

**FACTORS INFLUENCING FEMALE STUDENTS' DROPOUT
RATE IN SECONDARY SCHOOLS IN MOGADISHU, SOMALIA**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university

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DEDICATION

I dedicate this work to my beloved parents: **Mo'allim Osman Mohamed** and **Khali Salad Roble**.

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ABSTRACT

The purpose of this study was to determine the factors that influence the Dropout rate of female students in secondary schools in Mogadishu, Benadir Region. Four research questions were formulated to guide the study: to identify the extent to which poverty influence the dropout rates of girls in Secondary schools, was to examine how domestic labour affected female students' dropout rate in Secondary Schools, to examine the extent to which parents' attitude influence female students' dropout rate in secondary schools and lastly to investigate how the community's perception of female education affect dropout rates in secondary schools. Descriptive research design was used to carry out the study. The sample consisted of 4 education officers, 40 students, 20 head teachers 10 teachers and 15 parents. The findings revealed that there were several factors that influenced the dropout rate of female students in secondary schools in Benadir Region ranging from the early marriages, initiation rites, the attitudes of parents and domestic labour. These factors were found to be overwhelming for the girl child. The results also indicate that the school administrators use various methods in handling female students' dropout rate; guidance and counseling, recommendations for bursary fund fees forms, punishments involving parents in matters of student disciplines and mobilization of the community members and well-wishers to pay for the disadvantaged girls in secondary schools. However the administrators also agreed that more funding and support from the government and well-wishers were needed for the dropout of the female students in secondary schools. It was found out that poverty was another factor in relation to paying school fees for female students in secondary schools. In the light of the research findings the researcher recommends that peer educators/counselors should be posted to schools to assist the returnees to schools to cope with the challenges. It is recommended that further research in secondary schools on other challenges facing the girl-child is done to identify viable strategies to assist the girl-child to remain in school and learn.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Educational attainment represents an important goal for youth to gain the desired knowledge, skills and attitudes. This will help them to upgrade the standard of living and social advancement, especially for those from disadvantage backgrounds. For these reasons, youths should have equal opportunity in education, as they are the most expensive asset for development and building of better Somalia.

Despite this fact, there is a problem of girls dropping out from school in Mogadishu- the capital of Somalia where the research was conducted. The causes are related with the early traditional ways of thinking and accompanied by the financial groups of current Somalia. In other words, the causes could also be classified into three segments, namely, Cultural factors, Social factors and Economical factors.

Culturally Somalis believed that a woman is only half of that man, i.e. she is weak and less intelligent. That backward idea do still prevail in the minds of some Somalis. The word Mogadishu-comes from two words Maqcad-which means "Seat"- and Shah-which means "King" The seat of the king. In an interview Mr. X. Said "How can I say my wife is equal with me" "I bought from her father because I paid dowry" he added.

Socially Somalis are less flexible, and they admire to stick into the old traditional values often quoting that “Leaving a tradition will bring about God’s Wrath”. Economically most of the schools are in the hands of private people and student pay monthly fee of 10-15 USD. There are many parents who are unable to pay that money. Therefore many Somali children remain out of school due to poverty.

In Somalia, the government spends a small percentage of the resources on education, despite this effort, however, female dropouts in secondary education is high. Thus it is worth here to mention that Somalia is one of the countries in Africa where school enrolment for girls at primary school hardly reached 23% between 2005 and 2009 of the total admittance but the number seems to decrease further and now stands at below 12% as they transit from primary to secondary education (Somali Education Directory 2014)

Tawand and Gordon (2004) in their study established that gender disparity continues to persist in certain areas and this will cause a hindrance for girls to complete their education. Thus, they will eventually not compete with the boys not only in education but also for other socio-economic opportunities in their lives, as well. Besides, there is an irony of the situation here. Literacy remains a major impediment in the development and wellbeing of women, according to UNESCO Report (UNESCO, 2007).

There is also a wide diversity of literature on how low socio-economic status, race, and gender cultural differences contribute to this gap in educational outcomes. This

is due to the fact that there have not been enough studies on gender differences within groups in Somalia, (Auman, Johnson 2014). Furthermore, high population of dropouts often have increased social service costs, more crimes, less civic participation and higher levels of concentrated inter-generational poverty (Neild and Balfanz 2006). It is worth to state, the enrolment of students at secondary education has progressively increased from 800,000 in 2003 to 2,000,000 by the year 2013, i.e. an increase of nearly 49% (data from Union of educational Umbrellas, at Benadir Region). In the spite of this expansion, in secondary school education, the gravity of the matter is that this has not reduced the Female dropouts. The issue of female dropout has remained priority number one throughout Somalia in general, and particularly in Mogadishu, Benadir Region. In conclusion this research study focused on the factors influencing female secondary school students' dropouts in Benadir region with consideration to find reasons, result and remedies.

1.2 Statement of the problem

The School being the cradle of a child's development provides the Child with emotional and educational support. In secondary education, a large number of students who enroll in form one do not complete the four years secondary cycle. This is the problem that Benadir region witnesses in Mogadishu Secondary Schools.

There are 18 administrative regions in Somalia. The study was carried out in Benadir region which is where the capital city, Mogadishu, is located. It is the most densely populated region in the country it consists of 17 districts. It has the highest number of secondary schools in Somalia. People from different clans and different socio-

economic status reside there. Furthermore, the inhabitants of each of the other regions are from one or two clans. For these reasons, Benadir region was considered to be suitable for this study.

It is the problem of dropouts of mostly girls, who leave their secondary schooling for a number of reasons. First, Poverty could be one of reasons, because parents may be unable to find the school fees required, and other educational items needed. Second, sex and early marriage may be contributing to girl's dropouts. Some may even be eloping with their lovers for adventure and sex satisfaction.

Despite the governments' efforts through the Ministry of education to disburse bursaries and constituency development allocations every year, some of these efforts have not bore fruits. The Ministry of education launched in 2013 a huge project which is called "AADA DUGSIYADA" which means "GO TO SCHOOL" which is free. The primary education especially for girls has remained free in all regions of Somalia. Some local and international NGOs make efforts to promote girl education. For example there is a project which is funded by Mercy Crop and implemented by Mogadishu University through the MoE to reach more than two hundred female Students by paying their fees and even transport to schools. This initiative is meant to increase the chance of the girls to remain in school to gain education and prevent from dropping out.

The Somalia constitution does not have any policy outlawing early marriage because of the traditional believes. Therefore, no matter what happens when two parents

agree to wed their children the government cannot do anything. On the other hand the MoE and other local women NGOs are campaigning to sensitize the society to stop the practice of early marriage but this is gaining grounds yet. The government has also come in with rehabilitation and reconstruction strategies. However there is no data on the progress being made on this initiative hence the study.

1.3 Purpose of the study

The purpose of the study was to determine the factors influencing female students' dropout rates in Secondary schools in Benadir Region.

1.4 Objectives of the study

The following were the objectives of the study;

1. To examine the extent to which poverty influences the dropout rates of girls in Secondary schools in Benadir region Mogadishu Somalia.
2. To examine the effects of domestic labour on female dropout rate in Secondary Schools
3. To assess the influence of parents' attitudes towards female education on dropout rates in secondary education
4. To determine the influence of school punishments on dropout rates among female students in secondary schools

1.5 Research questions

The following were the research questions that guided the study;

1. To what extent does poverty influence the dropout rates of girls in Secondary schools?
2. How does a domestic labour effect of female dropout rate in Secondary Schools?
3. To what extent parental attitude influence of female education on dropout rates in secondary education?
4. How does community's perception of female education on dropout rates in secondary schools determine?

1.6 Significance of the study

The study was intended to be of value to various groups in the following ways:

The study findings may be used impress upon political and community opinion leaders campaign for female education in Benadir region and the entire Somalia. The findings guide educational officers currently operating in Mogadishu to initiate strategies targeting retention of female students in school. It is anticipated that the study findings may provide information to the policy makers on how to plan for enrollment of female students in secondary schools. The findings may also help policy makers through the documented level of female dropouts by regions to come up with policies to mitigate the challenges facing the students.

1.7 Limitations of the study

The study was based on secondary information collected from educational officers, think tanks, principals, community elders, women activists. These may have been biased information and may not have given the true picture of the situation on the

ground. However this limitation was alleviate by use of internet to collaborate information from other sources and studies in Somalia. Time and security posed a challenge during the data collection. However through sampling the issue of time was solved but security remained a challenge throughout the study.

1.8 Delimitation of the study

This study was conducted in 17 districts of Mogadishu, Benadir region. The study focused on the causes of girl dropouts, particularly secondary schools during the time period spanning from 2010-2015. The total number of girls targeted were 71457 from 404 schools in Mogadishu, Benadir Region, and the total number of teachers who were targeted to participate in the study were 5504 teachers and 404 head teachers in Mogadishu.

1.9 Definitions of operational terms

Attitude of parents: refers to the negativity or positivity of the parents towards the female students. It is used to mean that some parents have got negative attitudes towards educating girls and they see the girls as bride wealth providers hence this attitude contributes to low dropout of girl – child in Secondary Schools in Benadir Region.

Domestic Labour: This refers to the work the girl child is exposed to which involving the work at home and this consumes her time instead of concentrating in her studies at Secondary Schools in Mogadishu.

Dropout of school: Refers to a person who leaves school before sitting Leaving Certificate of Secondary Education in Benadir region.

Early Marriage: Is the situation whereby the female students who are below 18 years of age are married before they mature up leading to their drop out from education before sitting for their Final examination. Therefore early marriages in this study lead to high dropout of girls in Secondary Schools in Benadir Region.

Initiation Rites: These are customs and traditions which are done to the learners, which results in the young female learners feel that they are adults and can take up the adult responsibilities hence they drop out from Secondary Schools in Benadir Region.

Poverty: refers to the condition of low income by parents to help in supporting the needy female students in education in terms of clothing, writing materials, books, feeding programmes and paying of school fees which can support the dropout of the learners in Secondary Schools in Benadir Region.

Roles in Society: A role is defined as the part of responsibilities which the female students play in the society after completing their education. The school plays the role of retention of female students so as to complete their educational cycle in Secondary Schools.

1.10 Organization of the study

The research project is organized in five chapters. Chapter one deals with the background, statement of the problem, research questions, purpose of the study and significance of the study. It further includes objectives, limitations, delimitations, and organization of the study. Chapter two contains literature review of the publications and relevance of the study. Chapter three consists of detailed descriptions of research methodology, target population, sample and sampling procedure, research

instruments, reliability, validity, data collection and analysis techniques. Chapter four will consist of data analysis, results and discussions of the findings. Chapter five will summarize of the research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This Section gives emphasis to the literature is relevant to the study. Attempts are also made to identify the gaps in the existing literature that this study is meant by to address. It is presented to depict the study variables highlighted in the specific objectives which include the causes of dropouts: poverty, domestic labour, attitude of parents and social effect. Areas covered in the literature review that are relevant to the study include the following: Advantages of Educating Girls, Early marriages and dropout of girls in secondary schools, Attitudes of parents towards secondary school education for girls, Domestic labour and the dropout of girls in secondary schools, Roles in society and how they affect the dropout of girls in secondary schools, Poverty and its impact on the dropout of girls in secondary schools.

2.2 Effects of girls education on socio-economic development

Research has shown that providing women with education improves nutritional values, proper hygiene and management of households (World Bank:-2001). Female education therefore leads to improved health and education, reduced infant mortality rates, higher earnings, reduced fertility rate and improved quality of life for Nations (King and Hill:-1993). Education changes women attitude towards their roles in both the household and in the workplace. It gives them a wider range of options for economic activities. (Zhan and Sherraden:-2003).

Despite the benefits resulting from female education, most developing countries are still at the level of analyzing their situations and trying to develop programmes which address the problems of improving female education (Wang:- 2003). The government of Somalia and other partners in education development are committed to access education for Somalis. Stakeholders are looking for viable cost effective and sustainable strategies, which would enhance the development of education in the country (Weerdt:-2006). There is documented evidence that female education is one of the most important forces of development (UNESCO:-2007). While it is important to educate both females and males, Forum for Africa Women Educationist (FAWE:- 2010) enumerates a number of reasons in favour of educating the girl child. These are: Educating girls is a basic human right, Educating girls promotes gender equity Educating girls is a better investment than boy's education because it has the highest return investment in the developing Countries; it has multiple effects, and empowers women to bring about other necessary changes like smaller family size, increased income, and non-profit productivity. Although it is agreed that educating females brings more benefits to society than educating males, more males and especially in less industrialized economics of Africa, continue to go to school and work their way up there (Yambo, Kindiki, and Tuitoek:- 2012).

Women who constitute half of humankind unfortunately form 2/3 of the world's illiterates (USAID:-2004). In Africa, 64% of illiterates are women (UNESCO:- 2007). In Somali, there no exact percentage of Female illiterates. Most Societies worldwide prefer to educate boys to girls and this is particularly so for poor families.

Education is considered by the United Nations as the basic human rights inscribed into its laws in 1948 and is the instruments used for achieving social equality and higher economic growth (UNICEF:-1992). Governments use education as a tool for fighting ignorance, poverty and disease. It is a vital factor for socio-economic developments (Todaro:-1982). In this case it is therefore used, as a means for training and producing human resources needed to manage the economic, social and political sector of the country. There has been increased investment on education. Higher enrolment has increased the Gross National Product as well as the total education budget by the sponsors funding education in both Primary & Secondary Schools. The GNP in developing countries rose from 2.3% in 1960 to 4.5% in 1984 (Psacahropoulus and Woodhall:-1985).

Although literature review has some variations on the role of education, most scholars agree that educational institutions impart knowledge, skills, beliefs and attitudes which are essential for the preservation and continuity of life in the society. It is a means of enhancing social development (Lipman-Blumen:-1984). It has also been realized that economic implication in education leads to higher output, higher wages, changes in distribution of earned income between the rich and the poor, and leads to economic mobility (Schultz:-1989), Colcolough and (Lewin:- 1993); and (Thurow:-1997). However, the level of education, which leads to maximizing the above stated effect, was not indicated.

A number of economic and sociological theories reveal that education increases female's participation in the labour force. Education changes their attitudes towards their own role in the household and in the work place (Mincer:-1962). It gives them openings for a wider range of options in economic activities. The skills they obtain through education give them ability and potential to participate in various development activities and related vocational programmes.

A study in India revealed that infants of illiterate women in rural areas had a mortality rate more than double that of infants whose mothers had at least basic primary education (Caldwell:-1977). Literate mothers make better use of scarce resources for their children's welfare than do illiterate mothers with higher income (Floro and Wolf:-1990). It has also been established that female education delays marriages, lowers fertility rates and results in smaller family size (Herz:-1991).

Females with more education increase the desire to have more children enrolling in schools for education. (Behrman:-1990) and (Lavy:-1992) revealed that parental schooling promotes children's schooling. Education also increases farm productivity by giving females access to agricultural and co-operative training, contact with agricultural extension workers, implementation of new farming ideas and use of existing facilities (Floro and Wolf:-1990). Non Governmental Organizations (NGOs) UNESCO and Forum for African Women Education (FAWE) have been in the forefront agitating for promotion of female education and empowerment (UNESCO:-1995). Conferences like the ones held in Jomtien, in Thailand 1990 and the Pan-African Conferences on education of girls held in Ouagadougou in Burkina Faso in

April 1993 adopted measures aimed at reducing gender disparities in education. Abagi (1995) asserted that school participation of girls in parts of the world and particularly in African region still lags behind. The inequality between boys and girls, women and men in the field of education and consequent employment, in politics and in socio-economic life is very significant and hence creates debate by educationists, researchers and gender lobby groups. A study carried out by (UNESCO:-1989) in the Asian-Pacific region found out that illiteracy remains a major impediment to the development and well being of women in the region where nearly 63.2% of the world's illiterate women live. Gender discrimination in education started in the colonial days when the colonial governments introduced policies, which discriminated against women (Mbilinyi and Mbughuni:-19991). With the attainment of independence in many African countries, gender discrimination still persisted at all levels of education despite the government social policies.

A study by (Weerdt:-2006) revealed that ignorance and poverty hamper the education of females. The majority of girls engage in household chores particularly in African countries. A practice which must change the following provision of equal opportunities for all in the field of education; They should be engaged in productive and wage earning activities as a powerful ally in eradication of poverty worldwide.

For some decades now the global labour market had been recruiting not on the basis of citizenship but on qualifications, competence and suitability to the particular job. In this market, Somalian women are victims of the gender discrimination experienced by their sisters elsewhere. Men are preferred even in cases where

women may be equally or more qualified. This type of discrimination discourages females from acquiring higher education levels.

The United Nations Report of 2004 claimed that girls have very little education to enter, remain and complete education following a complicated interactive process of structural, cultural and personal factors that make the schools wastage rate for girls higher than for boys. This therefore calls for a research into the effects of high dropout rate of girls for secondary education in Somalian education system so that appropriate measures can be taken to deal with this challenges of girl child learning. Somalia is one of the Countries in Africa where School enrolment for girls at Primary Schools is higher and this decreases as they ascend to Secondary Schools. This pattern of the reduction of the girl-child needs to be investigated as they proceed to the higher learning Institution so that the appropriate solution can be put in place to address the challenges of the retention of girl child in Secondary Schools.

2.3 Influence of Parental attitudes on girls education

The attitude of parents towards the education of their children is an important determinant of the retention of girls in Secondary Schools. Illustrations of the parental attitudes on their children's education are discussed below. A study carried out by Juma (1994) in Kwale and TaitaTaveta districts in Kenya revealed that enrolment of girls in schools is lower than that of boys. Generally, most households have negative attitude towards education of girls. This impedes the education of girls, (Ballara:-1992). Mothers favour education of male children because they provide for them old age insurance. Male education is therefore seen as insurance for

old age (Psacharopoulos and Woodhall:-1985). Eshiwani (1993) supported this view and stated that parents invest in schooling for boys who are believed to retain and provide continuity of their roles and responsibilities to the family. Sohoni (1995) asserted that the son is a potential and permanent source of income. In families where there is no protective cover of social security and pensioner provision the son is the only protection parents have against poverty, old age and other disabling circumstances. That is why they are preferred for education. Okoja (2000), a Nigerian researcher found out that many poor and large families preferred to educate boys for family continuity, headship of household and property inheritance, since girls marry off and go away from home.

This is a general trend in most communities in our republic. Men carry out most commercial activities. This is why males are preferred for education (UNESCO-UNICEF:-2001). Girls are seen as a source of productive labour force of another household when they marry off, while men, on the other hand are given maximum training in order to attain the higher status as heads of Female African women. It is therefore very important to educate both boys and girls and practice affirmative action in order to protect the girl child and give equal opportunities for both children as required by the child rights.

2.4 Domestic labour and dropout rate of girls in secondary schools

In African traditional set up domestic labour is an activity for females in the family. Sohoni (2005, UNICEF (2002), Crystyna (2004), Malenche (2006) and Hertz (2006) concur that domestic gender roles for girls are numerous and they do not give them

opportunities to go to school. Cultural arrangement that puts man as the head of the household complicates the matter more by giving him power to decide who goes to school and who to remain at home. Consequently the device of the decision would be for the girl to remain at home while boys go to school. Mullopo (1988) stated that sexual division of labour meant that mothers had to rely on their daughter's labour. It is therefore very important for this domestic labour to be shared between the boys and girls in the family set up so that the girl child is not over burdened. The girls should also be given opportunities to study as boys and the study time to be balanced between them. The child rights also require that the students be given equal opportunities and the issues of traditions of negativity towards the girls and favoring boys should be avoided as much as possible.

2.5 Role of society on dropout rate in secondary schools

The roles that individual members of Society perform are crucial determinants of one staying in School or not. (Mulopo, 2000) asserted that sex roles, expectations of the African society initiated sex imbalance in school and careers, since a girl's role was defined such that she would only be a mother, housewife or home keeper. The roles at best would only require a minimum level of education or none at all. He confirms this assertion by stating that sexual division of labour meant that mothers had to rely on their daughters' labour for household duties. Michnik, (1976) concurs with (Mulopo 2000) and concludes that opportunity cost of sending a daughter to school is very high. This therefore results in lower enrolment for girls for secondary school education.

Since gender roles for girls are many and continuous, girls have to work longer hours as their mothers, as opposed to boys who have fewer gender related roles, which keep them busy through entertainment or loitering. This fact limits the opportunity of girls to access and complete their education as compared with boys (Onyango, 2003). Globally, things have changed and both boys and girls should be treated equally. Boys should cook in the kitchen as the girls should slash the bushy compounds. Both boys and girls should be trained to take care of the households in the Society. The mothers should not see girls as kitchen oriented and the boys to be playing football in the field. That is why world sports have introduced the men football and the female one too. Roles in the Society should be shared equally for both sexes.

2.6 Impacts of poverty on the dropout rate of girls

When resources are scarce in a family, the option would be for the education for the boys to be granted and not for girls. In polygamous homes with many children, it follows that the education for girls suffers, Abagi (1996). Daily Nation of 14th March 2012 revealed that though parents are expected to meet more than 80% of their children's education many cannot afford due to poverty. In his investigation of factors responsible for maintenance of gender disparity in higher education in, Kasinte (2006) revealed that a family's financial capacity dictates who should be taken to school, and the preference is always the boy. He concurs with Abagi and asserts that when the resources are inadequate to educate both boys and girls, it is the girls who are discontinued from school to leave room for the boys to continue with their education. This is because it is viewed that the social benefits derived from female education are not likely to have much impact on family decision (Onyango

2003). In view of this Poverty disarranges the living standards and schooling of girls. It is worth noting therefore that both boys and girls are the same and both of them need education. Even if there is low income in a family, the resources should be shared equally so that both sexes get equal education. The retention of girls in Secondary School should not be interfered with in the name of promoting the boys education. The girl child education is very important because retention of girls in Secondary Schools improves their quality of education and this ensures that their dropout from Schools is checked so as to maintain their education cycle.

2.7 Summary of the literature review

Literature review given in this Section has revealed that there are several factors that influence dropout of girls at secondary level of education. Many communities in Africa prefer giving better and higher education to boys than girls particularly communities in the lower socio-economic class of people. Research studies that have been done show marked generalization and some weaknesses of the dropout of girls. The research study will reveal the actual factors on the ground of dropout of girls in secondary schools.

2.8. Theoretical framework

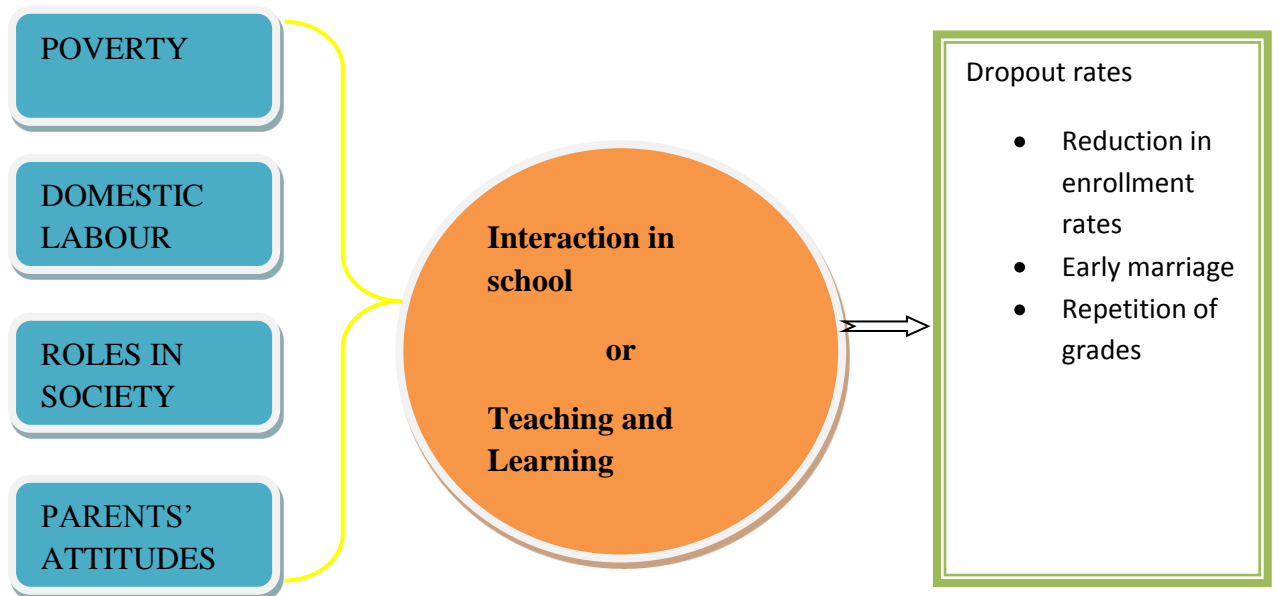
A theoretical framework consists of a collection interrelated ideas based on theories that have a bearing on a study under investigation. The theory that guided the study was the human capital theory. Education gives the women and those who come to it capacity to change the attitude. For the women education helps them to change their attitude towards their role in both the household and in the workplace. It gives them a

wider range of options for economic activities (Zhan and Sherraden, 2003). This theory is appropriate for this study because educating girls can improve the socio-economic level, nutritional level, and also cultural value. Protecting girls from dropping out of school increases their social welfare and participation in economic development. Increased productivity and improvements to the skills base in a country supports economic development, as well as social development.

2.9 Conceptual framework

Conceptual framework on the relationship between variables and dropout of female secondary school students, the conceptual framework shown indicates the major factors concerning about the dropout of the girl child in Secondary Schools. These factors include:-Poverty, early marriages, initiation rites, attitudes of parents, roles of girl child in the Society, domestic labour. These factors also affect the academic achievement and retention of girls in Secondary Schools. Other factors other than the ones shown below include the loss of parents through death, and divorce, inability of many parents to raise school fees, lack of money for uniforms, books, pens and costs associated with School, pregnancy and drug abuse. There are also school factors, such as insults from teachers, excessive corporal punishment by teachers, bullying by other students especially boys, lack of proper School equipments and thefts, religious factors, lack of initiatives that are not detrimental to girl child's access and dropout in Secondary School education still need to be addressed.

Figure 2.1: Conceptual framework



It is important to note that from the conceptual framework there are two types of variables namely dependent variable and independent variables. “Dropout of female student” is the dependent variable while the factors which include Poverty, early marriages, initiation, attitudes of Parents, roles in the Society and domestic labour are known as “independent variables”. Independent variables are the ones which are manipulated to illicit dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This outlines the methodology used to collect data for this study. The chapter presents the research design, target population of the study, sample size and sampling procedures. It also presents data collection methods and data collection instruments, data analysis and presentation methods.

3.2 Research design

Research design is a plan for carrying out a research project (Gay, 1993, Amin, 2005). The study used descriptive survey design to obtain information about the causes and effects of girl dropouts from secondary schools located at Benadir region. The design of the study was descriptive survey. Mugenda and Mugenda(1999) and Gatima (2001) note that descriptive survey attempts to measure the “status quo” without questioning why it exist. According to Mugenda and Mugenda the aim of survey is to obtain information about the existing phenomena, by asking individuals about their perception, attitude, behavior or values.

The study mainly employed qualitative approaches to data collection analysis and presentation. However, quantitative data was also collected, where it seemed appropriate, as data could be quantified, analyzed and then presented in a quantitative format.

3.3 Target population

Given that the individual respondents are the unit of analysis in this study, the study population comprised of all key informants at Mogadishu that provide credible information about the issue at hand. The individuals targeted by the study were: 10 Educational officers, 404 Principals, 5504 Teachers, and 186804 Students and 35 Parents. These groups of individuals were targeted on the understanding that they possessed the information that would help the researcher to collect credible data required for the study.

3.4. Sample size and sampling procedure

Focusing on the nature of the study, respondents were selected purposefully, on the understanding that they were in a position to give the required data. For that matter, purposive sampling was used to identify the groups of individuals to be sampled for the study. Table 3.1, shows the respondents selected for this study and how they were selected

Table 3.1: Sampling framework

Category	Target No.	No. Selected	%	Sampling Technique
Education Officers	10	4	40	Interview
Head teachers	404	20	4.95	Questionnaire
Teachers	5504	10	0.18	Questionnaire
Students	186804	40	0.02	Questionnaire
Parents	35	17	48.5	Interview
Total	192757	91	93.6	

Ministry of Education officers are involved because this particular ministry is the one responsible of educational policy. Five officials from the ministry of education and 10 school principals were sampled to participate in the study on the grounds that they had the first hand information (Primary data) about girls' dropouts and its effects upon various groups. Besides, 50 teachers, 60 students and 17 parents were also selected as respondents in the study.

In total, out of 235 respondents eligible for the study; the researcher was able to collect data from 142 respondents, being 60.4% of the target groups. It was assumed that low rate of response, would not entirely compromise the validity and reliability of the study because respondents were purposively selected and had the requisite information for the study. Given the nature of the study, probability sampling was not deemed appropriate (Yin, 1994). Secondly, the massive quantity of qualitative data would be a problem during data analyzing (Eisenhard, 1994).

3.5. Data Collection Instrument

Data was collected from varied sources using interviews, direct observation and documentary analysis. In depth interview was held with respondents because according Gay (1994), they could respond to probing questions appropriately that allow flexibility not only in asking, but also getting in depth information from respondents. This allowed the researcher to get detailed data that contained examples of evens as they occurred in day to day lives in schools. The researcher also observed the problem from different angles to assess the extent of damage inflicted on girl dropouts and their parent, with consideration to the school managers and the

community. This instrument helped to verify the data obtained from other sources. Where possible, the researcher obtained documentary evidences to crosscheck obtained data from the interviews. Available literature in documents, text books and online sources also helped the researcher to focus on the issue at hand.

3.5.1 Validity of the study instruments

The researcher worked closely with advisors during instrument construction process. All materials constructed were forwarded to the supervisors for checking. After several attempts and revision, the instruments were deemed valid and admissible.

3.5.2 Reliability of the instrument

According to Kumar (2005) a research instrument is reliable if repeated measurements under similar conditions give the same results. To test the reliability of instrument, test - retest method of reliability was employed in the study during pilot study. This involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test of two weeks. According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more simply showed that there is high reliability of data. The data collected in the two sessions were then correlated using the Pearsons product moment correlation coefficient formula. The value of 0.78 was obtained deeming the instruments reliable.

3.6 Data collection procedure

After receiving approval from the university of Nairobi, the researcher approached the ministry of education Mogadishu to be allowed to carry out the study. The

potential respondents were notified and permission sought from them before commencement of data collection. Permit from the existing educational networks working now in Banadir region, authorizing them to collect data from the private secondary schools in the region was also sought.

The principals of schools were also informed and asked for consent to allow the researcher to carry out the study in their schools. The researcher used a tape recorder during the interviews in order to capture all the data. This enabled him to stay focused and ask questions for clarifications and make notes later so that he did not miss out on anything during the interview. Additional data was obtained from various other sources including newspaper records and school record.

3.7 Data analysis techniques

Qualitative data was edited for completeness and organized according to the theme as causes of girl dropout due to: poverty, domestic labour, parent attitude and social factor. Hence the data is translated in accordance with the three research questions, giving meaning to the themes as they emerged from a massive qualitative narratives obtained from the multitude of respondents. From that point, data from different sources is compared to confirm or disconfirm the emergent themes. Finally, the data is then presented quantitatively, i.e. in form of tables by using SPSS and qualitatively in form of narratives in accordance with to the study objectives.

3.8 Ethical considerations

The researcher conducted this study in an ethical way: First, before the study, the respondents were informed of their rights and those who participated in the study did so, on their own free will, principle of confidentiality on the identity of the respondents was uphold by making sure that the identity of the respondents were not revealed, finally, the researcher made sure that no physical or psychological harm was inflicted on the respondents during the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected. The data was collected from eight mixed secondary Schools. The results are presented and discussed in accordance with the research objectives that guided this study, these are:-

1. To assess influence of parents' attitudes on female education on dropout rates in secondary education
2. To examine the extent to which poverty influences the dropout rates of girls in Secondary schools
3. To examine the effects of domestic labour on female dropout rate in Secondary Schools
4. To determine the influence of school punishments on dropout rates among female students in secondary schools

4.2 Instruments response rate

Out of 10 officers approached, 5 officers accepted to participate in the study making 50% rate. The researcher held interviews with the five officers and the data obtained from these experts was quite enriching for the task. All ten principals were interviewed making 100% response rate and out of 80 teachers identified, only 20 participated in the study to share their understanding and experience on the subject during their tenure as teachers giving 25% response

rate. Seventeen parents whom the researcher selected were all interviewed in their homes this gave 100% response.

4.3 Demographic information

The frequencies in section A of the background information were summed up according to the demographic representation and then converted to percentages. The data was collected on the causes of dropouts, in section B, the parents attitudes in section C, the roles in the Society and domestic labour in section D and the influence of poverty on the girl child dropout in section E. These data is presented in the order of the most prevalent to the least prevalent.

The Statistical Package for Social Sciences (SPSS) was used to tabulate the results from which the analysis was done. Generally, the data obtained were presented using frequency distribution tables and percentages. The following are the different responses generated by the study.

On the type of school data revealed that all the schools visited were mixed

The respondents were asked to indicate their gender and the data from the field on this item is summed up in table 4.1

Table 4.1: Gender of the teachers

Gender	Frequency	Percent
Male	33	82.5
Female	7	17.5
Total	40	100.0

From table 4.1 it can be observed that the majority of the respondents (teachers) were male at 82.5% and all the 22 head teachers. This is not a good trend for girl child who is likely to lack a role model.

Table 4.2: Teaching experience of the head teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 years	5	22.7	22.7	22.7
5-10 years	15	68.2	68.2	90.9
10-15 years	2	9.1	9.1	100.0
Total	22	100.0	100.0	

The information in table 4.2 shows that the head teachers had enough teaching experience to guide the schools to prosperity. The majority of the head teachers 15 (68.2%) had teaching experience of between 5 to 10 years teaching experience. Therefore the population of the head teachers with 5 years or more teaching experience were 19 (77.3%).

Table 4.3: Head teachers' professional qualifications

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	3	13.6	13.6	13.6
Graduate	7	31.8	31.8	45.5
Post graduate	12	54.5	54.5	100.0
Total	22	100.0	100.0	

The information in table 4.3 indicates that 19 (86.3%) of the respondents were holders of either a first degree or second degree with those with a bachelors degree being 13.6% and 54.5% of the respondents had completed master degree program. This implies that all the head teachers had university degrees as their minimum qualifications.

Table 4.4: Age of respondents (teachers)

Age	Frequency	Percent
16-18	4	10.0
18-20	24	60.0
20-22	12	30.0
Total	40	100.0

Table 4.4 shows the age bracket of the respondents. From the data it can be observed that the majority of the respondents were above 18 years at 90%.

The table 4.5 is on the age of the head teachers.

Table 4.5: Age of head teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
20-30	8	36.4	36.4	36.4
30-40	11	50.0	50.0	86.4
40-50	3	13.6	13.6	100.0
Total	22	100.0	100.0	

Table 4.5 shows that half of the number of head teachers 11(50%) were aged between 30-40. This data combined with that of the teachers in table 4.2 indicate we have youthful team of team who should be energetic and enthusiastic to teach. This should be reflected in the students' performance and school attendance.

Table 4.6: Causes of increased enrolments in form IV

	Frequency	Percent
Increase enrolment rate	1	2.5
Transfer from other schools	39	97.5
Total	40	100.0

According to the information in table 4.6 shows 39 (97.5%) of the respondents were transfers from other schools.

Table 4.7: Number of students admitted in form one in 2012 who were in form IV in 2015 in the same school

Category	Frequency	Percent
10-20	4	10.0
20-30	36	90.0
Total	40	100.0

Table 4.7 shows that 36 (90%) of the respondents had between 20-30 students in Form IV who were in form one in 2012. This indicates that the majority of the student remain in the same school ones enrolled at form one.

Table 4.8: Reasons for those who dropped out of school

	Frequency	Percent
Early marriage	4	10.0
Lack of school fees	36	90.0
Total	40	100.0

Data in table 4.8 indicate that 36 (90%) of the respondents stated that the majority of the students dropped out of school was because of lack of school fees. This confirms

that Somali economy is poor and most people depend on NGOs to take their children to school.

Table 4.9: Reasons for decreased enrolments in schools

	Frequency	Percent
Dropout	34	85.0
Married	4	10.0
Exploitation (child labour)	2	5.0
Total	40	100.0

The data in table 4.9 indicates that the main reason that caused decreased enrolments as students moved on from form I to form IV was students' dropout.

Table 4.10: Teachers' opinion on the reasons for girls dropping out from Secondary Schools

	Frequency	Percent
Early married	4	10.0
Low girls academic performance	36	90.0
Total	40	100.0

The data in table 4.10 describes the respondent's opinions towards the reasons for the girls who drop out of secondary schools. The data indicate that the majority of the

respondents 36 (90%) felt that girls dropout of school due to low academic performance. However this assertion was contradicted by the head teachers as seen in table 4.11.

Table 4.11: Head teachers’ opinion on early marriages’ effect on students’ dropout rates

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	16	72.7	72.7	72.7
No	6	27.3	27.3	100.0
Total	22	100.0	100.0	

As the data in table 4.11 indicates the majority of the head teachers 16 (72.7%) felt that the early marriages affected students’ participation in school. The head teachers gave various reasons for the practice. The data on this concern is in table 4.12

Table 4.12: The reasons for students’ dropping out due to early marriage

	Frequency	Percent	Cumulative Percent
Finance	14	63.6	63.6
Low girls academic performance	2	9.1	72.7
Socio-cultural	6	27.3	100.0
Total	22	100.0	

In table 4.12, the majority of the respondents 14 (63.6%) indicated that finance is the major factor that cause for the early marriage. Even though poverty may be the cause of financial challenges facing the students, attitude of parents towards education of their daughters may also be playing a role.

The first objective of the study was to establish how parents’ attitudes affected dropout rates of girls from secondary school education

The general attitude of the parents can be measured through so many indicators among them is the willingness to pay fees, attend school functions, give support to the children and so forth. The data on these factors is reported in tables 4.12 to 4.13

Table 4.13: Head teachers’ opinion on the general attitude of parents towards the school

	Frequency	Percent	Valid Percent	Cumulative Percent
They are satisfied	11	50.0	52.4	52.4
Not sure	10	45.5	47.6	100.0
Total	21	95.5	100.0	

The head teachers’ response indicated in table 4.13 shows that half of the head teachers were satisfied with the attitude of the parents to towards tha school. It was important to capture the opinion of the teachers on how often parents visited schools to discuss academic performance of their children. From the data gathered it is found that all the teachers 100% indicated that parents visited schools regularly (monthly)

to follow up the performance of their children. This is a very good indication that the parents are keen in following the academics of their children. It became necessary to find out how parents responded whenever called upon to attend meetings in the school. The data collected from the head teachers is presented in table 4.14.

Table 4.14: Frequency of the parents to attend school meetings to discuss about their daughters' performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Fortnightly	7	31.8	31.8	31.8
Monthly	4	18.2	18.2	50.0
Per Term	9	40.9	40.9	90.9
Per Year	2	9.1	9.1	100.0
Total	22	100.0	100.0	

The above table 4.14 indicates that the parents are most discuss their daughters performance per term is 9(40.9%), 7(31.8%) for fortnightly, monthly 4(18.2%) and final yearly of 2(9.1). We can understand the parents have no much made more discussion about their daughter's performance.

Table 4.15: Teachers' responses on the parents' response to attend school meetings

	Frequency	Percent	Cumulative Percent
Yes	36	87.8	90.0
No	4	9.8	100.0
Total	40	97.6	

Based on the information in table 4.15, the majority of the respondents 36 (87.8%) indicated that parents responded positively and came to school whenever called upon to attend school meetings. This as earlier mentioned is encouraging so that the parents as stakeholders would participate in planning the activities of the school and academics of the children.

Table 4.16: Head teachers' response on the parents' willingness to visit school when they are invited

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	16	72.7	72.7	72.7
No	6	27.3	27.3	100.0
Total	22	100.0	100.0	

The above table 4.16 shows that the majority of the head teachers 16 (72.7%) were of the opinion that parents do respond positively when invited to school meetings. Attitude can further be examined from the willingness of the parents to support their daughters materially. This information was captured from both teachers and head teachers and data tabulated in the following tables.

Table 4.17: Teachers' opinion on the parents' support with personal effects for their children to use in school

	Frequency	Percent	Cumulative Percent
Yes	35	87.5	87.5
No	5	12.5	100.0
Total	40	100.0	100

The majority of the teachers 35 (87.5%) felt that parents provided their children with necessary personal effects to use in school. The kind of support demonstrated by the parents to make their children comfortable in school is a sign of positive attitude towards the education of their daughters.

Table 4.18: Head teachers’ opinion on the parents’ support to Form IV students

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	17	77.3	77.3	77.3
No	5	22.7	22.7	95.5
Total	22	100.0	100.0	

Based on the information in table 4.18, the majority of the head teachers 17 (77.3%) responded that the parents supported their daughters who are in form four materially. It became necessary to inquire from the head teachers if the parents did the same to other girls in other forms. The general feelings of the head teachers are reported in table 4.19.

Table 4.19: Head teachers opinion on the parents’ provision of the necessary learning materials of their daughters as required by the administration

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	63.6	63.6	63.6
No	8	36.4	36.4	100.0
Total	22	100.0	100.0	

The majority of the head teachers 14 (63.6%) were of the opinion that parents indeed provided the necessary learning materials for their daughters as required by the administration.

However providing materials is one thing but providing enough is another. It was therefore necessary to determine whether in their opinion the teachers and head teachers felt that the supplies were adequate. Data on this is captured in table 4.20.

Table 4.20: The response on whether the supplies are enough for a term

	Frequency	Percent	Cumulative Percent
Yes	28	68.3	70.0
No	12	29.3	100.0
Total	40	100.0	100.0

Table 4.20 shows that 28 (68.3%) of the respondents indicated that the support is enough. This means that the students do not have a reason not to participate in their education fully.

Table 4.21: Average numbers of students in form IV in 2015

Population	Frequency	Percent	Cumulative Percent
40	27	67.5	67.5
50	6	15.0	82.5
60	7	17.5	100.0
Total	40	100.0	

From data in table 4.21 it can be concluded that the majority of the respondents 27 (67.5%) indicated that they had 40 students in their classes. This population is optimal for good interactions between teachers and students in class.

Table 4.22: Classes that posted good mean scores in the internal examinations

Form	Frequency	Percent	Cumulative Percent
Form I	3	7.5	7.5
Form II	5	12.5	20.0
Form III	6	15.0	35.0
Form IV	26	65.0	100.0
Total	40	100.0	100

Based on the results in table 4.22 the majority of the teachers 26 (65%) indicated that form class posted impressive results in the first term of 2015 compared to other classes Forms III, II and I. This can be attributed to the fact that since this is the last class in the secondary school education, the students are more serious in their studies.

Table 4.23: Willingness of parents' representatives to visit the school to follow up students' academics

	Frequency	Percent	Cumulative Percent
Yes	29	70.7	72.5
No	11	26.8	100.0
Total	40	100	100

The data in table 4.23 demonstrates that the majority of the parents' representatives 29 (70.7%) visited schools frequently to make follow ups of the students on behalf of the other parents. In general therefore there was a lot of support from all quarters to the students and for general developments in schools.

The second objective of the study was on the influence of poverty on the dropout rates of the girls in secondary schools

Poverty is one of the major inhabitances to children's participation in education at all levels. It permeates itself through so many indicators; wealth of the family, size and type of family among others. The researcher captured the data on these items which have been tabulated in the following tables.

Table 4.24: The type of family girls came from

	Frequency	Percent	Cumulative Percent
Wealthy	4	10.0	10.0
Middle	27	67.5	77.5
Poor	9	22.5	100.0
Total	40	100.0	

The data in table 4.24 describes the teachers' feelings about the family abilities of their students. From the table it can be observed that the majority of the teachers 27 (67.5%) felt that the parents are middle earners. An average Somalia family will earn about US\$ 300 per month. However most

of the families are large and this earning is just a drop in the ocean. Hence it was important to establish the people that pay fees for the students.

Table 4.25: Persons responsible for paying school fees

	Frequency	Percent	Cumulative Percent
Guardian	8	20.0	20.0
Parents	32	80.0	100.0
Total	40	100.0	

The opinions of the teachers as reported in table 4.25 is that the majority of them 32 (80%) said that they the parents who pay. This information however was contradicted by the head teachers as seen in table 4.26.

Table 4.26: Head teachers response on persons responsible for paying fees

	Frequency	Percent	Valid Percent	Cumulative Percent
Relatives	16	72.7	72.7	72.7
Well wishers	6	27.3	27.3	100.0
Total	22	100.0	100.0	

The data in table 4.26 indicates that the majority of the head teachers 16 (72.7%) were of the opinion that relatives are the ones who pay fees for the students. Though this looks like a contradiction, in African set up anybody who is related to you and takes care of you is a parent. Therefore relatives and parents are the most people that

pay fees for the students. Given the low earnings by most of the families, it was important to establish if the girls remained in school most of the time or were always going home for fees. The information is tabulated in table 4.27

Table 4.27: Information on whether girls are sent home for school fees

	Frequency	Percent	Cumulative Percent
Yes	33	82.5	82.5
No	7	17.5	100.0
Total	40	100.0	

Data in table 4.27 indicates that the majority of the teachers 33 (82.5%) confirmed that girls are sent home for fees. This information was collaborated with that from the head teachers as shown in table 4.28

Table 4.28: confirmation of the head teachers sending students home for fees

	Frequency	Percent	Valid Percent	Cumulative Percent
Monthly	10	45.5	45.5	45.5
Termly	12	54.5	54.5	100.0
Total	22	100.0	100.0	

The data in table 4.28 indicates that all the head teachers confirmed that they send students home to collect fees but at different times. The majority of the head teachers 12 (54.5%) sent students ones per term.

It became important to establish whether the students sent home for fees ever return to school to continue with studies. The information from the head teachers is captured in table 4.29

Table 4.29: Response on the students who are send for fees if they came back to school

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	12	54.5	54.5	54.5
No	10	45.5	45.5	100.0
Total	22	100.0	100.0	

The above table 4.29 indicates that the majority of the head teachers 12 (54.5%) said that the students do come back with at least enough fees to keep them in school. this was confirmed by the teachers whom 90% indicated that students came back school ones they are send for fees. Only 10% said that they delayed in coming back and even never came back at all. However, of those who do not get fees, 54.5% of the head teachers said they never returned to school whereas 40.9% said that the students came back later whereas one head teacher did not respond.

The feelings of the teachers was also collected on whether students were willing to come back to school ones they have dropped out. The information is presented in table 4.30.

Table 4.30: Feelings of teachers on whether students came back to school after dropping out

	Frequency	Percent
Want to go back to school	4	10.0
Do not want to go back to school	32	80.0
Feel bitter and dejected	4	10.0
Total	40	100.0

The information in table 4.30 describes the respondents' opinion on the feelings of the students who dropped out of the school willing to seek re-admission. The majority of the students 32 (80%) will not want to go back to school if they dropout.

The observation on those who did not come back in time to continue with studies posed a challenge. The majority of them as opined by the teachers had difficulties coping with school work hence eventually dropping out.

The findings confirm that poverty is a crucial factor on dropout rate of girls from school. The girls from poor economic background do drop out of school due to none payment of school fees.

Table 4.31: What is total population of girls in your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-40	9	40.9	40.9	40.9
60-80	6	27.3	27.3	68.2
80-100	5	22.7	22.7	90.9
100-120	2	9.1	9.1	100.0
Total	22	100.0	100.0	

On the above table 4.31 majority of the respondents which is 9(40.9%) that indicates the number is so little the other are pointed that the number of in between 60-80 of 6(27.3%) , 80-100 of 5(22.7%) while 100-120 of 2(9.1%) all of this will classifies that total population of girls in the school are all very little.

Table 4.32: Following the general mean score, which class performs better in academics in the year 2013 since term I?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid FormI	4	18.2	18.2	18.2
Form II	5	22.7	22.7	40.9
Form III	8	36.4	36.4	77.3
Form IV	5	22.7	22.7	100.0
Total	22	100.0	100.0	

The above table 4.32 indicates the mean score of class performance where Form I 4(18.2%), Form II 5(22.7%) the maximum mean in Form III which is 8(36.4%) this is indicates that the most student done a good performance when there in this level while Form IV their performance is 5(22.7%).

Table 4.33: Do you conduct education days in the school to motivate both parents and teachers?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	50.0	52.4	52.4
	No	10	45.5	47.6	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

According the table 4.33 mos the of respondents 11(50%) conduct education days in the school to motivate both parents and teachers were 10(45.5%) of the respondents were answered no.

Table 4.34: Does the education day add value to the dropout rate of girls- child in your school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	77.3	81.0	81.0
	No	4	18.2	19.0	100.0
	Total	21	95.5	100.0	
Missing	System	1	4.5		
Total		22	100.0		

Regarding the above table 4.34 that most of respondents 17(77.3%) answered yes that means that they add value for the dropout rate of girls – child and some of them answered no.

The third objective of the study was on the effect of domestic labour on the dropout rates of girls in secondary schools.

Data on this item was gathered from the head teachers and presented in table 4.35.

Table 4.35: Effect of domestic labor on students’ drop out rates

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	13	59.1	59.1	59.1
No	9	40.9	40.9	81.8
				100.0
Total	22	100.0	100.0	

Based on data in table 4.35 the majority of the head teachers 13 (59.1%) indicated that there were some students who drop out of schools because of domestic labor at home. The cases were more among the orphans as shown in table 4.36.

Table 4.36: Presence of orphaned students in the schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	12	54.5	54.5	54.5
No	10	45.5	45.5	100.0
Total	22	100.0	100.0	

According to the data in table 4.36 the majority of the head teachers 12 (54.5%) mentioned that there were some orphaned children in the schools.

Table 4.37: The rate of drop out of orphaned children from school

	Frequency	Percent	Valid Percent	Cumulative Percent
Very low	16	72.8	72.8	72.8
Moderate	6	27.3	27.3	63.6
Total	22	100.0	100.0	

Data captured in table 4.37 indicates that the majority of the head teachers 16 (72.8%) feared that the orphans are the most affected due to dropout.

The fourth objective of the study was to determine the influence of school punishments on dropout rates among female students in secondary schools

To help answer the objective the head teachers and teachers were asked to respond on whether the students are punished, the type of punishment administered and their feelings on whether the punishment affects dropout rates among girls. The data is presented in the following section and tables. The first concern was on whether students are punished. The information from the head teachers and teachers is as in tables 4.37 and 4.38.

Table 4.38: Response from the head teachers to whether students are ever punished when they make mistakes

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	17	77.3	77.3	77.3
No	5	22.7	22.7	100.0
Total	22	100.0	100.0	

According to the data in 4.38, 17 (77.3%) of the head teachers said that students are punished whenever they did mistakes.

Table 4.39: Response from the head teachers to whether students are ever punished when they make mistakes

	Frequency	Percent	Cumulative Percent
Yes	24	58.5	60.0
No	16	39.0	100.0
Total	40	97.6	
System	1	2.4	

With regard to the data from the teachers in table 4.39, 24 (58.5%) confirmed that students are indeed punished when they make mistakes. There is no real punishment. It was important to establish the kinds of punishments given to the students. Data on this is presented in table 4.40

Table 4.40: Type of punishments administered as per the head teachers’

response

	Frequency	Percent	Valid Percent	Cumulative Percent
Corporal	13	59.1	65.0	65.0
Light	7	31.8	35.0	100.0
Manual	14	63.6	66.7	66.7
Total	20	90.9	100.0	
System	2	9.1		

The data from the head teachers in table 4.40 indicates that 14 (63.6%) of them used manual punishment in their schools. the punishment was strictly administered by the head teachers as the teachers watched. This was stated by the majority of the head teachers 72.7% and only 27.3 indicated that the teachers are involved in the punishing students by corporal punishment. This was confirmed by 61% of the teachers who indicated that they only watched as head teachers applied the punishment, 36.6% said they participated whereas 2.4% did not respond.

Table 4.41: Type of punishments administered as per the teachers’ response

	Frequency	Percent	Cumulative Percent
Corporal	18	43.9	45.0
Light	1	2.4	47.5
Hard labour	21	51.2	100.0
Total	40	97.6	
System	1	2.4	

The data in table 4.41 indicates that the majority of the teachers 21 (51.2%) felt that students are punished through hard labour (manual). An inquiry was made to establish if the punishments affected the girls participation in education. The data on this issue from both the teachers and head teachers is tabulated in tables 4.41 and 4.42.

Table 4.42: Teachers’ opinions on punishments causing students’ dropout

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	9	22.0	22.5	22.5
No	31	75.6	77.5	100.0
Total	40	97.6	100.0	
System	1	2.4		

The data table 4.42 shows that the majority of the teachers 31 (75.6%) were of the opinion that the punishment did not affect the girls’ dropout rates. However the head teachers differed with the teachers on this. The majority of the head teachers 13 (59.1%) stated that the students dropped out as a result of the punishments, with only 40.9% stating otherwise. This may be explained since not all teachers would know reasons for students dropping out or to follow up cases of indiscipline; we shall go by the opinion of the head teachers on this item.

The researcher also wanted to know if guidance and counseling is done in the students whenever they get involved in indiscipline cases. Data on this is captured in table 4.43.

Table 4.43: Involvement of guidance and counseling committee in student discipline

	Frequency	Percent	Valid Percent
They punish students	6	14.6	15.0
They help the needy students	34	82.9	100.0
Total	40	97.6	
System	1	2.4	

From the data in table 4.43 the majority of the teachers 34 (82.9%) said that they only helped needy students not in the punishing of students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter summarizes the findings of the study concerning the factors that influence the dropout rates of female students in secondary schools in Benadir Region. It also presents the conclusions and recommendations of the study and hence gives suggestions for further research.

5.2. Summary

The purpose of this study was to determine the factors that influence the dropout rate of female students in secondary schools in Benadir Region of Somalia. The study identified the gaps which paved way for the recommendations of intervention measures that would improve the dropout rate of female students in secondary schools in Benadir Region. This would enhance the attainment of their primary purpose of dropping female students in secondary schools.

Four research objectives were formulated to guide the study. Research objective one was to examine the extent to which poverty influences the dropout rates of girls in Secondary schools in Benadir Region, research objective three was to assess influence of parents' attitudes on female education on dropout rates in secondary education in Benadir Region, research objective two was to examine the effects of domestic labour on female dropout rate in Secondary Schools in Benadir Region, and

research objective four sought to determine the effect of school punishments on the dropout rates of girls in secondary schools in Benadir Region.

Literature review dealt with the dropout rate of girls in secondary education. The areas covered by literature review included:-Education of girls on socio-economic development, early marriages and dropout of girls in secondary schools, Influence of Parental attitudes on girls education, Domestic labor and dropout rate of girls in secondary schools, Role of society on dropout rate in secondary schools and lastly Impacts of poverty on the dropout rate of girls in secondary schools. The sample consisted of four out of ten educational officers constituting 40% of the total officers, forty out of one hundred eighty six thousand eight hundred and four students constituting 0.0214% of the total number of students, twenty out of four hundred four head teachers representing 4.95% of the total number of head teachers in Benadir region, ten out five thousand five hundred and four teachers constituting 0.18% of the total number of teachers in the region and seventeen out of the thirty five parents representing 48.5% of the total number of parents. The method of allocation was to ensure that the population size was reflected in the sample size.

The findings revealed that:-

There were several factors that influenced the dropout rate of female students in secondary schools in Benadir region ranging from early marriage which affected the dropout of girl child, initiation rites which interfered with the normal school and class attendance, the attitudes of parents which at times were negative on the girl child and most of the parents preferred educating boys to girls, the roles in the

society and domestic labour were overwhelming for the girl child leaving the girls to be seriously exhausted and cannot concentrate in the class work and lastly poverty which seriously affected the education of girls as a result of the death of parents which are experiencing to the Somali society for the past 24 years of civil war leaving the girl child to lack school fees and depend on the guardians and well wishers. The results of these are observed on the high dropout rate of female students in secondary schools.

According to these findings, the school Head teachers used various methods in handling female students' dropout in schools and these included guidance and counseling, recommendations for bursary fund fees forms, punishments involving parents in matters of student disciplines and mobilization of the community members and well wishers to pay for the disadvantaged girls in secondary schools. However the administrators also agreed that more funding and support from the government and well wishers were needed for the dropout of the female students in secondary schools.

5.3. Conclusion

The purpose of this study was to determine the factors that influenced the dropout rate of female students in secondary schools in Benadir region. It was also found that the factors which influenced the dropout of female students in secondary schools included early marriages of the female students, the initiation rites especially the Female Genital Mutilation which is common in our society, the attitudes of parents towards female students in comparison to boy child in traditional view, the roles in

the society and domestic labour and lastly the poverty in relation to paying school fees for the female students in secondary schools. The study also investigated the government's efforts put in place to curb the challenges of female dropout in secondary schools through the provision of bursary funds.

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 Somalian 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. 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.

4. 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.
5. It is recommended that the Non-Governmental Organizations, youth groups and government agencies like Somali National Women Organization and other donors come up strongly and set aside some funds to pay for the disadvantaged, orphaned and vulnerable girls who may be having serious challenges of school fees so that complete cycle of female education can be realized.
6. The government in liaison with the school administration and parents should provide the necessary teaching and learning resources and sanitary Latrines to provide comfortable atmosphere for learning in order to avoid dropout rate.
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 female scholars in other divisions in the Federal Republic of Somalia.
9. The level of punishments should be moderated so that corporal punishments and hard labour be avoided in order to minimize the female dropouts and encourage the girl child retention in schools.

5.5 Suggestions for Further Research

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

1. A national study which should look at the female students' dropout rate as a psycho-social phenomenon in educational management. Such a study would suggest valid national strategies for understanding and helping the girl child in educational dropout as they study. It would also provide data on the problems faced by the female students in secondary schools in the whole country specially Benadir region.
2. The role of parents and board of governors in management of female students dropout in secondary schools.
3. The role of guidance and counseling in management of female students' dropout in secondary schools.
4. A national study on Female Genital Mutilation as an initiation rite hindering the dropout of the girl child in secondary schools.

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APPENDICES

APPENDIX 1: PERMISSION TO CONDUCT RESEARCH

The Ministry of Education

Dear Sir/ Madam

Re: Factors Influencing Female Students' Dropout rates in Secondary Schools in Mogadishu, Somalia

I am a student at University of Nairobi pursuing a Master's Degree in Educational Planning. I am currently preparing to carry out a research based on the above mentioned title.

I hereby request for permission and support to be able to carry out this study by administering questionnaire to Education Officers, Principals, teachers, students and Parents as from 25th April 2015. The findings will enable the Government and Private Sectors to put in place necessary measures in order to curb the Dropout of female students in Secondary Schools in Somalia.

The researcher hereby gives assurance that all data collected will be treated confidentially and will be used for research purpose only.

Thank you.

Best Regards

Mohamed Mo'allim Osman Mohamed

E55/75678/2014

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

Instructions

You are not required to write your name on the questionnaire.

Indicate your choice by putting a tick (✓) or filling in the empty spaces. You can put as many ticks as you think appropriate.

Please, answer all questions in the questionnaire

The information you give will be treated with a lot of confidentiality

INTRODUCTION

My name is **Mohamed Mo'allim Osman Mohamed** from the University of Nairobi.

I am currently doing my research in MEd in Educational Planning. The purpose of the questionnaire is to investigate factors Forcing Female Students' Dropouts in secondary schools in Mogadishu. Please, be as honest as possible as you respond to the questions in the questionnaire.

SECTION A

BACKGROUND INFORMATION

1. Give the name of your school

.....

2. What is your gender? (Tick the right choice)

Male

Female

3. Indicate your age

4. How long have you been teaching since your employment?

.....

5. Indicate your professional qualification – Certificate, Diploma, Graduate, Post graduate, other– specify

6. What is the nature of School according to gender? Boys, Girls, Mixed?

7. Has the early marriage affected your students in School? Explain

.....
.....
.....

8. What is the effect of this early marriage in the School?

.....
.....
.....

9. What is the role of parents on this early marriage?

.....
.....
.....

SECTION B

1. What is the total population of girls in your School?

2. Following the general mean score, which class performs better in academics in the year 2013 since term 1?

Form I Form II Form III Form IV

3. How frequently do you invite the parents to discuss about their daughters' performances?

(a) Fortnightly (b) Monthly (c) Termly (d) Yearly

4. Do the parents respond towards the School when they are invited

Yes

No

5. Do the parents' representatives in Classes perform their duties of guiding the students positively? Yes No

If yes how frequently do they visit the School?

.....
.....

6. Are the Parents providing the necessary learning materials to their daughters as required by the administration? Yes No

If no, what is the reason:

.....
.....

7. Do the Parents of Form (4) students support their daughters economically whenever funds are needed? Yes No

If no, what is the problem?

.....
.....

8. Do you conduct education days in the School to motivate both Parents and teachers? Yes No

If yes, how effective is it.....

.....
.....

9. Does the education day add value to the Dropout rate of girls – child in your school? Comment on this

10. What is the general attitude of parents towards your School?

.....
.....
.....

SECTION C

1. Are your students performing manual work at School?

Yes No

If yes, what type of manual work do they perform?

.....

2. Whenever your students make mistakes are they punished?

Yes No

If yes, what type of punishment are they given?

(a) Corporal (b) Light (c) Hard labour (d) caning

3. What is the role of the teachers concerning the punishment of the students

(a) They participate (b) They watch

4. What is the role of guidance and counseling committee in the School?

(a) They punish students (b) They recommend help

5. Are there some girls who drop out of School after heavy punishment?

Yes No

If yes, where do they go to?

.....
.....
.....

6. In your School, are there some students who drop out because of domestic labour at home? Yes No

If yes, what effort have you made to return them back to school?

.....
.....

7. Do you have orphaned students in your School?

Yes No

If yes, what is the rate of drop out of these orphans compared to those having their parents?.....

SECTION D

1. How many students do you have in the school?

Below 450 Below 750 more than 1000

2. What is the estimate of students who come from poor families?

About 35% about 45% about 65% other: -----%

3. If there are students from poor families, how do they get their fees?

() Relatives () Well wishers

4. Does the school take part to give free education those coming from poor families?

Yes No

If yes, give the right number in each year.....

5. Are there bursary funds given by the government?

Yes No

If yes, it is enough for the poor students?

6. How do you send the students home for school fees?

- Monthly Termly

Please comment on this

.....

.....

7. For those who come from poor families, do they back in time with enough fees?

- Yes No

If no, do they stay for good or come back later?

- They stay for good They back later

Please comment on this

.....

8. In case the students come back, do they match the academic standards of those who have been in the School?

- Yes No

If no, comment on this

.....

.....

9. For the students who cannot afford to pay the cash, do you allow them to bring other materials instead of fees?

- Yes No

If yes, which materials are these? Please comment on this

.....

10. With the current inflation rate do you think there is a drop out of girl –child
from School?

Yes

No

Explain

.....

.....

.....

APPENDIX III: QUESTIONNAIRE FOR THE STUDENTS

INSTRUCTIONS

1. You are not required to write your name on this questionnaire
2. The information you give will be treated as confidential between you and the researcher only. Nobody will have access to it.
3. You are asked to answer all questions
4. Indicate your choice with a tick (✓). You can put as many ticks as you think appropriate

INTRODUCTION

My name is **Mohamed Mo'allim Osman Mohamed** from the University of Nairobi. I am currently doing my MEd research in Educational Planning. This questionnaire is designed to examine factors influencing the Dropout rate among female students in secondary schools in Benadir Region. Respond to the questions in the questionnaire by putting a tick (✓) or by filling in the empty spaces, you should note that all answers you give are correct according to your opinion/judgment.

This questionnaire is divided into five sections. Each section contains the information concerning each objective of the study.

SECTION A

1. Name of the school
2. Indicate the type of your school by putting a tick (✓) against your right choice(s).

Girl Boarding	Girl Day	Mixed Boarding	Mixed Day	Mixed Boarding and Day	Girls Boarding and Day

3. What is your gender?

Male

Female

4. What is your age?

SECTION B

1. How many students are in your form IV class this year 2015?

Male

Female

Total

2. How many of those who were admitted in form one with you four years ago is with you now in form IV?

.....

If the number decreased, what caused the decrease? Put a tick (✓) against your right choice(s)

Dropout

Married

Expulsion

Repetition

Transfer to other schools

Lack of school fees

I do not know

Others, specify:

If the number increased, what caused the increase?

Increase enrolment rate

Transfer from other schools

Fees reduction

Increase in streams

Others, specify

3. For those who dropped out of school; what was the reason?

Reason for dropping out	Number of Students
1. Moving to another place	

2. Early marriage	
3. Lack of school fees	
4. Family problems	
5. Lack of Uniform	
6. Illness	
7. School very far from home	
8. Curriculum not relevant	
9. School facilities inadequate	
10. Indiscipline leading to expulsion	
11. Traditional attitudes towards formal education	
12. Adventure to western countries	

4. If you have any friend or relative who dropped out of school, would she want to come back to school to complete her secondary school education? (Indicate her feelings with a tick (√) against your choice(s).

- Want to go back to school Do not want to go back to school
 Feel bitter and dejected does not care about school

5. In your opinion, what do you think should be done to drop girls in Secondary Schools?

- i.
.....
ii.
.....
iii.
.....

.....
.....

9. Can poor performance make you drop out of School?

Yes No

10. How many girls have dropped out of School since you entered form IV?

..... girls, please clarify

.....
.....
.....

SECTION D

1. Do you perform manual work at School?

Yes No

If yes, what type of manual work do you perform?

.....
.....
.....

2. Are you really punished when you do a mistake?

Yes No

If yes, what type of punishment are you given?

Corporal Light Hard labour Caning

3. How do the teachers administer the punishments of the School?

By taking action By watching

4. What is the role of guidance and counseling committee in your School?

They punish students

They help the needy students

5. Are there some girls who drop out of School after heavy punishment?

Yes

No

If yes, where do they go?

.....

6. In your class, are there some girls who have dropped out of School as a result of domestic labour? Yes No

7. Are there some students who leave school because of hard labour and punishment in the school? Yes No

If yes, where do they go to?

.....
.....

8. What is the attitude of the teachers towards this drop out?

.....
.....
.....

SECTION E

1. How many students are there in your class?

Below 50

Below 30

Below 80

2. What type of family do you come from?

Wealthy

Middle

Poor

3. Who pays for your school fees?

Guardian

Parents

Will wishers

4. Have you ever been given bursary funds?

Yes No

If yes, how frequently?

.....

5. Have you ever been sent home for the sake of school fee?

Yes No

If yes, how much fee balance do you owe the school?

.....

6. If you sent home for the sake of fee, do you came back immediately?

Yes No

If no, why?

.....

.....

7. If you came back late, do you cope with the class work in good time?

Yes No

Explain your answer

.....

.....

8. If you don't have cash to pay as school fees, are you allowed to bring other materials like maize or beans to substitute your school fees?

Yes No

If yes, how much?

.....

9. Are there some students in your class who drop out of school due to lack of school fees?

Yes

No

Explain your answer

.....

.....

.....

APPENDIX IV: RESEARCH PERMIT

JAMHUURIYADDA FEDERALKA
SOOMAALIYA

Wasaaradda Waxbarashada,
Hiddaha & tacliinta sare
Xafiiska Agaasimaha Guud



جمهورية الصومال الفيدرالية
وزارة التربية والتعليم العالي
مكتب مدير العام

Somali Federal Republic
Ministry of Education Culture and
Higher education
Director General Office

Ref: WWB/XAG/0348/2015 Date: 18th May: 2015

To whom it may concern,

SUBJECT: PERMISSION LETTER OF M.ED RESEARCH

Dear Mohamed Mo'alim Osman

Following your application dated Tuesday 5nd May 2015- regarding the authority to carry research on: *Factors influencing female students' dropout rate in secondary schools in Mogadishu, Somalia*

The Ministry of Education Culture and Higher education is very pleased to inform you that you are fully authorised to carry out research in location of Mogadishu from the date signed this letter you can go head to carry out all your topic research activities on ethical manner in the areas mentioned above.

You are advised to report the above mentioned district commissioners and district education officers before you start the work and after you have done it. We really appreciate the good work that you have done during the past one and half year.

Yours Sincerely,

Mohamed A. Nur
Director General



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