SOCIO-CULTURAL FACTORS INFLUENCING GIRLS' DROP OUT IN SECONDARY SCHOOLS IN GAROWE DISTRICT, NUGAAL REGION, PUNTLAND

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DECLARATION

This research report is my original work and has not been presented for award of

a degree in any other university

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DEDICATION

I dedicate this work to the Almighty God for His love and blessings to me and my family. Secondly, my thoughts go to my wife Sowda Ahmed Jama and my beloved mother Maryan Abdulahi Shaywal for their encouragement, understanding and patience .A special dedication goes to my children, to whom I dedicate this work as a challenge.

ACKNOWLEDGMENT

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ABBREVIATIONS AND ACRONYMS

CARE: Cooperation and Relieve Everywhere

DEO: District Education Officer

EFA: Education for All.

FGM: Female Genital Mutilation

GTWG: Gender Technical Working Group

MOE&HE: Ministry Of Education and Higher Education

PEPP: Puntland Education Policy Paper

REO: Regional Education Officer

SPSS: Statistical Package for Social Sciences

TLM: Teaching and Learning Materials

UNESCO: United Nations Educational Scientific and Cultural Organization

UNICEF: United Nations children's Fund

UPPAP: Uganda Participatory Poverty Assessment Program

ABSTRACT

Girl child drop out in Garowe District, Nugaal region has been an existing educational challenge for the last 10years.In order to improve girl child education and particularly the retention rate of girls, an in depth research, analysis and documentation of the factors affecting Girl child drop out is required to enable educational stakeholders to strategize towards better performance. The study aimedatidentifyingthemostinfluentialsocio-culturalfactorsaffecting girl child education in Garowe District. A descriptive survey study design was used and questionnaires were used as the main instruments. This instrument was structured to have both open ended and closed ended questions. Simple random sampling technique was used to select the study sample which was for public secondary schools. The researcher collected data from the parents, head teachers, class teachers and students. After collecting data the researcher checked the questionnaires for completeness, accuracy and uniformity of the information obtained. The data was then coded and analyzed using SPSS to get the frequencies and percentages, and presented in tables.The study was conducted from four selected secondary schools in Garowe District. The study adopted a descriptive survey research design on which both qualitative and quantitative methods were used. The study consisted of 337 respondents, composed of four head teachers, twenty four teachers', three hundred and one pupils and eight parents. The study used self- administered questionnaire and an interview guide as the data collection instruments. A review of the relevant written documents was also made to supplement the primary data. The data collected was presented in a bar graph, a pie chart and score tables. Interpretations and conclusions were made according to the frequency of responses. The findings revealed that there were varying socio-cultural factors that compelled girls to drop out of school at an early age. The major socio-cultural factor accounting for the early female dropouts in secondary schools was poverty manifested by; the parents' inability to pay fees and to provide scholastic materials for their children, lack of female role models in the teaching force and early marriages. This is worsened by the preference of boys to girls. It was recommended from the study findings that; the Puntland government should take affirmative action to maximize girls' education by allocating more scholarships for girls, construction of girl friendly spaces, strengthening gender policy, recruiting more female teachers as a role model in all schools, and set laws against parents who are reluctant to educate their children. Increasing access, retention and performance of girls in education must be a state priority for Puntland.

Finally, areas for further research were suggested, this included; causes of high rates of female school dropouts, the parents' attitudes towards the girl child education and the possible policy alternatives that can improve on girls' education in Garowe district, Puntland, Somalia.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Puntland is part of the Somali federal government and is a signatory to international conventions, including Dakar Framework of Action on the education for all. The Constitution of Puntland stresses on that every child has a right to education. The Puntland Education Policy Paper (PEPP, 2012) recognizes education as a basic human right and a lifelong process that plays a vital role in improving the quality of life and states that no child should be left out of the system, again educational provision, participation, transition and completion in Puntland is considered among the lowest in the developing nations with an estimated secondary school gross enrollment rate (GER) of 41% for both boys and girls, Secondary school census (2012-2013).

The MoE& HE through the Education Sector Strategic Plan (ESSP) focuses on of improved quality education provision to all children and adults. The ESSP 2012-16 which identifies ''girls' education'' as one of its priorities puts a strategy in place to allocate at least 7.5% of the national budget to the education sector. Mutua and Namasira(1992)conceded that education is a prime mover of economic growth of a country. According to these authors education becomes an equalizer and a tool for families' social and economic development. For young people

education is a critical factor for their survival as individuals and as communities. The changing times demands that quality education and training be provided to the youth so as to add value to their life. Spencer (1977) describes dropout "a student who has dropped out of reasons other than promotion, transfer, completion of secondary school or death", including those who were dropped out the schools, because of excessive absence from school.

Drop out of girls is an issue in an education system that has aroused interest of many professional academicians and the public in general. Chivore, (1986) defines drop out as"a pupil who ceases to attend school either temporarily or permanently, before completing the given educational cycle. The definition of a school dropout could be determined from who reports the learner's missing from school; and for the female student who is pregnant ,the accuracy of the situation also depends on who reports the pregnancy. A dropout is defined by Ramirez and Carpenter (2008) as a student who has discontinued school before graduation with no intention of returning. To adopt Ramirez and Carpenter's definition would be to exclude a girl who drops out of school due to pregnancy.

Reyhner(1992)attributes school related factors such as uncaring teachers, passive teaching methods, inappropriate curriculum and poor conditions created by large schools to school dropouts. In Botswana, pupils can dropout of school for a variety of reasons related to pregnancy, expulsion for deviant conduct,

death, illness, desertion and even marriage. According to Ramirez and Carpenter (2008),reasons for dropping out of scho are categorized into four issues: home-based;society/community-based;school-basedandstudent-based.In their study on school drop outs, they cited homes with single parents; home poor environments; homes with many siblings, homes with a history of dropouts ;home environments where substance abuse and physical violence are rife and exposure to the wider culture to pupils drop-out as rendering school a low priority to the pupil. Any of these factors or a combination of them can contribute to girls leaving school due to pregnancy. By implication, more girls dropout of school than boys do. Ramirez and Carpenter confirmed in their study that this is the case. They found out that pregnancy and house hold were the main reasons for school dropout.

Dropout is a global issue that has debilitated the growth of many nations, from an economic perspective, drop out cause under-utilization of resources and faulty government planning. It is established that child trafficking and child labor (which are against international laws) in countries like South Africa, Kenya, Botswana and Mozambique are on the rise for reasons among which is a school child drop out (UN Population Division, Department of Economic and Social Affairs). Similarly, most of the street kids in Puntland are a consequence of school dropouts. All these problems constitute a socio-economic burden to the country, thereby making dropouts an obstacle to the development of the community in which the school is found and the nation at large.

Chart 1.1 shows the number of high school learners enrolled in the district of Garowe.

Table 1.1: enrolment of students in Garowe district disaggregated by gender

	Male	Female	Total
Gambol secondary school	1,377(%)	589 (%)	1966 (%)
Alwaha Secondary school	108	79	187
Nugaal secondary school	420	199	619
Nawaawi Secondary school	154	84	238
Grand total	**2,059**	**951**	**3010**

EMIS data (2013/2014)

Table 1.1 indicates the number of learners enrolled in the secondary schools in Garowe district disaggregated by gender. The number of female students enrolled in the region is 951 which is only 31.6% of the total enrolled students and that shows the enrollment rate of the girls is lower than the boys' enrollment.

In view of the above, there was a need for a research to be carried out to determine the factors that may influence the drop out of girls in the secondary education in Garowe District, Puntland State of Somalia, this is why my research was to identify effects of girls' education in the secondary education, Furthermore, to bridge the knowledge gap on the reasons why there is a lack of retention of girls in the education sector.

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This study sought to evaluate the existing socio-cultural factors that lead girls to drop out of high school in Garowe..

1.2 Statement of the problem

In educational institutions, equal opportunities exist to   encourage girls and boys to compete favorably. It means parents must be supportive; nevertheless, despite parental support and governmental and non governmental organizations efforts increasing girl's educational opportunities, female dropouts from secondary schools in Garowe district, Puntand state of Somalia stays high. This is a massive challenge that urgently needs   addressing if priority is to be paid to girl's education.

Notwithstanding the Ministry's efforts to improve high school entry, engagement and retention the government has several policy statements aimed at reducing dropout rates for students, the fall out of girls is huge through public awareness seminars on the importance of education, recruitment academic advisors, putting up better facilities and teacher training. Therefore, it is necessary to know the socio-cultural factors responsible for the drop out of girls.

1.3 Purpose of the study

The study's intent was to investigate socio- cultural factors influencing the drop out of girls' in high schools in the of district of Garowe, Nugaal region,

Puntland and recommend possible strategies to improve educational sector in the secondary level.

1.4 Objectives of the study

The study addressed the following objectives:

i) To decide to what degree early marriages sway girls' dropout rate in high schools in Garowe.

ii) To determine how role models influence dropout rate of girls' in Garowe secondary schools.

iii) To examine to what the extent parental income level influence the fall of female learners in Garowe.

iv) To check how household duties influence on the drop out rate for girls.

v) Find out the strategies that schools can put in place to improve girl child education in Garowe district.

1.5 Research questions

The study was to provide answers to the following research questions:

i) To what extent does the early marriage influence girls' level of dropout in high schools in Garowe?

ii) How does role models influence dropout of girls in secondary schools in Garowe?

iii) Does parental income influence girls' fall out in Garowe high schools?

iv) To what degree does the household duties influence dropout rate?

v) What approaches can schools use to improve drop out of girl child in Garowe?

1.6 Significance of the study

The findings generated from the study may be useful to the Ministry of Education and higher education(MOE&HE) in devising useful strategies that would lead to improvement of girl child education in the country and reduction of girl child dropping out. To education administrators in the district, the study may help them to ensure proper utilization of resources and physical facilities in order to ensure that pupils' learning environment is improved and recognize the unique home based factors, e.g. family economic, early marriage, household duties and lack of limited role models as well as other socio-cultural factors affecting Puntland girls' dropout rate. To the Regional and district levels the study will help them to be informed of the factors that have been affecting the drop out of girls. To the Educational planners the study may help in developing rational and more concrete evidence based planning. To the Schools and other stakeholders may use the study findings to assist in finding ways to manage the drop out of girls from the education system.

1.7 Limitations of the study

According to Best and Khan (1998) limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situation. The major limitations of the study was insufficient local literatures on the area of study may limit the scope of this study as there were no prior studies on the same matter. It was also difficult to monitor respondents attitudes. They were likely to give incorrect information with the fear that it will be used against them. To correct this, the researcher created a good rapport with them and let them known that the data will be used for the study only.

1.8 Delimitations of the Study

The study was confined itself to socio- cultural factors that influence the drop out of girls' in secondary education in Garowe district, Puntland State. The report used questionnaires as the research's main tool. Due to this, the findings can only be generalized to other parts of Puntland with caution because conditions in other areas not covered by the study may be different from those of the study area.

1.9 Assumption of the study

The study was carried out under the following assumptions.

    i) That EMIS data were acceptable instrument for evaluating the number of girls dropped out from the secondary schools.

ii) That respondent will give precise, truthful and honest responses to the questionnaire.

1.10 Definition of significant terms

Drop out: refers to voluntary loss of learners enrolled in an educational cycle..

Education: refers to acquisition of knowledge through formal or informal schooling.

Enrollment: refer to the number of students who registered at the secondary schools.

Factors: refer to things that cause or influence

Feminist Perspective: refer to a standpoint which maintains that women and men have equal potential to develop themselves in all spheres of life, but that the realization of women's potential is hampered by externally imposed constraints and influence of socio cultural factors.

Gender: refer to a social role of being a female or male. Whereas sex has to do with a person's biological characteristics and erotic behavior, gender refers to the social creation of girls, boys, women, and men.

Girls' education: refer to a systematic training and instruction, especially the young females in schools.

1.11 Organization of the study

The study was organized in five chapters; Chapter oneof this study described the background of the study, a statement of the problem, purpose of the study, the objectives, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of terms used in the study and the organization of the study. Chapter two consisted of the review of literature and relevant research associated with the problem addressed in this study, and includes early marriage and dropout rate of girls, parental income and dropout rate of girl child, household duties and girl child drop out and role models and girl child dropout rate. Chapter three presented the research methods used in carrying out the study and procedures that used for data collection and analysis. It includes research design, sampling procedures and sample size, research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques. Chapter four focused on data analysis, presentation and interpretation of findings. Chapter five contained a summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATUR

2.1 Introduction

In this chapter ,the researcher reviewed literature related to the research topic. There view was organized as per the objectives of the study and includes early marriage, role models, parental income, and household duties. It also looked at the theoretical framework and the conceptual framework.

2.2 Early marriage affecting girls fall out of secondary school

Rubin (2009) conducted a research on addressing early marriage in Uganda using key informant interviews and focus group discussions in Holimo and wikaso districts in the western and central regions of Uganda. The study revealed that more than 53% of women ages 20-49 were married before the age of 18. He also found that the reasons for early marriage are rooted in the traditions and social norms.

Another study conducted by Mike, Nakajio and Isoke (2008) to investigate socio-cultural determinants of secondary school dropout in Uganda using a survey questionnaire by sampling 1,781 households. The research showed that the biggest obstacle for girl child falling out from the education system was early

marriage and recommended the policy and programs of adult education by the government to be rolled out in all parts of the country.

The illiterate parents fear that their daughters will be alienated from the traditional cultural way of life after schooling and would therefore be exposed to risks such as disobedience.

Regarding the effect of early marriage on girls, Holcamp (2009) found that in rural area's girls' dropout rate became higher because parents consider girls' schooling as of no benefit when they leave their own family after getting married. Mansory (2007) also found that early marriage is the foremost cause of early school dropout of girls in Afghanistan. A lot of research has highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (Molteno et al., 2000). Some studies argue that early marriage of girls is associated with dropouts in certain contexts.

Molosiwa and Moswella (2012) conducted a research about factors influencing girl child drop out from secondary education through a quantitative document review. The researchers found that culture, particularly untimely marriage contributed to girl pupil drop out of the education system.

Mawere (2012) in a study on the causes and effects of girl child drop outs in Zimbabwean secondary schools concluded that most of the girl child dropout cases were a result of early marriage and traditional beliefs that work against educating the girl child and recommended the government of Zimbabwe and Education partners that enact gender sensitive civil education and awareness for rural parents, teachers and girl child education be made as a matter of urgency.

Another study conducted by Eric (2013,) to investigate the most influential socio-cultural factors affecting the girl child education in Ihiala local government of Anambra State, Nigeria by using survey study revealed that the attitude of parents towards girl child education are responsible for limiting the girl child to remain in the system of education. The researcher suggests more awareness campaigns for parents.

The same view is held by several reports conducted in Puntland. Gardaad (2013) conducted a research on the challenges, prospects and opportunities for girl child in Puntland and revealed that girls "access to school and retention was also hampered by cultural practices such as FGM which dictated the inferior place of the girl in the society.

According to Wamahiu (2005),girls there fore become helpers to their mothers at an early age and gradually internalize their role and disadvantages This statement is supported by the Somali saying"Naagwa Caruurcagaweyn" which means a

woman is a child with big footprints, depicting women are perceived as intellectually inferior and humble thinking like a small child, henceforth this survey aims to investigate the degree in which the social cultural practices contribute to the early child marriage. Holmes (2003) conducted a study in Uganda, the study revealed that females receive less education than males, and they tend to drop out, or are withdrawn earlier for both economic and social-cultural reasons. The study furthers argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because the benefits of their schooling will not accrue to their parental household. Similarly Kasente, (2004), Kakuru, (2003) explain how early marriages influence children's dropping out of school, especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty.

Coombs (1995), in his study portrayed that male children are seen as future bread winners and old age insurance for the parents. Female children play a role in catering for their younger sibling and performing other household duties that prepares them for their eventual roles as wives. Comb's argument however has much of the traditional explanation to explain why girls drop out of secondary schools. Besides attaining education does not deter girls from performing their role of petitions as wives and what remains a challenge to Coombs is that few female participation rates did not assess all factors affecting female education in

general. It is out of such a challenge that this study opted to focus on Garowe district as area of study.

2.3 Role model and girl child drop out of secondary school

There are a few studies on role modelling and sex differences, but they are limited by undergraduate or junior samples and experimental designs (e.g. Murrell and Zagenczyk (2006) who allocated role model status to those who scored highly on performance measures rated by their peers.). Lockwood (2006) examined same-sex and opposite-sex role models with undergraduate students revealing that women are inspired by out-standing women in their field, although not by outstanding men.Melese and Fente (2013) conducted a research on trends and causes of female students' dropout at secondary schools in Ethiopia. The study revealed that the factors that contribute to the drop out of girls were teachers' gender insensitivity and lack of female role model teachers. The study recommended the increase of the number of female teachers.

UNESCO (2003), states that the presence and absence of female teachers at any level have an impact on enrollment and retention of female students.

Another study conducted by UNESCO (2008) on the impact of women teachers in girls' education revealed that there is a positive correlation between the number of women teachers and girls' enrollment.

A study conducted by CARE International (2012) revealed that countries that have more or less equal number of male and female teachers have a close gender parity, in contrast in countries where women constitutes only 20% as a result there are far more boys enrolled than girls. Antecol, Aren and Ozbeklik (2012) conducted a research on the effect of teacher gender on student retention. The researchers used randomized experiment. The study discovered that female students who were assigned to a female teacher performed well and remains in the education system.

2.4 The Influence of household duties on girls in high school drop out

The household contexts and living conditions of children often seem to play an influencing role in access to education. This may correspond with other socio-cultural factors like early marriage and family income. The family's economic background can influence the students' retention Okwach, Wamahiu and Wassuna (1997), noted that in most poor households, girls labor was considerable from an early age. They were expected to substitute or support their mothers in performance of household chores and also bring income into the family. The family arrangement was that a girl-child is socialized to master their expected traditional roles in society which included being a mother and housekeeper. A heavier load of household chores means that girls do not have much time to concentrate on their school work like boys. This had a negative impact on girls'

school participation because it led to lateness, absenteeism from school and poor concentration in class.   This in turn leads to dropping out of school completely.

Okwach et al (1997) noted that in Siaya District, family hood was still very strong.   The struggle to keep family together and promote networking was not restricted to the immediate family but also covered distance relatives. In the rural district, girls were usually victims of extended family pressure, which were related to community work.

For instance girls were more likely than boys to be pulled out of school to go and fetch water or firewood to be used in a funeral ceremony in their village. Also, in most cases, it was the girls who were called upon to take care of their sick or older relatives in another village.   This usually displaces such girls from schooling.

2.5 The Influence of parents income level on dropout

In India, Andhra Pradesh in particular, Rena (2007) found that parents' inability to pay school fees their wards' made them to choose not to send their girls to school because of insufficient income. Rena (2007 claims that parents try to keep the girl- children in the house with the view that the girls will help them both in the farm and also take care of the younger siblings.

Janoz (1994), argues that low income may be a good predictor of female's

dropping from schools, but the mechanisms may be that the poor drop accompanying low incomes is what leads female person's to dropout from schools.

Across all socioeconomic groups, parents face major challenges when it comes to providing optional care and education for their children .Poverty and economic challenges of the time contribute to lack of motivation, negative self-concept in terms of academic abilities, failures at school, domestic violence, diligence and high dropouts (Abagi and Odipo1997). The income level is usually determined by occupation parents' hence it is a factor that determines access to education. In Mexico, education expanded significantly between 1970-2000. Enrollment rose from 9.7 million in 1970 to 21.6 million in 2000. The poorest states like Nayarit and Chiapas continued to have low below average enrollment and attendance in schools, hence Mexican government introduced several programs and the main one was

A study conducted by Ubom, Eneji, Oboga and Dunnamah (2013), on the socio-economic status parents of female student's dropout at Ogoja zone of Nigeria of cross river state revealed that there is a significant correlation parent's socio-economic level and female students drop out of schools. The study recommended that schools and education authorities should provide guidance and counseling services to students coping with problems from home to school.

According to Baluch and Shahid (1998) in a study on the determinants of enrollment, which relied on data collected on both rural and urban dwelling parents, found that the factors contributing positively and significantly to net enrollment of children at all levels are, among other expenses on education.

Ensminger and Slusarcick (1992) argues that challenges facing the students as they proceed to graduation found that the links between early school performance and later high school graduation were not as strong for those from backgrounds of poverty as for those who were not poor. Learners from backgrounds of low levels of income graduated in smaller numbers as compared to those from backgrounds with moderate to high income levels. This is the explanation needs to be addressed in secondary schools of Garowe District.

2.6 Summary of literature review

The review of literature was based on various socio-cultural factors affecting female child education. Enrollment rates, gender disparity with a view of highlighting retention and completion rates of the girl education which, if compromised would lead to drop out of the child was assessed. Availability of prominent female role models can influence the students' participation in the learning process. It is equally important to note that the headteachers and parents could also influence the girl child education. However, their influence may vary

considerably from region to region within a country. A lot of socio-cultural factors including early marriage, home environment and parental level of income have been cited as one of the factors which influence the students' retention. Molosiwa and Moswella (2012) conducted a research about factors influencing girl child drop out from secondary education through a quantitative document review. Although previous studies have mentioned a lot of socio-cultural factors contributing to girl child fall out again none of the have addressed the social-cultural factors influencing girl child drop out in Garowe, Puntland State of Somalia. So the study is different from the aforementioned other studies both in geography and the time frame. Hence study focused on the socio-cultural issues that affect girls in secondary education of Garowe district, Nugaal region.

2.7 Theoretical framework

Kaplan (2000) explains that the best theory is the one that is the most useful in understanding and making predictions about the phenomena. The survey was found on the theory of educational function, as Mace (1979) advanced. The educational cycle is known as where inputs are transformed into outputs in the concept of the production function . An input is a tool that a business uses to create a good in its production process. Education an industry in which people come in as a raw material and come out as finished products. It is important in the education sector to increase access to education at all levels as it increases transfer rates. The function indicates the ratio of two or more variables. These are the

factors early marriage, role models, parental level of income and household duties are influencing female education in high schools.

The theory of output function can be seen as an equation as follows:

$Q = f(E, S, I, H)$

Where;

Q = achievement

E = Early marriage

S = Role models

I = Parental level of income

H = Household duties

This research wanted to examine the socio-cultural factors influencing female child education in secondary schools of Garowe district in Puntland state of Somalia on the basis of this theory. This theory guided this study because it provided a framework for taking into account socio-cultural factors that affect the promotion and enhancement of secondary girls' education in the district. An educated population with little gender so the barriers to access education for the population need to be removed regardless of gender. When socio-cultural influences are controlled, they can result in increased retention, decreased dropouts, and increased rates of completion and graduation.

2.8 Conceptual Framework

Figure: 2.0 Influence of social-cultural factors on secondary school girls' education.

```
┌─────────────────────────────────────┐
│         Socio-cultural factors       │
│            Early Marriage            │
│              Role models             │
│         Parental level of income     │
│            Household duties          │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│        Teaching/learning process     │
│               Enrolment              │
│               Completion             │
│             Retention rate           │
│                Dropout               │
│              Absenteeism             │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│           Drop out of girls          │
└─────────────────────────────────────┘
```
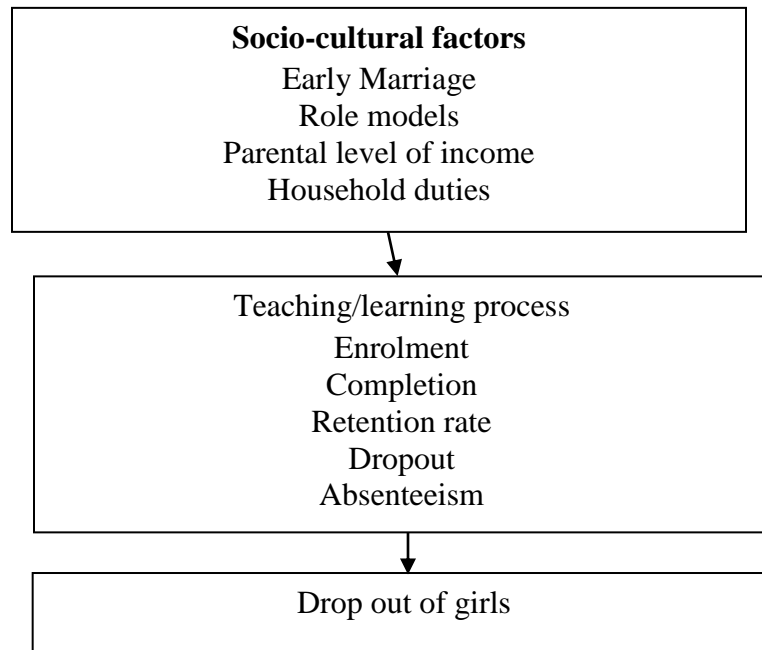
Researcher's construction

The independent variables depicted in the conceptual framework shows various factors affecting girls' dropout as determined by socio-cultural factors include early marriage, role models, income level of parents and household chores. The interaction of these factors in the teaching and learning process may affect girls' rate of enrollment, completion rate, dropout rate, motivation, learning habits, absenteeism and eventually bring the fall out of girls from the education system.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the study's detailed methodology . It highlights the research design, target population, sample size and testing, data gathering procedures, research gadgets, instrument validity, instrument reliability

3.2 Research design

Research design as defined by Kerlinger and Lee (2000) is the plan and structure for carrying out a research project. The design was preferred as it explains the existing status of both dependent and independent variables. It is relevant to this study because it seeks to collect data from respondents about the socio-cultural factors affecting secondary school girls in Garowe district.

3.3 Target population

The study was carried out in Garowe district, which consists of 4 secondary schools that constituted 4 head teachers, 78 teachers, 28 Community education committees, 3010 secondary school students (EMIS report, 2014).

3.4 Sample size and sampling procedure

The study's sample size was derived from 70 percent of the 29 government registered schools which is equivalent to 20 schools. The 20 principals of the selected schools and 145 teachers became the study participants. The teachers who participated in the study were selected using simple random sampling to give all of them equal chance of being selected. Amin (2005) observed that randomization is effective in creating equivalent representative groups that are essentially the same on all relevant variables thought of by the researcher. Using the census method, all the head teachers were automatically selected to participate in the study.

Kombo and Tromp (2006) recommend a sample size of 10% to 30% to be representative enough for the study population. Best and Khan (2003), recommend a sample size of 20% to 30% is ideal for proving reliable data when selected through random sampling. Therefore, in this study, the number of teachers and parents were arbitrarily selected on the basis of

30/100*78= 23.4 ~ 24 teachers. About 6 teachers from each school.

30/100*28= 8.4 ~ 8 parents.

10/100*3010= 301 secondary school students.

Using Stratified sampling procedure, target population was divided into schools, Principals, parents and students. The simple random samples was used to select

24 teachers, 8 parents and 301 students for inclusion purpose (Kathori 2003). Students were sampled using 10% of the target population (Mungenda and Mugenda, 2003).

There were four secondary schools in Garowe district and it was purposively selected all of them.

Table 3.1:   Sample selecting procedure

Category	Population	Sample size	Sampling technique
Principals	4	4	Census method
Students	3010	301	random
Tutor	78	24	random
CECs	28	8	Simple random
Total	**3120**	**337**	

The sampled population was 337 who are the students, teachers and parents from Gambol, Alwaha, Nugaal and Nawaawi Secondary schools in Garowe district.

3.5 Research instruments

The researcher used close ended questionnaires with LIKERT scales as an instrument of gathering information. The Likert scale questions have five category responses continuum: strongly agree, agree no comment, disagree, and strongly disagree. A Likert scale was preferred because it is flexible and easy to construct. A Questionnaire was used because the target population was large and

literate; it would therefore be possible for the respondents to respond to questionnaire items.

Observation was employed while in the field to check some of the aspects.

The researcher went through a transition and retention rates of girls by checking registers, to ascertain female attendance in sessions, records of the number of female students dropped out, educational publications from the Ministry of Education, international donors, policy guidelines and various circulars and directives concerning the research area.

3.6 validity of instrument

Legitimacy of the questionnaire will be obtained by piloting in schools randomly selected in neighboring districts. It will also be presented to a group of professional people, including the researcher's supervisor because according to Amin (2005) content and construct validity is determined by expert judges. After the piloting, the instruments will be adjusted accordingly for the achievement of the most possible accurate results from the study. The researcher will also consult with experts, including his supervisors and will modify or adjust according to the feedback and comments before it is administered.

3.7 Reliability of the Instruments

Reliability measures consistency of results (Mugenda and Mugenda ,1999). To determine the same results and consistency of the instruments, test and retest

approach were used, where the research tools was administered twice to the same people under identical conditions. This technique revealed the vague questions that lead to different interpretation from the respondents after which adjustments were made accordingly. Finally reliability was calculated using Pearson's product moment correlation coefficient.

3.8 Data collection procedure

A consent was acquired beginning with University of Nairobi for the purpose of data collection and MOE before going to the field. Permission to conduct the research in schools involved was sought from receptive head teachers. After the head teachers consent was obtained, the researcher proceeded to the study area where he presented the authority letter to the target respondents, class teachers responded to the questionnaires together with the students in their classes. Completed questionnaires were then collected immediately. The researcher also booked appointment with the head teacher, in their offices to administer the questionnaires to them.

3.9 Data analysis techniques

Qualitative data such as document reviews and observations were coded to identify the different categories and thematic areas of research followed by content analysis which was analyzed and refined again using qualitative methods. The quantitative data were analyzed and tabulated using descriptive statistics

including frequency tables and percentages. Statistical package for Social Science was used to analyze and depict the data in tables.

3.10 Ethical consideration

As some people may not feel comfortable with the study, a consent letter was signed from them. Also the researcher was ethical in collecting of data and in the process of dissemination of findings, names of respondents was not coded, the researcher   acknowledged and respected those who were participating in the research and operate with sincerity and integrity, therefore to ensure privacy and confidentiality of respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data collected from respondents presenting the research findings and discussions drawn the research question. The study investigated the influence of socio-cultural factors on secondary girls' drop out in Garowe District, Nugaal Region, Puntland. The study was guided by the following research questions, To what extent does the early marriage manipulate girls' dropout rate in secondary schools in Garowe, How do role models sway the girls' dropout rate in secondary schools in Garowe, How does parental income influence girls' drop out in secondary schools in Garowe, To what extent does the household duties influence dropout rate, What strategies can schools put in place to improve drop out of girl child in Garowe district? The response was compiled into frequencies, percentages and presented in cross tabulations.

4.2. Instrument return rate

Response return rate is the proportion of the questionnaires that are returned to the researcher from the sample that participated in the survey. The field study involved 337 participants that included 4 head teachers, 24 class teachers, 301 pupils from four secondary schools and 8 CEC members.

Table. 4.1 Data collection instrument response rate

Category	Frequency	Percentage
Head teachers	4	100%
Teachers	24	100%
Parents	8	100%
Pupils	301	100%

From table 3.1, all principals, tutors, parents and learners returned every questionnaires making a questionnaire return 100%.

4.3 Demographic information of respondents

The survey examined the participants gender, age, education level to find an sight of the respondents characteristics.

4.3.1 The respondents were required to indicate their gender orientation. The findings are as presented in table 4.2 **Gender of Principals**

Table 4.1

Sex	Number of head teachers	Percentage %
Male	4	100%
Female	0	0%

As per gender, 4 head teachers were sampled from 4 secondary schools in Garowe District, Nugaal Region, Puntland and all of them (100%) were male. From the field findings, it is evidence that there is male dominance since out of

the all sampled schools (4) none of them is headed by a female. This may be due to the principal 'belief' that men have good leadership skills as opposed to women in the Somali Society.

4.3.2   Class teachers gender

The study sought to know the class-teacher sex. The findings are exposed in the Table 4.2 below:

Table 4.2 Class-teacher gender

Gender	Frequency	Percentage
Male	23	99%
Female	1	1%

As shown in the table, it is evident that there is male dominance in Garowe District, Nugaal Region, Puntland. This shows that male teachers were more educated and professionally qualified as teachers in the district as compared to females. According to the World Bank report of 200, female teachers act as role-models for girls in schools.

4.3.3   Pupils' gender

The researcher also sought to know the Pupils' sexual category. The findings are as stipulated below:

Table 4.3 Pupils' sexual category

Gender	Frequency	Percentage
Boys	209	69.4%
Girls	92	30.6%

From Table 4.3, there is a clear indication of gender disparity in Garowe district schools as the boys are more than girls. The imbalance is attributed to the factors like culture which highly values lad-child education as opposed to lass-child education in the district.

4.3.4   Marital status of head teachers and class-teachers

The investigator sought to know the matrimonial position of the principals and class teachers. The outcome is shown in the table below.

Table 4.4 Marital status of Principals and Class-teachers

Category	Married	Percentage	Single	Percentage
Head teacher	4	100%	0	0%
Class-teacher	15	62.5%	9	37.5%

From table 4.4, there were 62.5% of the class teachers and 100% of the head teachers who were married.

4.3.5 Age of learners

There was need to find out age distribution of pupils and the findings are reported below.

Table 4.5

Age in years	Number	Percentage
10-15	0	0%
16-20	240	79.7%
21-25	61	20.3%
26-30	0	0%
	301	**100%**

The study established that the majority (79.3%) of the students were between16-20 years old. However (20.3%) showed that they were below 25years. Hence, one can conclude that the participating pupils were knowledgeable enough to give reliable and accurate responses necessary for the study, because none of the pupils were under 15 years old.

4.3.6 Age of class-teachers and Head teachers

It was felt that the age of Principals and class teachers in the sample was important and the information generated the below results. **Table 4.6.**

Age	Head teacher	Percentage %	Class teacher	Percentage %
20-29	0	0%	0	0%
30-39	1	25%	18	75%
40-49	2	50%	6	25%
>50	1	25%	0	0%

From above chart 4.6, 50% of the head teachers were age bracket of 49 years and 75% of the class teachers were aged below 39 years. This implies that those teachers entrusted with the management of the schools were senior in age.

4.3.7 Educational level of the class teachers and headteachers

Class tutors and Principals' level of education are summed up in Table 4.7

Table 4.7 .

Professional qualification	Head teacher	Percentage %	Class teacher	Percentage %
M.Ed	2	50%	2	8.3%
B.Ed	1	25%	17	70.8%
Diploma	1	25%	4	16.7%
Untrained	0	0%	1	4.2%

The highest percentage class teachers (70.8 %) possessed first degree. Those with 16% and 8.3% had diploma and M.Ed requirements respectively. Ineligible teachers were 4.2%. The report showed that 95.8% of the class tutors and Principals were professionally qualified as teachers.

4.4 Early marriage affecting girl child drop-out of secondary school

The study sought to find out how early marriage affects girl child drop out in secondary schools in Garowe. The Table 4.7 below presents the survey outcomes.

Responses

Cultural factors	Head teacher %		Teacher %		Parents %		Pupils %	
	Yes	No	Yes	No	Yes	No	Yes	No
Early marriages	3(75%)	1(25%)	20(83%)	4(17%)	5(63%)	3(27%)	250(83%)	51(17)
Nomadism	3(75%)	1(25%)	21(87.5%)	3(13.5%)	5(63%)	3(27%)	210(69.8%)	91(30.2%)
Female genital mutilation	3(75%)	1(25%)	15(62.5%)	9(37.5%)	3(37.5)	5(62.5%)	161(53.5%)	140(46.5)
Valuing sons more than daughters	2(50%)	2(50%)	16(66.7%)	8(33.3%)	6(75%)	2(25%)	145(48%)	156(52%)
Religious beliefs	1(25%)	3(75%)	10(42%)	14(58%)	3(37.5%)	5(62.5%)	101(34%)	200(66%)

Majority (75%) the Headteachers,20% of teachers ,63% of parents 83% of pupils

answered that early marriages affected students drop out. As shown from above table.

The study established that nomadism and early marriages respectively had a great effect on the retention rate of the girls in Garowe district. Religious beliefs do not affect the girls to drop out of the education system as noted by majority of the respondents. 63% and68% respectively class teachers had Beliefs valuing sons more than daughters and female genital mutilation greatly affected the retention of girls in Garowe.However,34% of the learners affected the girl child retention rate, while 54% of the students expressed that female genital mutilation very greatly affected girl child drop out.

4.5 Extent to which early marriage affects girl child drop out

The researcher sought to know the extent to which the early marriage affects the girl child education. The responses from the students are shown below.

Table 4.8Students' view on the Extent to which early marriage and valuing sons more than boys affects girl child completion of the secondary education.

Table 4.8

Social factor	Students%				
	VG	G	U	L	VL
Early marriages	70	30	0		0
Valuing sons more than daughters	31	69	0	0	0

Key

VG – Verygreat   G –Great   U – Undecided   L–Little   VL–
Verylittle
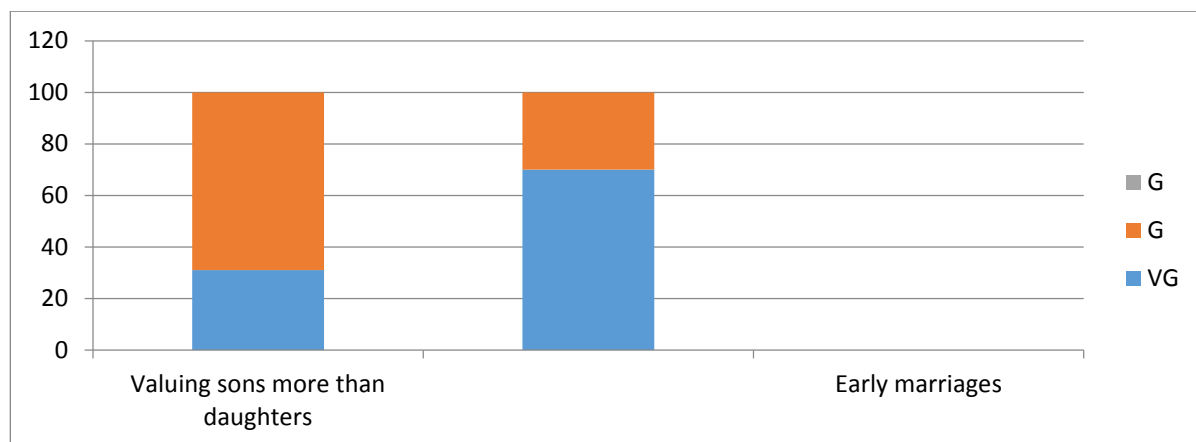
From the study girl child dropout cases were are as a result of early marriage
and traditional believes that work against them.

**Table4.9 class teachers and head-teachers feedback on the
Extent to which early marriage and valuing sons more than
daughters affects girl child completion of the secondary
education.**
Table 4.9

Social factors

	VG	G	U	L	VL	VG	G	U	L	VL
Early marriages	31	69	0	0	0	19	81	0	0	0
Valuing sons more than daughters	30	70	0	0	0	30	70	0	0	0

The study established that 69% of the teachers were of the opinion that early
marriage very greatly affected girl child education. Of the Headteachers

interviewed,81% of them were of the opinion that beliefs valuing sons more than daughters greatly affected girls completion and retention in the education system.

4.6 Role model and girl child drop out of high school

The responses from the students, were analyzed and discussed using a five point Likert scale, i.e. Agree, Strongly Agree, Disagree, Strongly disagree and Undecided as shown in the table 4.10below.

Table4.10 students and head teachers' feedback on role models and girl child completion of the secondary education.
Table 4.10 below.

Role model	Students					H/T				
	SA	A	D	SD	U	SA	A	D	SD	U
There is enough number of female role model in your community.	0	0	80(26.6%)	221(73.4%)		0	0	0	1(25%)	3(75%)	0
Role model acts as a motivation scheme	0	0	80(26.6%)	221(73.4%)		0	0	0	1(25%)	3(75%)	0
Peers positively influence your education	0	0	80(26.6%)	221(73.4%)		0	0	0	1(25%)	3(75%)	0
There is an adequate percentage of qualified female teachers in your school	0	0	80(26.6%)	221(73.4%)		0	0	0	1(25%)	3(75%)	0
There's a wrong perception of girls, education	0	0	80(26.6%)	221(73.4%)		0	0	0	1(25%)	3(75%)	0

Majority (75%) the Head teachers was of the view that lack of female role models affected students' completion of the secondary education and led to drop out.

Majority (80%)of the students was of the view that there is no enough number of female role models. The study revealedthat80%ofthestudents and 75% of head teachers were in agreement that there is a wrong perception of girls' education in the community which has negatively affected the completion of the education system for the girl child.

Majority of the head teachers and Pupils viewed that there are very few qualified female teachers in the education system. According to the World Bank report of 2007,female teachers act as role-models for girls in schools. Girls are motivated to work hard in school and achieve the status of the female teacher in the society through encouragement from the teachers.

The study also tried to establish the number of female teachers per school visited. This was done out of the conception that the presence in a school of female teachers would encourage female pupils to concentrate in their studies. This is because female teachers would provide counselling and guidance services and also act as role models to them.

Table 4.11: Female teachers per school Schools	Total number of teachers	Total number of female teachers	Percentage of female teachers
Alwaha	18	0	0%
Gambol	30	2	7%
Nugaal	17	1	5%
Nawaawi	13	0	0%

Table 4.11 shows that in all the four secondary schools visited had an average percentage of 87%.of female teachers as compared to their male colleagues This led the study to an observation that girls, lack feminine guidance and encouragement and consequently dropping out of school.

4.7 Influence of household duties on secondary school girl drop out

In objective three, the researcher sought to investigate what female pupils do at home. It was aimed at finding out whether what they do enables them to concentrate on their studies. It should be noted that all the schools visited were day schools thus pupils returned to their homes in the afternoon. Such an element together with the daily chores therefore, greatly affects their academic performance. The responses on this aspect were presented in the table below;

Table 4.12: Pupils' responses on what they do at home	Frequency	Percentage (%)
Revising / reading	10 out of 50	20 %
Resting	2 out of 50	4 %
Doing domestic work	38 out of 50	76 %
Total	**50**	**100%**

Table 4.12, shows that majority of the female pupil respondents (76%) revealed that they did domestic work after school, only 10% revealed that they did some revision, while 0.4% just rested and did revision from school. The most done activities at home according to the finding were; cooking, cleaning of the house, washing the dishes, washing the clothes, ironing the clothes. It was also observed that female pupils do not have sufficient time to do enough revision, something that leads to poor academic performance. The persistent failures lead to despair and hate for studies.

The researcher also sought to investigate the influence of household duties on secondary school girl dropout. Parents with low educational grades were found to engage their children in household chores or duties which compromised their academic completion. The pupils were required to indicate whether they thought household duties at home affected their maintenance and retention in the education system. The findings were as follows.

Table 4.13 Pupils response on household duties

Table 4.13

Variables	Frequency	Percentage
Yes	201	66.8%
No	100	33.2%

From table 4.13, the majority of the pupils 66.8% suggested that household chores affected their academic achievements by resulting them drop out of school, making them not to concentrate when doing their private studies at home. While a few of the pupils think that work at home affected their continuation of their studies. But it was noted that most of those who belonged to the former category were girls and those in the latter category were boys. Since education is a basic right, pupils must be facilitated by reducing the household workload so that they can pay much attention in their studies and continue the education.

Abagi and Odipo (2001) noted that as poverty rises, child labor becomes vital to the family. Household duties often affect girls ' learning opportunities by taking away their valuable time spent on their education (UNICEF 2007).

Further the research sought to establish major causes of girl child drop out from the secondary education.

Table 4.14 General causes of girl child drop out of school

Causes	Boys	Girls
Household duties	40	60
Early marriage	30	70
Distance from home to school	45	55
Poor performance	35	50
Negative attitudes of parents	40	60
School fees	25	45

From table 4.14, it indicates that there are numerous factors that make kids drop out of school. These factors vary with the gender of respondents. Some of the factors that affect more than the boys include household duties as attested by 60% of the pupils, girls are more affected by their parents. Of the Headteachers interviewed, 67% of them were of the opinion girls were demoralized and eventually early marriages. This finding is the same as UNDP (2001), the lower enrollment and high dropout of girls in schools are mainly because of the social-cultural factors as early marriage, household duties, poverty and parental level of income.

Girls miss school due to household duties. All these factors hinder children from accessing education, hence affecting in the completion of the girls in high schools in Garowe district, Puntland, Somalia.

4.8 Strategies those schools can employ to improve the retention rate of girl child education

The study sought to find out the strategies that schools can employ to improve the education of girls in the Garowe district. The responses given by the students are summarized in Table 4.15 below

Table4.15 Learners' responses on how   to improve girl child education

	Students	
Strategies	Yes	No
Provision of scholarships to needy students	271 (90%)	30 (10%)
Extra tuition	184 (61%)	117(39%)
Equipping physical facilities like the laboratory and library	250 (83%)	51 (17%)
Establishing school feeding program	286 (95%)	15 (5%)

Majority (95%)of the students were of the view that schools should establish school feeding program to cater for the physiological needs of the students. There were 90% of the students who were of the view that schools should identify bright students who are always sent home quite often due to lack of school fees and assist them to get scholarship. This agrees with Harmer(2001)

who stated that for students to perform very well in their examinations, they must always be available in class during teaching and learning hours.

Table4.16 Class teachers view on strategies that schools can employ to girl child education

	Class teachers	
Strategies	**Yes**	**No**
Provision of scholarships to needy students	20 (83%)	4 (17%)
Extra tuition	20 (83%)	4 (17%)
Guiding and counseling	16 (67%)	8 (33%)
Encouragement to work extra hard	16 (67%)	8 (33%)

There were 67% of the class teachers who were of the view that students should be guided and counseled by the teachers, peers and visitors of varied professions. This agrees with Katitia(2010) who observed that guidance and counseling of the students were the key pillars of good performance of students in school.

Table 4.17 Head teachers' view on strategies that schools can employ to girl child education

Strategies	Head teacher	
	Yes	No
Provision of scholarships to needy students	3 (83%)	1 (17%)
Parental involvement on students performances	3 (83%)	1 (33%)
Addressing girl child rights and needs	3 (3%)	1 (50%)
Creating education awareness through public meetings	2 (50%)	2 (50%)
Equipping physical facilities like laboratory and library	3 (83%)	1 (17%)
Establishing school feeding program	3 (83%)	1 (17%)

The majority (83%) of the head teachers reported that schools with strategies such as equipping the schools to improve school conduciveness and establish a school feeding program.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The findings of the study are summarized in this section. Conclusions and study recommendations and suggestions for future studies are known.

5.2. Summary of the study

The sample size under this study was 337 respondents comprising of4 head teachers, 24 class teachers, 8 CEC members and 301 secondary students. Out of the 377questionnaires administered,377(100%) questionnaires were completed accurately and returned.

The survey attempted to investigate the impact of socio-cultural factors affecting girl child secondary education in Garowe district Puntland. The major limitation of the study was to get the information from students who, after enrolling dropped out of school who could have given vital information. The literature review of the study outlined the relevant studies on girl child drop out, summary of the literature review, theoretical framework that was based on educational function theory and the conceptual framework. 4 secondary schools, 4 head teachers, 24 class teachers, 301 students and 8 CEC members were targeted. The study

involved university lecturers for expert judgment in order to confirm validity. A pilot study was conducted to confirm the accuracy of the tool.

It was revealed from the survey findings that early marriage was the major factor which greatly affected drop out of Garowe district girls as expressed by 83% of the students. This reality is blamed on combination of many socio-cultural factors that include lack of adequate community sensitizations on girls' education, poverty and parental low levels of income. Majority the class teachers also agreed that early marriage is a common challenge in the region.

Objective two established that prominent female role models play an important role in the retention of the girl child in the education system as they try to compare themselves. 55% of the Head teachers, 61% of teachers and 63% of the community members confirmed that lack of a role model was a problem in their schools that hindered a lot of the girls to continue their education. In the entire target four secondary schools there are only three female teachers, this gives a male female teacher ratio of 25:1. For this reason, the girls do not get enough female teachers to relate to as their role model to encourage them to pursue education to a higher level.

Majority of the students indicated that role model is a fundamental to future ambitions and as there are a limited number of female role models it can hamper

many of the female students to pursue their future endeavors. Head teachers and students, 51% and 62%, respectively viewed that there are very few female role models whom the girls would look up to as a comparable prominent figure and by then lead to educational difficulties. Majority of the students indicated that teachers have wrong perceptions about the girls.

Objective three; 65% of the pupils view their parents' financial status as an average while 22% came from poor household. Most parents in Garowe district can be depicted as a poor and very poor. Low level of parental income is associated with low levels of parental education which affects the completion rate of the female students in the education system. 75% of head teachers viewed that Children from wealthier households are less likely to drop out of school than their counterparts from poor households. 67% of the CECs said incomes of parents greatly affected the girl child education. Majority of teachers (70.8%) indicated that school fees, accelerated school absenteeism in most secondary schools in Garowe District and in the long run dropout of schools. 75% of the pupils are sent home during the first week of every month because of the none payment the school fees.

Objective four; the study established that 55.5% of the pupils indicated that household duties tend to affect the female pupils' completion rate of the education system, because they are not able to focus maximally on school work like boys.

67% of the teachers and 72% of the students viewed that the girl children are the most affected.

5.3 Conclusions

The study achieved its objectives in assessing the socio-cultural factors influencing girl child dropout in the secondary schools in Garowe district, Nugal region, Puntland. The factors included early marriage, role models, parental level of income and household duties.

The study findings led the researcher to conclude that significant social factor that accelerated of girl child drop out of the secondary education and it was evidenced that girls were demoralized due to lack school fees leading to drop out and eventually early marriages. The limited number of female role models to provide counseling and guidance services and also act as role models for them has been found to be a major factor that influences the drop out of the girl child from the education system. Income is a good predictor of female dropout which negatively affected student's motivational level, academic capability and attitude towards education leading to non-completion and eventually girls to drop out of the school. Household duties affects girl child drop out from the secondary education system because pupils are forced to be out of school to perform household duties and lack concentration due to fatigue associated to household chores.

5.4. Recommendations

The following recommendations are made in order to improve the educational status of the girl child student in Puntland and particularly Garowe district.

➤ Puntland government should take affirmative action to maximize girls' education by providing scholarship to girls. Provision of scholarship for girls improves girl child/female enrolment and participation in education the community which under normal circumstances prefer to invest in boys' education and keep girls at home due economic constraints will have no reason to continue doing so.

➤ Strengthen gender policy in education. Promoting female-friendly school environment is a sure strategy to attract females to the teaching profession. This will have a multiplier effect in the education sector by attracting more girls to schools, changing the perception of the community on female teachers and girl child participation in education.

➤ Sensitize communities on importance of educating girls. The MoE jointly with development partners should identify female role models and community leaders to assist in sensitization programs. This should immediately be followed by mobilizing the community on "take girls back to school initiative"

➤ There is a need to educate the masses about the need to educate the girl child. This is hoped to overcome the attitude of preferring boys' education to girls'.

➢ Secondary schools should be manned with trained and qualified senior women teachers to help provide guidance and counseling services to girls especially during their development stages, lack of which greatly contributes to high dropout rates.

➢ The government of Puntland should try to make some of those schools to have boarding facilities.

➢ Increasing access, retention and performance of girls in education must be a state priority for Puntland.

5.5. Areas for further research

In view of the study findings, the following areas for further research were suggested.

1. A research can be done to find out possible completion rates of females in different geographical location apart from Garowe district for comparative purpose.

2. A study can be done to evaluate the influence of parental attitudes towards the girl child education.

3. Carry out possible policies that can put in place to improve on the education of girls in Puntland.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO THE RESPONDENTS

University of Nairobi

Department of Education administration and Planning,

P.O BOX 30197,

 Nairobi

Dear Sir/Madam,

RE: EDUCATIONAL RESEARCH

I am a Master student at University of Nairobi within the department of educational administration and planning. I am carrying out a research on **"SOCIO- CULTURAL FACTORS INFLUENCING GIRLS' DROP OUT IN SECONDARY SCHOOLS IN GAROWE DISTRICT, NUGAAL REGION, PUNTLAND.** I humbly request you to allow me to carry the study in your school. The responses received and the information provided will be used for this study only. The respondents will be treated with strict confidentiality.

Thank you

Yours faithfully,

Mohamed Abdiaziz Artan

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

Academic completion in secondary schools can be influenced by several socio-cultural factors. This questionnaire seeks to investigate in particular the influence of socio-cultural factors on the girl child dropout rate in secondary schools. The information you provide is very important for this study.

Section A: Background information

1. Name of the school ………………………………………………………

2. Position held a) Head teacher b) Teacher

3. Age in years

  20 -29   [   ]

  30 -39   [   ]

  40 -49   [   ]

  50 and above [   ]

4. Marital status a) married b) single

5. Sex of respondent a) Male b) female

6. Professional qualification.

7) M.Ed

b) B.Ed

c) Diploma

d) Untrained

e) Any other (please specify)…………………………….……...…………….

Section B: Knowledge on the social factors leading to girl child dropouts in secondary schools

1. How many pupils are in this school?...

2. How many are girls?...

3. If the number of girls is less than boys, what do you think brings about this?

(i)

……………………………………………………………………………………

(ii)

……………………………………………………………………………………

(iii)

……………………………………………………………………………………

1. Are the following socio cultural factors affect drops out of girls in the secondary education in Garowe district?

Socialcultural factors	Yes	No
Early marriages		
Female Genital Mutilation		
Nomadism		
Beliefs of valuing sons more than daughters.		
Others (specify)		

5.In your view to what extent are the social cultural factors in the table below

likely to affect the girl child drop out?

Social cultural factors	Very great extent	Great Extent	Undecided	Very little extent	Little extent
Early marriages					
Beliefs of valuing sons more than daughters.					

6. How many female teachers are in this school?

……………………………………………………………………………………

7. Do you think that lack of female teacher as a role model has any effect on

female's dropping out of school? a) Yes b) No

If yes to what extent does the role model affect girl child education?

Very great Extent	Great Extent	Undecided	little extent	Very Little Extent

8. Do you think that there is a wrong perception of the girls' education in the

community?   a) Yes b) No

9. If the drop out is problem in this school, what social factors do you think causes this?

(i)

……………………………………………………………………………………………

(ii)

……………………………………………………………………………………………

Section C:

1. Do you have female pupils who drop out of school?

a) Yes b) No

2. If yes, how common is the issue?

a) Very common

b) Common

c) Rare

3. From which families do you experience high rates of female dropouts?

a) Rich families b) Poor families

c) Both a and b

4. Does this school have any provision for girls who fail to raise school fees?

a) Yes b) No

5. If yes, what provision is in place?

i) ……………………………………………………………………………………

ii) ……………………………………………………………………………………

iii) …………………………………………………………………………………

 6. In your opinion what strategies can your school adopt in order to improve girl

 child education and completion rate in your school.

1. ………………………………………………………………………..…….

2. …………………………………………………………………………..…..

3……………………………………………………………...………..

4……………………………………………………………………

5……………………………………………………………………

6……………………………………………………………………

End, Thank you for the response and co-operation

Appendix III: STUDENTS QUESTIONNAIRES

Academic completion in secondary schools can be influenced by several socio-cultural factors. This questionnaire seeks to investigate in particular the influence of socio-cultural factors on girl child dropout rate in secondary schools. The information you provide is very important for this study.

SECTION A: BACKGROUND INFORMATION

1. Name of the school………………………………………………..……………….

2. Status of the pupil; a) In school b) School dropout

3. Age of respondent…………………………………………………………….…….

4. Sex of respondent a) Male b) Female

5. Class of respondent or the one you dropped out in……………………….…

Section B: knowledge on the social factors leading to early female dropouts in secondary schools

1. How many children are you in the family?...

2. How many are girls?...

3. How many are boys?..

4. What do you do in the morning before going to school?

i) Fetch water

iii) Prepare food

iv) Nothing

5. What do you do at home after school?

i) Resting

ii) Reading / revising

iii) Doing domestic work

6. Have you ever seen a female pupil that dropped out of school?

a) Yes

b) No

7. If yes, what was the reason behind the dropping out of school?

i)

…………………………………………………………………………………….

ii)

……………………………………………………………………………………

iii)

……………………………………………………………………………………

8. Are the following socio cultural factors affect drop out of girls in the secondary

education in Garowe district?

Social cultural factors	Yes	No
Early marriages		
Female Genital Mutilation		
Normadism		
Beliefs of valuing sons more than Daughters.		
Others (specify)		

9.In your view to what extent are the social cultural factors in table below likely to affect girl child drop out?

Social cultural factors	Very great extent	Great Extent	Undecided	Very little extent	Little extent
Early marriages					
Beliefs of valuing sons more than daughters.					

Section C: Knowledge about the economic factors leading to early female dropouts in primary schools

1. What is your fathers' / guardian's occupation?

……………………………………………………………………………….……

2. Do you think you will go beyond secondary?

a) Yes

b) No

3. If no, state why. …………………………………………………..………………

4. Suggest how the levels of female dropouts in secondary schools can be reduced in Garowe district.

i) ……………………………………………………………………………………

ii) ……………………………………………………………………………….……

iii)……………………………………………………………………………………

…

5. In your opinion what strategies can your school adopt in order to improve girl child education and completion rate in your school.

1. ....

2. ....

3..

4..

5..

6..

End, Thank you for the response

APPENDIX IV: QUESTIONNAIRE FOR PARENTS

Academic performance in secondary schools can be influenced by several socio-cultural factors. This questionnaire seeks to investigate in particular the influence of socio-cultural factors on girl child dropout rate in secondary schools. The information you provide is very important for this study.

Section A: Background information

1. Age of respondent ……………………………………………….………………….

2. Sex of respondent a) Male b) Female

3. Level of education attained …………………………………………..………

4. Occupation …………………………………………………….………………..

Section B: Text questions

1. How many children do you have?..

2. How many are in school?...

3. Of these who are in school, how many are girls and how many are

boys?..

4. What can you comment on the belief that "Educating girls is investing in

another family?"

……………………………………………………………………………………

4. Are the following socio cultural factors affect drop out of girls in the

secondary education in Garowe district?

Social cultural factors	Yes	No
Early marriages		
Female Genital Mutilation		
Nomadism		
Beliefs of valuing sons more than daughters.		
Others (specify)		

6. What are your daughters' duties before going and after school?

…………………………………………………………………………………

7. Suppose you run short of school fees, whom would you, send to school (probe

to find out whether the parent would send a boy or a girl).

…………………………………………………………………………………

8. Do you believe that early marriage affects the education of girls in the

secondary schools?

…………………………………………………………………………………

9. Comment on the amount of school fees you pay for pupils every month (probe

to find out whether money is little or much).

…………………………………………………………………………………

.10. Which factor would you attribute to girls' dropping out of school in

secondary school in Garowe district?

……………………………………………………………………….

11. Do you think that role model can affect girl child education?

a) Yes

b) No

If yes, explain how………………………………………………?

12. Suggest what can be done to reduce the rates of early female dropout of

secondary schools in Garowe district.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

End, Thank you

Thank you for completing this questionnaire.

APPENDIX V: PROPOSED TIMEPLAN

Activity	Months							
	1	2	3	4	5	6	7	8
Writing the proposal	███	███	███	███				
Pilot study				███				
Collectin gdata					███			
Analyzing data						███	███	
Compiling the Final copy							███	

APPENDIX VI: PROPOSED TIMEPLAN

	ITEM DESCRIPTION/ACTIVITY	COST IN USD
1	**COMPUTER SERVICES** Photocopying questionnaires Printing materials	 $500
2	**STATIONERY** Writing materials Pens	 $50
3	**TRAVELLING EXPENSES** Travelling to Pre-test questionnaires Travelling to administer questions	 $300
4	**BINDING** Binding proposal Binding final report	 $50
	TOTAL	**$900**