reliability Results

A pilot study was carried out to determine the reliability of the questionnaires using ten respondents. Reliability analysis was subsequently done using Cronbach's Alpha which measures the internal consistency by establishing if certain items within a scale measure the same construct. The findings were as summarized in Table 4.1.

4.4 Demographic characteristics results

The respondent's background information included; Highest Education Level of the respondents, category.

Table 4.2 Highest Education Level

Respondents	Frequency	Percent
Technical and vocational	5	5.2
Dropout of school	1	1.0
Intermediate	1	1.0
Secondary School	3	3.1
Primary	1	1.0
University	85	88.5
Total	91	100.0

Source: Research data, (2018)

4.4.1   Highest Education Level

An inquiry was made on the respondents' education background. The results shows that (85%) of the respondents were holders of a University level, (5%) of the respondents were holders of Technical certificate, (3%) were a Secondary level. (1%) of the respondent was primary level (1%) of the respondent was intermediate level, (1%) of the respondent was a dropout school. This means that most of the respondents were adequately educated thus understood the essence of providing relevant data for the study.

Table. 4. 3 Age of Respondents

Age	Frequency	Percent	Valid Percent
18-25	57	62.0	62.0
26-35	26	28.3	28.3
36-45	5	5.4	5.4
46-55	1	1.1	1.1
over 65	2	2.2	2.2
Total	91	100.0	100.0

Source: Research data, (2018)

This table depicts the diversity of the participants in terms of age the most participants were among the age between 18 up to 25   as a frequency **57** also is **63%** of frequency as valid as cumulative percentages.

Second participants were between 26 and 35 age, as frequency **26** and their equivalent values **28.3%**. The third participants from 36 up to 45 age as the table shows as frequency equal to **5** while percent equal to **5.4%**, the forth participants among 46 up to 55, as frequency equal to **1** respondent as percent **1.1%** through valid, and lastly the participants of questionnaire who were over 65 years were **2** as frequency and as **2.2%**, the total participants were 91, and as validity are 100%

4.5 Analysis of Main study Variables

4.5.1 Early Marriage

The respondents were probed with questions seeking to determine the effect of early marriage on girl child education; the results were as on is presented in Table 4.4

Table 4.4 Effects of early marriage

	N	Mean	Std. Deviation
Girls Who marry early tent to have many children	91	3.67	.989
Girls who marry early tent to have poorly health their lives	91	3.60	1.124
Girls who marry face social relegation	91	3.45	1.204
Girls who marry early dropout of school	91	3.34	1.335

Source: Research data, (2018)

The above findings from respondents indicated that Girls Who marry early tent to have many children a mean of (3.67), Respondents agreed that Girls who marry early tent to have poorly health their lives, (3.60).They also agreed that Girls who marry face social relegation with mean of (3.45).and finally hey agree that Girls who marry early dropout of school with mean of (3.34)

Early marriage is the one of the most important factors that cause girls to stop continuation of their education since she shifts to a new chapter of life which requires sacrifice for her children and the home workload and in general Somali ladies as they marry they automatically end their educational careers in primary or secondary level and sometimes this marriage is caused by peer pressure or from community because they discourage girls who pursue their education (KIIsstudent participant, 2017).

Traditional practices like a negative attitude towards girls' education, preference for boys over girls in education where the community resources are limited because of financial constraints and gender roles are considered at home where girls have lots of chores, which make them busy, affecting girls' participation in education (KIIs, participant, 2017).

4.5.2   Effect of gender bias

Table 4.5 Effect of gender bias

	N	Mean	Std. Deviation
Effect of gender bias on girls contribute to more house hold chore	91	3.79	.972
Effect of gender bias on girls contribute girls child discrimination	91	3.73	.831
Effect of gender bias on girls contribute less parental support	91	3.49	.959
Effect of gender bias on girls contribute less participation of decisions making	91	3.45	1.108

Source: Research data, (2018)

The table above indicates that the mean for the Effect of gender bias on girls contributes to more house hold chore is 3.79. Respondents also agreed that the Effect of gender bias on girls contribute girls' child discrimination mean of 3.73. Respondents further agree the of the Effect of gender bias on girls contribute less parental support with mean of 3.49 Respondents agreed that Effect of gender bias on girls contribute less participation of decisions making with a mean of 3.45 and that resource are allocated for Effect of gender bias and objective with a mean of 3.97

Bias also surfaces in everyday curricula; students' textbooks generally perpetuate male dominance. In literature, girls are not in the lead roles, and they are shown as less capable than main male characters (Evans, 1998). When girls do not see themselves in the pages of history textbooks, and when teachers do not point out or confront the omissions, young women learn that to be female is to be an absent partner in the development of our nation. And when teachers add their stereotypes to the curriculum bias in books, the message becomes even more damaging (Sadker & Sadker, 1994).

4.5.3 Effect of social interaction on girl child education

Table 4.6 Effect of social interaction on girl child education

	N	Mean	Std. Deviation
Girl child education increases empowers	91	3.80	.897
Girls child education reduce inequality	91	3.71	.922
Girls child education increase self confidences	91	3.55	1.057
Girls child education increases income level	91	3.43	1.212

Source: Research data, (2018)

The table above indicates that respondents agree to the statement that Girl child education increases empower and objective with a mean of 3.80. Respondents also agreed to the statement that Girls child education reduce inequality with mean of 3.71 Finally They further agreed that Girls child education increase self confidences with mean of 3.55 and that Girls child education increases income level with mean of 3.43.

According to (Baron, Byrne, & Branscombe, 2008). Social interactions can be defined as certain forms of externalities, in which the activities of a reference group influence an individual's preferences. Social interactions can also refer to practices, acts or actions of two or more people jointly concerned with each other's selves; any behavior that takes into account or tries to affect each other's personal intentions or experiences (Baron, Byrne, & Branscombe, 2008).

4.5.4 Girl Child education

Table 4.7 Girl Child education

	N	Mean	Std. Deviation
Girls child education increases income level	91	3.90	.932
Girls child education reduce inequality	91	3.86	.926
Girls child education	91	3.85	.965
Girls child education increase empowerment	91	3.78	.929

Source: Research data, (2018)

Respondents were asked to give their views on Girls child education. Respondents agreed to the statement that Girls child education increases income level and targets set with mean of 3.90. Respondents agreed that Girls child education reduce inequality and objectives with mean of t 3.86. They also agreed that the   Girls child education 3.85. Respondents further agreed that Girls child education increase empowerment, usually qualitative targets with a mean of 3.78

4.6 Correlation Result

Table 4.1: Selection

		Marriage	Pregnancy	Bias	interaction	Education
Marriage	Correlation	1	.489	.642	.572	.716
	Sig. (2-tailed)		.000	.000	.000	.000
Pregnancy	Correlation	.489	1	.550**	.818**	.394
	Sig. (2-tailed)	.000		.000	.000	.005
Bias	Correlation	.642	.550**	1	.576**	.468
	Sig. (2-tailed)	.000	.000		.000	.001
Interactions	Correlation	.572	.818**	.576**	1	.481
	Sig. (2-tailed)	.000	.000	.000		.000
Education	Correlation	.716	.394**	.468**	.481**	1
	Sig. (2-tailed)	.000	.005	.001	.000	

**. Correlation is significant at the 0.01 level (2-tailed). . Listwise n=90

Correlation analysis was carried out in order to establish relationships between variables of interest; the relationship between independent variables and dependent variable. The result is presented in table4.8, From the result, the independent variables are all positively correlated with education.

Specifically, education and marriage are positively correlated (r=.716, p=.000). Implying that children who marry late tend go through to higher levels of education as compared to those who marry early. This is findings are in line with the literature on marriage and education research. In education research literature, generally, more education is associated with lower rates of early marriage. The findings are in line with studies by Katerega (2012). He found that over 30% of young women in Uganda without any completed years of education married early compared to rates below 10% (sometimes well below 10%) for any young woman who has completed 8 or more years of school. Education level attained by a girl child is positively correlated with level

of gender bias (r=.468, p=.000) and positive interaction of the girl child with significant others has positive relation with the education level the child attains (r=.481, p=.000). overall, the result suggests that the education level attained by the girl child in Mogadishu Somali is related to the four social factors. A regression analysis was undertaken to determine the contribution of each social factor on education of the girl child.

4.7 Regression analysis

The regression result analysis gave three outputs summaries; the model summary, the ANOVA and the regression coefficients.

The model Summary

The result of the model summary in table 4.10 indicate that the multiple correlation coefficient R is .688. this indicate that the social factors and education level of the girl child are strongly related. The R square value is .474, this is the coefficient of determination, it indicate the proportion of variance in independent variable, in this case education, that is account for the four social factors. Therefore the factors accounted for 47% of the education variance among the girls in Somalia. The remaining proportion is accounted for factors not in the regression model.

Table 4.9 : Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688[a]	.474	.621	.66024

[a]. Predictors: (Constant), marriage, pregnancy, bias, interaction

4. 8 ANOVA

Analysis of variance result in table 4.11 has the F static value and its significance. The F value indicates how well the observed data are fits the proposed linear regression model. a low value suggests poor fit, a higher value, and therefore significant suggests a good fit. In this case F=14.00, p=.000, suggests that the data fitted well the prediction model.

Table 4. 10: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.301	4	8.575	14.003	.000[b]
	Residual	52.052	85	.6124		
	Total	72.353	89			

a. Dependent Variable: education b. Predictors: (Constant), marriage, pregnancy, bias, interaction

Table 4. 11: Regression coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	SE	Beta		
(Constant)	1.340	.484		2.56	.014
Marriage	.571	.160	.544	3.57	.000
Pregnancy	.550	.122	.545	4.59	.000
Bias	.476	.180	.472	2.65	.011
Interaction	.521	.135	.510	3.86	.000

Therefore the regression model become;

Education = 1.34 + .571Marriage + .550 Pregnancy + 476Bias + .571Interaction

The regression coefficient of marriage is .571, p=.000. The result imply that; at zero levels of the social factors in the somalia community, the girl child will only have 1.34 units of education. However if Marriage improves by one Unit, and other social factors held constant, education will increase by .571 units

The regression coefficient of Pregnancy is .550, p=.000. the result suggests that pregnancy has a significant contribution to education of the girl child. Further it suggest s that holding other factors constant, a unit improved cases of unwanted pregnancies results in the girl child education increasing by .55 units

The coefficient of gender bias is .476, p=.011. it implies gender bias has significant contribution to the girl education in Mogadishu. A unit increase in minimizing gender bias initiatives in the society, results in .476 units in education of the girl.

Finally, interaction, the coefficient is .521, and p=.000. the result imply that positive interaction of the girl child with the others, contributes significantly to her education. A unit increase in positive interaction, results in .521 increase in education. Overall the social factors contributed significantly to education of the child.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

</div>

5.1. Introduction

This chapter summarizes the findings of the study concerning the social factors affecting child girl education in Mogadishu- Somalia. It also presents the conclusions and recommendations of the study and hence gives suggestions for further research.

5.2 Summary of the Findings

The purpose of this study was to determine social factors affecting child girl education in Mogadishu- Somalia. The study identified the gaps that paved way for the recommendations of intervention measures that would improve the affecting child girl education in Mogadishu- Somalia. This would enhance the attainment of their primary purpose of Girls who marry early drop out of school.

Four research objectives were formulated to guide the study. Research objective one was to examine the extent to which To find out the effects of early marriages on girl child education in Benadir Region, research objective three was to find out the effects of early marriages on girl child education in Mogadishu, Somalia., research objective two was to examine the effects of early pregnancy on girl child education in Mogadishu, Somalia, and To find out the effects of positive interaction on girl child education in Mogadishu, Somalia.

Literature review dealt with the affecting child girl education. The areas covered by literature review included:-Education of girls on socio-economic development, early marriages and dropout of girls in schools, Influence of Parental attitudes on girls education, Affecting of early marriages on girl child education, affecting of early pregnancies on child girl education and effect of gender bias on girl child education lastly effect of social interaction on girl child education.

5.3 Conclusions

The purpose of this study was to determine according to the findings of this study the researcher concluded that attitude of girls is one of the major factors that affect on girl child education. It was also found that the social factors affecting child girl education in Mogadishu- Somalia included early marriages on girl child education, the effect of early pregnancies on girl child education.

Parents level of education affect participation of girl child education by making them to support their daughters in participation in education by providing what their daughters require for personal effects and other educational requirements.

Finally distance from school affects girl child education participation by making the girl child fatigued after walking, encounter challenges on the way to school like rape, abduction, early marriages, peer pressure and early pregnancies due to lack of security as they travel to school.

5.4 Recommendations

In the light of the research findings, the researcher wishes to make the following recommendations:-

1. It was recommended that peer educators/counselors be posted to the mixed and girls' secondary schools to survey the girl child problems and encourage them to seek help to curb the dropout of students through the early marriages.

2. It was recommended that serious campaigns should be done by UNICEF, UNESCO, all educational agencies and the Somalia government against the Female Genital Mutilation (F.G.M) as an initiation rite which wastes the girl child's time during initiation periods and thus making them either to dropout as adults or reporting to school late which makes their performance poor and hence they give up.

3. To encourage girls' educations among different parts of the community every important person should be included such as parents, school administrations, teachers, religious leaders, community leaders, diasporas, politicians, women's associations

4. To utilize media communication/social platforms for sharing ideas, regular meetings/seminars to encourage girls' education and provide workshops for parents

concerning how to reduce the gender inequality for educational opportunities especially enrolment in primary and secondary schools in the Hodan district. The media has contributed a lot to changing people's perception already.

5. It is recommended that parents and guardians play their role of moulding the female students instead of leaving the burden to the already overworked teachers. Parents should visit schools to find out how their daughters progress and spare time during the school holidays to be with their children. The parents attitudes towards girl child should also change so that the boys should be treated like girls and their education should be the same as affirmative action.

6. The girls in secondary schools should not be overburdened by roles and domestic labour so that they get a good time of studies and perform well in class. The girls should not be employed as house maids and social workers at home to avoid dropout of schools.

7. It is recommended that gender equity and gender equality be given prominence in education sector in order to promote the girl child education and fair distribution of the responsibilities so that the female students are not disadvantaged.

8. The government should use the findings in Benadir region to help them solve the problems and handle keenly the challenges facing the girls who gets early marriage after dropout schools   in other divisions in the Federal Republic of Somalia.

5.5 Suggestions

For Further Research Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:-

1. The study which should look at the social factors affecting child girl education in Mogadishu- Somalia as a psycho-social phenomenon in educational management. Such a study would suggest valid strategies for understanding and helping the girl child in educational as they study. It would also provide data on the problems faced by the female students in secondary schools in Mogadishu- Somalia.

2. The role of guidance and counseling in management of female students' dropout and getting early marriage in the schools.

3. Finally there is a need to carry out a similar research in other regions in order to gauge which factors affect of girl-child education in the Mogadishu-Somalia

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