

**FACTORS INFLUENCING GIRLS' PERFORMANCE AT
CERTIFICATE OF SECONDARY SCHOOL EDUCATION IN
BENADIR REGION, SOMALIA**

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DECLARATION

This research proposal 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 my father Abdullahi Mohamed, my mother Asli Sheik Salah and to my sister Nawal Abdullahi.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
EPF	Education Production Function
FPES	Formal Private Education Network
GER	Gross Enrolment Ratio
HIV	Human Immunodeficiency Virus
IDB	Islamic Development Bank
IDPs	Internally Displaced People
KCSE	Kenya Certificate of Secondary Education
MDGs	Millennium Development Goals
NGO	Non-governmental Organization
SPSS	Statistical Packages of Social Sciences
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

ABSTRACT

The purpose of this study was to determine the factors influencing girls' performance at certificate of secondary school education in Benadir region, Somalia. Five objectives were formulated to guide the study; to assess girls' attitude towards education on performance at certificate of secondary school education in Benadir region, Somalia, to establish the influence of family educational background on the girls performance at certificate of secondary school education, to determine the influence of domestic chores on girls' performance at certificate of secondary school education, to examine the influence of role models on girls' performance at certificate of secondary school education and to establish the influence of income levels of parent/guardian on the girls' performance at certificate of secondary school education. The research design of the study was descriptive survey and the study population included all the 404 public and private Schools in Benadir region of Somalia. Simple random sampling technique was used to select a sample of 40 schools. Stratified sampling was used to select schools from the four educational zones of Benadir region. Ten secondary schools were randomly selected from each stratum. This gave a total of forty schools for the study. On the part of the students, 400 students (10 from each selected school) were randomly chosen for this study. And 200 teachers (5 teachers from each selected school). Questionnaires and interview tools were used as the main data gathering instruments. The study established that there is a strong correlation between the factors; domestic chores assigned to girls, educational back ground and income level of the parents and availability of role models with performance of girls. To improve performance of girls, the government, teachers and parents must cooperate and participate effectively for that development.

It is recommended that government needs to help parents to be concern about their children's education to help them improve in academic performance. This can achieved through such activities as awareness raising campaigns targeting parents, particularly mothers. Others are rigorous campaign to register girls in schools and help parents to change attitudes and lighten the household workload of the girl and provide her with the time and a comfortable space for learning at home. National policies should constitute the general framework for the guidance and coordination of girls education. Further research on the reasons behind the poor performance of girls at certificate of secondary schools can be done.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is often the best tool for creating wealth and happiness. Education can help your long-term economic prospects and help you to obtain, keep, and maintain a home or business in the future (Kezar, Frank, Lester, Yang, 2007, Michaelowa 2000). Education affects the life of individuals, their participation in economic activities, and overall economic development in various ways. Since a person without basic literacy and numeracy skills is in a difficult situation to master everyday life, the lack of basic education has always been accepted as one of the major components of any multidimensional concept of poverty. Moreover, education is strongly linked to the notion of empowerment.

Ballara (1992), views education as a human right and a necessary condition for the full exercise of other rights. It is one of the inalienable rights of every person and has been recognized as such in the Universal Declaration of Human right and the Universal Covenant of Economic, Social and Cultural Rights by the United Nations. It is a tool that enables citizens to make all rounded participation in the development process. The participation of females in socio-economic development programs also depends on their educational backgrounds. Educating girls and women is critical not merely to achieve personal benefits but also for the

improvement in the areas of human resource development of the society (Egenti and Omoruyi, 2011).

Education is one of the most critical areas of empowerment for women, as both the Cairo and Beijing conferences affirmed (UNICEF, 1996). It is also an area that offers some of the clearest examples of discrimination women suffer. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men (UNICEF, 1996). The surest way to keep a people down is to educate the men and neglect the women. If you educate a man you simply educate an individual, but if you educate a woman you educate a family Kwegyir (1875–1927)

Gender equality is not just a women's issue, it is a development issue. Women's economic empowerment is essential for economic development, growth, and poverty reduction not only because of the income it generates, but also because it helps to break the vicious cycle of poverty. Educating girls and women is critical to economic development. Research conducted in a variety of countries and regions has established that educating girls is one of the most cost-effective ways of spurring development. Female education creates powerful poverty-reducing synergies and yields enormous intergenerational gains. It is positively correlated with increased economic productivity, more robust labor markets, higher earnings, and improved societal health and well-being. Well-documented

evidence shows that educating girls and women also yields significant social and health benefits. Educated women are more likely to send their daughters to school. Countries with higher levels of female secondary-school enrollment have lower infant mortality rates, lower fertility, lower rates of HIV and AIDS, and better child nutrition. (Tembon and Fort, 2008, Dube 2011).

The major factors affecting either performance, retention or performance among girls in Mandera District were mostly lack of school fees or early marriage. Families with higher income often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development.

Kimondo (2013) found that family background affected the academic performance of girls. The educated parent involve programs promotes high academic performance in children. The literate parents help their students for doing their homework, asking the situation of their study and know in the obstacles to solve this leads to high performance of students.

Parental role model is also another important factor for higher academic achievement. Adolescents with paternal role models tend to have higher academic achievement. The benefits of looking up to a father as a role model are evident in academic achievement. Adolescents with paternal role models had better grades and school performance than those lacking paternal role models. Those with paternal role models were also more likely to believe that they would graduate from high school than peers who had no male role model. Those with no role models exhibited the most behavioral problems and did the worst in school.

Masiyazi (2001) indicates that cultural factors regarding gender roles influenced the academic achievements of females, for example, some cultures would use girls (but not boys) as cheap labor in their homes. They would therefore not motivate them to study hard. Thus there are often lower expectations of girls to achieve than of boys. He noted that for poor families, girls are an asset as they provide cheap labour around the house. They are child minders, housekeepers or assistant income earners. Thus these girls do not achieve well at school. Girls from higher income homes with parents, who are literate, tend to achieve better.

Somalia has one of the world's lowest enrolment rates for primary school-aged children – only 42 per cent of children - are in school of those only 36 per cent are girls. (UNICEF, 2013-2015).

The education of Somali girls and women, already undermined by traditional gender attitudes, household responsibilities, economic barriers, and the timing of

classes, suffers the most from the insecurity and violence created by the conflict. Gross Enrolment Ratio data from 2007 showed that Somali males have significantly higher school enrollment levels than females. (UNDP, 2012).

Currently, girls are poorly represented in enrolment rates throughout Somalia. Proportion of girl's declines from 2005/2006 to 2006/2007 primary enrollment respectively. Overall, only 30% of pupils in upper primary education are females, compared with 30% in lower Primary education (2006/2007). Gender disparity rapidly increases in higher grades. Early marriage, timing of classes and economic constraints force many girls to leave school early, leading to higher girl dropout rates. Secondary and tertiary enrolment ratios are very low, gender specific data is not readily available. Many women are forced to take up informal and menial employment due to their low educational attainment, which further marginalizes them from professional employment opportunities.

Governments have plenty of evidence that well-educated citizens are more actively engaged in society: they tend to make better choices about factors that affect their quality of life and they earn higher incomes than those who are less educated. Less prominent in the mind of the public, but equally well-known among decision-makers, is the fact that well-educated and skilled people make important contributions to business innovation, productivity, and national economic performance. In an interconnected global economy, countries with more highly skilled workers have a distinct competitive advantage (Rao, 2015)

Examinations create feedback, high achievement in the examination leads to increase transition, retention and completion rates in schools and also offer national wide level playing ground for competing for the available employment opportunities as well as other marketable courses in the Job market.

1.2 Statement of the problem

The third millennium development goal is one of the central goals in achieving gender equality. The goal stresses on improving gender equality and empowering women as pathways to making sustainable human development and to achieving other MDGs. In favor of this, the MDG report (2012) shows that the progress on this goal in Africa is encouraging.

Despite efforts to promote gender equality in schools in Africa, the dropout rate for girls is still high. Reports on the first target which focuses on eliminating gender disparity in education, have shown that the ratio of girls to boys enrolled in many primary schools continues to improve in many African countries.

According to UNESCO (2012), of 50 countries in Africa with data, 31 countries have gender parity indices of less than 1.0 (i.e., girls' enrolment is less than that of boys), 16 countries have an index of 1.0, while two countries (Mauritania and Senegal) have girls' enrolment higher than boys' (Okediji, 2012)

According to a report from a Formal Private Education Network in Somalia (FPENS) the entry of females who sat for IDB Scholarship Evaluation Exam in year 2014 was 12 girls while the boys' entry was 107. This is an exam for students who performed better and got the highest grades in certificate of secondary examination. From the report of FPENS the number of girls who participated in the exam was only 10% of total participants while boys were 90% of the total participants. This means that the enrolment of girls sitting for their IDB Scholarship Evaluation Examination was very low. This is because their performance in certificate of secondary examination was poor. Although there are efforts from NGOs and the government for empowering girls' education in the country still there are low enrolments and performance rates in education. However, there has been no systematic research addressing the problem in Somalia, particularly in Benadir Region. It was therefore important to design and conduct this study to fill up the gap, which focused on the factors that influence girl students' academic performance in secondary schools in Benadir region.

1.3 Purpose of the study

The purpose of study was to examine the factors influencing the academic performance of girls in secondary schools in Benadir Region.

1.4 Objectives of the study

1. To assess the influence of girls' attitude towards education on performance at certificate of secondary school education in Benadir region, Somalia
2. To establish the influence of family educational background on the girls' performance at certificate of secondary school education
3. To determine the influence of domestic chores on girls' performance at certificate of secondary school education
4. To examine the influence of role models on girls' performance at certificate of secondary school education
5. To establish the influence of income levels of parent/guardian on the girls' performance at certificate of secondary school education

1.4 Research questions

1. How does the girls' attitude towards education affect their performance at certificate of secondary school education in Benadir region?
2. In what ways do family educational backgrounds influence on the girls' performance at certificate of secondary school education?
3. To what extent are domestic chores influences on the girls' performance at certificate of secondary school education?
4. To what extent is availability of role models for girls influence on their performance at certificate of secondary school education?

5. How does income levels of parent/guardian effect on the girls' performance at certificate of secondary school education?

1.5 Significance of the study

The study findings may first and foremost add to the growth of knowledge on factors affecting academic performance among girl child in Somalia. Secondly, the findings of the investigation into the causes of poor performance of girls in the examinations in Benadir region may not only be significant to teachers and parents but to other stakeholders who may use the findings and recommendations for intervention.

Leaders in the region may also use the findings to campaign for support of the girl child from the government and other donors. The findings may also influence the support of the government to strengthen girls' education and empower women; make girls' education affordable; it also important to educational planners for setting appropriate strategies to overcome the challenges for poor performance of girls and make all the stakeholders work for girls without discrimination and motivating girls for education and better performance. The study may also serve as a point of reference by other researchers.

1.7 Limitations of the study

The study had a number of limitations. First, it was not possible to explore all the variables that affect academic performance of girls. Second, the number of secondary schools in Benadir region is almost half of the total number of secondary schools in the country; it is not possible for the researcher to reach all the secondary schools in Benadir Region because of security constraints.

The other limitation is that there are girls who were affected by the factors been examined and their contribution would have been of great use however they dropped out of school or they had already finished their form four.

1.8 Delimitations of the study

First the study was delimited to private secondary schools in Benadir region, especially to the candidate classes. Secondly, the study was conducted using samples of form four girl students in each school. Because of time and other constraints students from other classes, were not be included in the sample of respondents. Thirdly, because of time constraints, the study was delimited to factors affecting performance of girl student in certificate of secondary examination.

1.9 Assumptions of the study

The study was based on the following assumptions;

- a. The five mentioned factors affect the academic performance of girls in Benadir region.
- b. The information obtained was accurate and tools used were valid and reliable.
- c. Respondents gave accurate, truthful and honest responses to the items in the instruments.

1.10 Definition of significant terms

Academic performance refers to the grade that pupils achieve after an examination.

Attitude is an expression of favor or disfavor toward a person, place, thing, or even the way a person views something or tends to behave towards it.

Form four student a student in the last year of secondary school, but not necessarily in the fourth year of secondary level

Girl child is a biological female offspring from birth to eighteen (18) years of age is the before one becomes a young adult.

Poor Academic Performance is a performance that is adjudged by the examinee and some other significant as falling below an expected standard

Role model is an individual who is looked up to and revered by someone else.

1.11 Organization of the study

The study was organized in five chapters. Chapter one outlines the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions, definitions of significant terms as uses in the study and organization of the study. Chapter two presents the literature review section where the factors affecting the performance of girls have been discussed globally, regionally and locally. The objectives of the study have also been discussed in details. The conceptual and theoretical frame work of the study is also includes in the chapter. Chapter three focuses on the research methodology which comprised of the introduction, research design, target population, sample size, sampling technique, research instrument, data collection procedures, validity and reliability, data analysis and ethical considerations. Chapter four presents with data presentation, analysis and interpretations of the findings. While, chapter five is on the summary of the findings, discussions, conclusions and recommendations of the study and suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature on the factors that influence the academic performance of girls in secondary schools both globally and locally, the review is organized as per the objectives of the study which have been paraphrased in sub headings.

2.2 Global perspective of girl child education

Universal education for all children, for both females and males, was adopted as part of the United Nations Convention on the Rights of the Child. In 1990, the World Summit for Children identified girls' education as a development tool, and gender parity in education has become the backbone of the Millennium Development Goals. In 2000, 191 heads of state signed the Millennium Declaration with the aim of achieving gender parity in primary and secondary education in their various countries by 2005, and total universal primary education by 2015. However, more than 70 countries in sub-Saharan Africa, Asia and the Middle East have failed to reach the gender parity target in 2005, and it is unlikely the target and the corresponding universal primary education goal will be achieved by 2015 (Save the Children, 2005).

According to UNICEF (2002), girls formed the majority of the 120 million children who never go to school in the developing world.

Basic education for all is a human right and social development issue that is fundamental to gender equality and women's empowerment in all societies. However, girls continue to suffer from discrimination in access to schooling in most developing countries. According to a global report, gender parity in education remains a distant prospect in 54 countries including 16 countries in sub-Saharan Africa (UNESCO, 2004).

According to Lassabille and Gomez (1990), approximately, 125 million children were expected to be in primary school in sub-Saharan Africa in 2000, but 12% of these children never enrolled in school. Despite the urgent priority and commitment accorded female education in terms of removing every obstacle that hampers girls' education by West African governments, recent reports worldwide indicate that there are more than 121 million primary school-age children who have dropped out of school or who were never enrolled in the first place (UNICEF, 2004)

The education infrastructure of Somalia has been weakened by decades of colonial neglect, followed by the outbreak of a civil war in 1990 that has led to wide spread population displacement and paralysis of social services. Superimposed on this context are challenges of access to education for girls.

Cultural norms and practices contribute to disproportionately low access to schooling (Abdi, Matthews, Yocum, 2009). And according to Nur (2010) the level of participation of girls and women in the education system in the Puntland state of Somalia is still very low as the GER stands at 38%.

Despite some increase in the Gross Enrollment Ratio (GER), Somalia is still off track to reach 100 percent primary school enrollment by 2015. Performance has been minimal, especially during the 1990s when Somalia's education system, already under strain, suffered a massive blow with the onset of civil war. During this time, much of the country's education infrastructure was vandalized, looted, or occupied by IDPs or clan militias.

2.3 Attitude and academic performance in education

Tiruneh and Petros (2014) conducted a study on factors affecting female students' academic performance at higher education, findings of the study reveals that girls' expectations of their school performance and career prospects play significant roles in their persistence at school. Female students' self-perception on their academic performance is lower and they perceive themselves like they are academically weak and they believe that "we can't". Due to this they cannot use their effort but instead they tend to develop dependency syndrome on others. The researchers recommended that the university should give recognition and rewards for well performer female students to motivate other female students.

Makworo, Wasanga, (2014) in their study on psychological factors that affect girls' academic performance in secondary schools found out that 51.7% of the girls portrayed on negative academic self-concept since they said that it is completely true that no matter what they do, they know they can never get an A or B; whereas 59.5% of the boys portrayed a positive academic self-concept since they said that it is completely false that no matter what they do, they know they can never get an A or B.

2.4 Family educational background and academic performance

Tiruneh and Petros (2014) noted that the family educational background is a factor which affect education of Females. Educated parents would perceive the need of females' education in a better way than those who are not educated. Educated parents might also facilitate the girls' learning at home, encourage, continuous follow up and motivate them to score better academically.

Atieno-Juma and Simatwa (2014) who conducted a study on the Impact of Cultural Factors on Girl Students' Academic Achievement in Secondary Schools in Kenya identified that most parents believe that girls do not have qualities of self-confidence, independence, initiative, innovativeness, creativity and assertiveness. Hence, they discourage them from full participation in education which inhibits them from high academic achievement. The researchers

recommended that head teachers should create girl friendly environment conducive to their academic work in schools.

Memon, Joubish and Khurram (2010) found that the majority of students whose parents were well in education, performed better in matriculation examination as compared to those students whose parents were less educated or illiterate. Chimombo, Chibwanna, Dzimadzi, Kadzamira, Kunkwenzua, Kunje and Namphota (2000) observed that the major players in the girls' education saga seem to be the parents. Where they are not educated, there is an intergenerational transfer of lack of appreciation of the value of education. They all also observed that the parents, especially the mothers are the vital element in the education of our girls.

Masiyazi (2001) through his study on cultural factors and academic performance of girls in secondary schools found out that if families have high expectations of their daughters, the daughters achieve well. Poor, illiterate parents have lower expectations and their daughters do not achieve well. The high expectations of parents towards their daughters play an important role to their high academic achievement. Kainuwa and Yusuf (2013) observed that literate and academically trained parents are more likely than illiterate and traditionally trained ones to enroll their daughters in school. This suggests that the home is the most important domain in the improvement of girls' education.

2.5 Domestic Chores and Academic Performance

Omeng and Nasongo (2010) in a study on effect of socialization to gender roles on students' academic achievement in secondary schools pointed out that the involvement of students in domestic chores has a negative impact on academic achievement. Thus the low mean score in exams among boys and girls involved in the study could be attributed to the effect of domestic chores. Though there is no significant gender difference between boys' and girls' academic achievement, the slightly higher mean score in favour of the boys could be attributed to the girls' frequent engagement in domestic chores compared to the boys.

Nur (2010) in a study on forum for African women educationists, Somali chapter commenting on socio-cultural issues have emerged as being key factor affecting female participation in education. Puntland is primarily a traditional Somali society with high preference to male children. In most communities, girls are expected to stay at home and attend to domestic chores and other subsistence duties. UNICEF (2009) Somali culture" was identified as a general barrier to girls' education. Within Somali culture, gender roles were identified: Priority is given to boy children over girls, girls are expected to do housework

2.6 Influence of Role Models on Girls' Education

Nur (2010) indicated that there is lack of role models for girls in schools of Somalia because most of the teachers and the administrative personnel are male. For example some reports show that only 7% of teachers at primary level are female and only 1% of teachers at the secondary level. Discussions with girls in schools also indicated that they found it impossible to ask male teachers for permission to go to latrines. This practice does not only reduce the attention span and concentration, but also contributes to absenteeism and consequently poor performance of female students. In the classroom, there is little or no encouragement of female students from teachers

Kimondo (2013) reveals that the availability of role models and mentors was also one of the factors that contribute to poor performance in girls. Most of the schools were dominated by male teachers. The students lacked role models in schools and even in the society leading to low grades. In His Study a significant number of girls said that the parents are not good role models because they are lazy, they abuse alcohol and other substance they do not have time for mentorship as they are too busy looking for money. The teachers were not good role models because they were lazy, rude, gossipers, do not take time to inspire and motivate, did not attend lectures on time and that they were under qualified to teach thus skipped most difficult topics. In regards to sources of inspiration for students the teachers

and the neighbors were ranked last. This causes a great alarm as the teachers are the ones who mingle most with the students they are like the second parents.

2.7 Family income and students' performance

Ibrahim (2012) in his thesis about Socio-Economic, Socio-Cultural and School-Based Factors that are Affecting the Performance In Kenya Certificate of Secondary Education (KCSE) In Isiolo County revealed that social and economic factors affect KCSE performance in Kenya. For example the majority of the students numbering 67 (67%) said that their families reared livestock and farming as the source of income which did not sufficiently cater for their needs in schools hence affecting their KCSE performance due to lack of material support.

Chimombo, et al (2000) support to the fact that the lack of progress in achieving education EFA is partly due to the specific socio-economic problems in the environment in which education operates, an indication that education alone can solve our problems of poverty, but that changes in the political, social and economic areas are also necessary. Girls' education is more than an education issue. It is deeply influenced by such things as poverty, tradition, habit, systems and discrimination- all requiring political will, not only just to educate girls, but also to eliminate those non education obstacles. Girls' participation in schools is a consequence of rationale decision made by parents based on what they perceive to be the benefit of schooling. In making the decision, they weigh up, with whatever

available evidence, the economic as well as the social benefit they believe are likely to accrue to themselves and their daughters against the cost incurred.

Chimombo et al (2000) observe that the social and economic gains of the son seem too natural to outweigh those of the daughter. Male participation in the labour market means that parents place in higher value on the education of boys. Conversely cultural perception of girl's role and their mobility, reinforced by low expectations of social and economic benefits of the family, strengthen cultural barriers and influence parents in favour of their sons schooling. Long-term benefits such as lower fertility and better child health care are less tangible.

Memon, Joubish and Khurram (2010) point out that there was significant relationship between parent's occupational status and academic performance of the students at matriculation examination. They also reveal that across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable. Sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing and health care.

Educational toys, games and books may appear luxuries and parents may not have the time, energy, or knowledge to find innovative and less-expensive ways to foster young children's development.

2.8 Summary of the literature review

The first part of literature review attempts to bring out the global perspective of girl education. Various studies that have been carried out by different researchers agree that certain factors influence academic performance of girls. The researchers had different opinions about the factors influencing girls' performance in education. Ibrahim- Abdinoor(2012) conducted a study on socio-economic, socio-cultural and school based factors that are affecting the performance in Kenya certificate of secondary education although he studied the performance of students as a whole while this study is specific for the performance of girls rather than the whole students of the both gender because the gap is great in girls performance comparing to the boys.

Kimondo (2013) studied on factors influencing academic performance of girls in secondary schools in his study he is not mentioned the factor of the effect of girls attitude themselves to their performance in which this study includes. The researches recommended about most of the factors to overcome but he is not suggest any recommendation about how to reduce the involvement of students in domestic chores furthermore the sample used did include the girls.

2.9 Theoretical framework

The study was guided by the Education Production Function (EPF). Education production function is the application of the economic concept of production

function to the field of education. The original study that prompted interest in the idea of education production function was conducted by a sociologist, James S. Coleman. The Coleman Report (1966). Education production function relates various inputs affecting the students' learning to measured outputs. There is little consensus on the definition and measurement of input and outputs of education. These inputs include socio-economic status of the family, parents' level of education, family/house hold chores, student attitude and the end result, the output is the students' performance cum achievement, transition to the next level and employment.

In this study quality measures parents' level of education and socio-economic status, will be used as inputs. The specific measures of outputs were the grades attained by the students in the certificate of secondary examination taken by fourth form. The problem with the input measures are the qualitative dimensions which are hard to define and difficult to measure. However, after all the input have been used, their success – output is then measured by result examination of given students. Examination results provide as easy way to compare performance and achievement.

An educational production function is defined as follows:

$$A = f(X_1, \dots, X_m, X_n, \dots, X_v, X_w, \dots, X_z)$$

where

A = some measure of school output—for example, a score

on a scholastic achievement battery;

X_1, \dots, X_m = variables measuring the school environment. The variables here would typically include the amount and quality of teaching services, the physical facilities of the school, and the length of time that the student is exposed to these inputs;

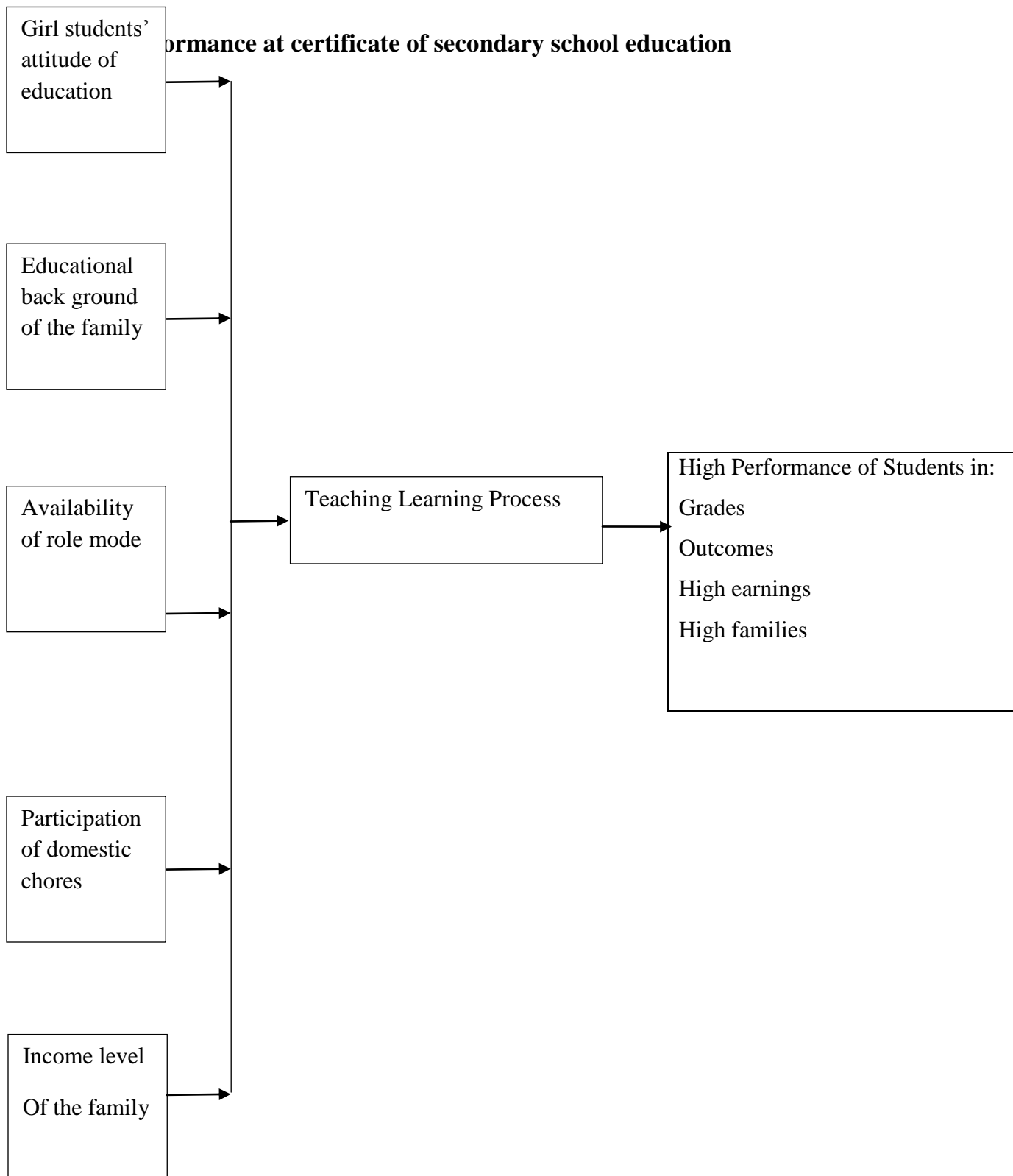
X_{v1}, \dots, X_n = variables representing environmental influences on learning outside the school—e.g., the parents' educational attainment; and

X_w, \dots, X_z = variables representing the student's ability and the initial level of learning attained by the student prior to entry into the type of schooling in question.

2.10 Conceptual framework

This study contended that girl students' poor performance in examination could be influenced by various factors, such as educational back ground of the family, availability of role models, involvement of domestic chores, income level of parents/guardian and girls attitude towards education. The researcher feels that if these issues are enhanced girl students' performance in examinations will improve. The relationships among these factors and girl students' performance in examinations are summarized and presented in Figure 2.1

Figure 2.1 Relationship between variables on factors influencing girls' performance at certificate of secondary school education



This study was based on the understanding that various factors combine to influence the performance of girls in examination. The factors include attitude of girls towards education, educational back ground of the family, availability of role models, participation of domestic chores and income level of the family. The diagram or flow chart demonstrates that how these factors relate to performance of girls in examinations. The factors participate to provide encouragement and the finance to support the day to day running of the school. All the factors are the input towards the schooling process as illustrate in the flow chart. The quality of educational output will depend on both the quality and quantity of the input and the quality of process. When the output (performance) is good both the students transition to the next level and the employable citizens released to the labor market will be high, however, when the output is poor, there will be wastage in the education system.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology was used in the study. It describes the research design, the target population, the sample size, the sampling technique, research instruments, data collection procedures, validity and reliability, data analysis and ethical considerations.

3.2 Research design

This study was designed generally as a descriptive survey study. Descriptive survey research, according to Best and Kahn (2007), is concerned with: conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event.

Many educational research methods are descriptive; that is, they set out to describe and to interpret what is. Since descriptive survey research design is concerned with establishing the conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held the use of this

design in this study was the most appropriate for the investigation of the factors influencing girl - child academic performance in Benadir Region.

Orodho(2005) observes that descriptive design is used preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret them for purpose of clarification. It also incorporated both qualitative and quantitative approach.

3.3 Target population

Mugenda and Mugenda (2003) define population as the entire group of individuals, objects having common observable characteristics.

“A population is usually defined as “all the members of any well-defined class of people, events or objects”. It represents a census or complete enumeration method in which all the units are reached. The merit of such a concept is that results obtained are representative, accurate and reliable and hence question of error becomes almost insignificant” (Pandey, 2005).

The target population for this study consisted of all the 404 Private Secondary Schools in of Benadir Region. The respondents consisted of the teachers and form four students from the selected schools in the region .The choice of teachers was based on the fact that they are the first person who deals with the students in the school, so their opinions on this subject was important, while the female students was those affecting by the factors conducting on the study.

The total number of students was 186804 and the total number of teachers were 5504.

3.4 Sample size and sampling procedure

A sample size is a subset of the total population that is used to give the general views of the target population (Kothari, 2004). Gay (1992) suggests that for descriptive studies ten percent of the accessible population is enough, while Orodho (2005) defines sample size as a small part of a large population and any statement made about the sample should be true for the entire population. The researcher uses a sample size of 10% as proposed by Gay (1992). This translates to 40 schools out of the total population of 404.

Simple random sampling technique was used to select the 40 schools from the 404 private secondary schools in the region. In the process, all the schools were written on pieces of paper which are then folding into balls and put in a closed container. The container shook vigorously before picking one at a time and noting the school it represents. Picking the pieces of papers is done without replacement each time. The process is repeating until the 40 schools are realized.

Stratified sampling was used to select schools from the four educational zones of Benadir region. Ten secondary schools will be randomly selected from each stratum. This translated a total of forty schools for the study. On the part of the students, 400 students (10 from each selected school) were randomly chosen for

this study. And 200 teachers (5 teachers from each selected school), the table 3.1 shows how schools selected from the four educational zones of Benadir region.

Table 3.1 Selection of schools from the four educational zones

Educational Zone	Selected Schools	Selected Students	Selected teachers
North Zone	10	90	45
South Zone	10	110	55
West Zone	10	110	55
East Zone	10	90	45
Total	40	400	200

3.5 Research instruments

Borg and Gall, (1993) defined research instruments as “tools for collecting data”. This study used questionnaires and interviews as the main data gathering instruments. According to Kombo and Tromp (2006), a questionnaire is a research instrument that can gather data over a large sample. The advantage of using questionnaires is: the person administering the questionnaire has an opportunity to build rapport, explain the purpose of the study and explain the meaning of items that may not be clear. It also allows for anonymity of respondents and uniformity of questions which allows comparison.

The interview is usually appropriate for participants who are busy to fill in the questionnaire. The researcher used it in interviewing the Parents. The researcher makes the necessary arrangements prior to the interview so as to enable the researcher focus on the main objectives of the study.

3.6 Validity of instrument

According to Kothari (2004) validity indicates the degree to which an instrument or design, measures what it is supposed to measure. Validity of the data collection instruments in this study was done by using Content validity which is based on the accuracy of previously used but similar instruments. Standardized questionnaire instruments may be classified under this type of validity as they have been used over again with similar target population and samples, and they produce valid results.

The researcher also sought the supervisors' guidance in order to further improve validity of the instrument

3.7 Reliability of instrument

Reliability is the measure of the degree to which the research instrument yields the same results of data after repeated trials (Mugenda and Mugenda, 2003).

To test the reliability of the questionnaire the researcher selects samples through simple random sampling and assigns them to different groups which yield different repeated readings. A reliable coefficient is then computed to indicate how reliable the data is. The Pearson product moment correlation coefficient formula is used to determine how the items correlate.

The formula is:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] [n(\sum y^2) - (\sum y)^2]}}$$

Where:

n= Number of scores

x = First set of Scores

y = Second set of scores

$\sum xy$ = Sum of the product of first and second scores

$\sum x$ = Sum of first set of scores

$\sum y$ = Sum of second set of scores

$\sum x^2$ = Sum of square first set of scores

$\sum y^2$ = Sum of square second set of scores

The correlation coefficient ranges from 1 to -1, where 1 shows a perfect positive relationship and -1 shows a perfect negative relationship (Shen, 2012). To test the reliability of the instruments, split half method of reliability was used. This involved randomly splitting the instrument responses into two halves, one containing odd numbers and the other even numbers. The scores were computed and correlated by use of Statistical Package for Social Scientists (SPSS) computer program.

3.8 Data collection procedure

The researcher sought permission from the University of Nairobi, ministry of education, leader of district and also school administrators. Then the researcher booked appointments with teachers of the sampled schools. The researcher also visited the selected schools and the questionnaires administrators to the respondents as the researcher waited. The respondents assured that strict confidentiality was maintained in dealing with their identities. The completed questionnaires were collected the same day they were administered.

3.9 Data analysis technique

Data analysis started with checking raw data from the closed-ended items on the questionnaires to establish accuracy and completeness. The data was then coded in accordance to the attributes or measurements of variables. For ease of analysis, data was entered into the computer by the use of the Statistical Package for Social Scientists (SPSS) computer software. Descriptive statistics of frequencies, graphs, mean and percentages were generated and used to summarize the data. Qualitative Data from the open-ended items in the questionnaire were read and recorded according to themes and categories and used in report writing.

We used tables to present the information from which interpretation was done quantitative data were generated by calculating mean scores, frequency and percentages that were analyzed through content analysis in order to make inferences.

3.10 Ethical consideration

The research obtained permission from the relevant authorities before collecting data. The researcher confirmed that the respondent understand the aim of the study and also inform them that the exercise is voluntary. The researcher assured the respondents that their identity will treated with utmost confidentiality and will not be disclosed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND NTERPRETATION

4.1 Introduction

This chapter presents the analysis of the study findings according to the data collected from the field. It provides general information on the factors influencing girls' performance at certificate of secondary school education in Benadir region, Somalia. It begins with instrument return rate, demographic data of the respondents, while the other sections are based on the research objectives of the study.

4.2 Instrument return rate

Two questionnaires were used to collect data from 200 teachers and 400 students. A total of 200 questionnaires for teachers and 400 questionnaires for students were distributed. A total of 200 questionnaires for teachers and 390 questionnaires for students were returned giving a response rate of 100% and 97.5% for teachers and students respectively. The return rate was deemed to be very good and sufficient for data analysis (Heyneman 1976). The respondents were quite cooperative in the exercise and the data collected was taken to be a true representation of the respondents' views.

4.3 Demographic information on respondents

In order to find out if the factors mentioned were influenced by the Performance of girls, the study began by interrogating the demographic information of the teachers respective of their gender, academic and professional qualifications.

4.3.1 Gender of respondents

To determine the distribution, teachers were asked to indicate their gender. Their responses were as shown in table 4.1

Table 4.1 Distribution of teachers by gender

Gender	Frequency	Percent
Male	192	96.0
Female	8	4.0
Total	200	100

As shown in table 4.1, it was observed that 96 percent of the school teachers were males. This suggested that teaching positions within the region were dominated by males and the role of females as teachers of secondary schools is negligible, this leads to the lack of suitable role model to the girls. It was however noted that the government policy on gender mainstreaming has not been implemented in the region. This could be the result of the private schools which is dominated by public schools where for the owners of the private schools prefer male teachers

other than female teachers for the sake of limited rules and regulations between teachers and students.

4.3.2 Distribution of teachers by age

The teachers were further asked to indicate their age. The age distribution is summarized in table 4.2.

Table 4.2 Distribution of teachers by age

Age	Frequency	Percent
Below 25 years	47	23.5
25 Years to 35 years	68	34.0
36 to 45 years	51	25.5
46 years and above	34	17.0
Total	200	100

Data in table 4.2 shows that (34.0%) of the respondents were in the age bracket of 25 to 35 years.

4.3.3 Academic qualifications

The results on the teachers' response on their respective academic qualifications were as shown in Table 4.3. They were to indicate their highest academic qualifications. The purpose of this information was to find out if the teachers in the region had attained the relevant academic levels expected to equip them with adequate knowledge on academic matters.

Table 4.3 Distribution of teachers by academic qualifications

Academic Qualification	Frequency	Percent
Master degree	5	2.5
Bachelor	75	37.5
PDG	54	27.0
Secondary	66	33.0
Total	200	100

Data on the academic qualifications of the teachers indicated that most of the teachers 37.5% had Bachelors degree. Eshiwani (1993) argues that teachers' academic and professional qualifications have significant influence on pupils' achievement. It was therefore encouraging to find out that most of the teachers in the region had acquired higher academic qualifications which implied that teachers in the region were adequately equipped with knowledge on academic matters.

4.4 Attitude and academic performance in education

The first objective of the study was to assess girls' attitude towards education on performance at certificate of secondary school education in Benadir region, Somalia. Information was sought from the students and teachers on attitude of girls towards education in the respective schools.

They were to respond on how is the girls' perception of education including participation of class room activities, highest level of education to attain and the

overall performance between boys and girls asked by the teachers and the students.

4.4.1 Evaluation of performance

The respondents were to indicate their opinion on which of the genders perform better in class. The table 4.4 shows an analysis of the feedback given by the respondents. The results on the students and teachers of who performed well between boys and girls are as shown in table 4.4.

Table 4.4 Evaluation of performance

Gender	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Boys	83	41.5	210	53.8
Girls	41	20.5	156	40.0
Both	76	38.0	24	6.2
Total	200	100	390	100

Findings from table 4.4 indicate that 41.4 percent of the teachers believed that boys performed better than girls. On the other hand, 53.8 percent of the girls believed that boys performed better than girls. The findings confirm that the majority of both the teachers and students responds that boys perform well than girls, the main reasons identified were that; girls believes that boys are more intelligent and their better performance is end up with benefit less because their works after graduation will be the house works.

4.4.2 Pursuing further education

The respondents were to indicate the highest level of education that they would like to attain. The girls' feedback on highest level of education they wished to attain was as shown in table 4.5.

Table 4.5 Pursuing further education

Variable	Frequency	Percent
Pursuing further education		
Secondary education	101	27.9
University level	281	72.1
Total	390	100

In the table 4.5 a high proportion (72.1%) of the girls wanted to attain university education.

4.5 Family educational background and academic performance

To establish the influence of family educational background on the girls' performance at certificate of secondary school education, the researcher collected data from both teachers and students. The responses of both students and teachers whether the educational background of parents affect performance of girls is as shown the table 4.6.

Table 4.6 Educational background of parents affects performance of girls

Variable	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Educational background of parents affects performance				
Yes	148	74.0	239	61.3
No	52	26.0	151	38.7
Total	200	100	390	100

As seen from Table 4.6, the majority of teacher respondents 74.0 percent agreed as indicated that the level of parental education highly affect the academic performance of girls which was confirmed by 61.3 percent of the students. This was because their parents do not have ability to help in study at home and also encourage and support them to well performance. The findings concur with those by Memon, Joubish and Khurram (2010) who also observed that the majority of students whose parents were well educated, performed better in matriculation examination as compared to those students whose parents were less educated or illiterate.

4.6 Domestic chores and academic performance

The respondents were to give a feedback on whether the domestic tasks assigned to them affect their performance. The girl's response in regards to the mentioned variable is indicated in the table 4.7.

Table 4.7 How domestic tasks assigned to girls affect academic performance

Variable	Frequency	Percent
Domestic chores affect academic Performance		
Yes	292	76.2
No	93	23.8
Total	200	100

Data indicate that 76.2 percent of the girls said that the household chores assigned to them affects their academic performance at certificate of secondary school education they said that this leads to lateness to school, missing lessons and lacking a chance for doing homework and revising lessons.

Table 4.8 Absenteeism in schools teachers' opinion

Variable	Frequency	Percent
Do students absent from school?		
Yes	141	70.5
No	59	29.5
Total	200	100

In table 4.8 shows that 70.5 percent of the teachers responded that had experienced that girls have a history of absenteeism from class, and explained that this was because of girls assigned mostly to care after the young children or because of lack of school fees.

4.7 Influence of role models on girls' education

4.7.1 Motivation from role models and mentors

The students and the teachers were supposed to give their thoughts on whether they think that the parents and teachers are good role models. The findings gotten from the respondents are indicated in the table 4.9.

Table 4.9 Motivation from role models and mentors

Variable	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Teachers and parents are good role models				
Yes	95	47.5	183	46.92
No	105	52.5	207	53.08
Total	200	100	390	100

From table 4.9, a great number of the teachers 52.5 percent as well as students 53.8 percent shown that teachers and parents are not good role models to girls,

they support their idea because most of the teachers are male, female teachers are very few in secondary schools and also the parents are either illiterate or busy, on the other hand the rest of the teachers and students revealed that the teachers and parents are good role models. During interview of parents they determined that they have no chance for helping, motivation and encouragement of their girls or illiterates and not seen importance of educating girls.

4.8 Family income and students' performance

4.8.1 Lack of school fees

The teachers and students were to give a feedback if the students sent home for school fees. The teachers and the students response in regards to the mentioned is shown on the table 4.10.

Table 4.10 Lack of school fees

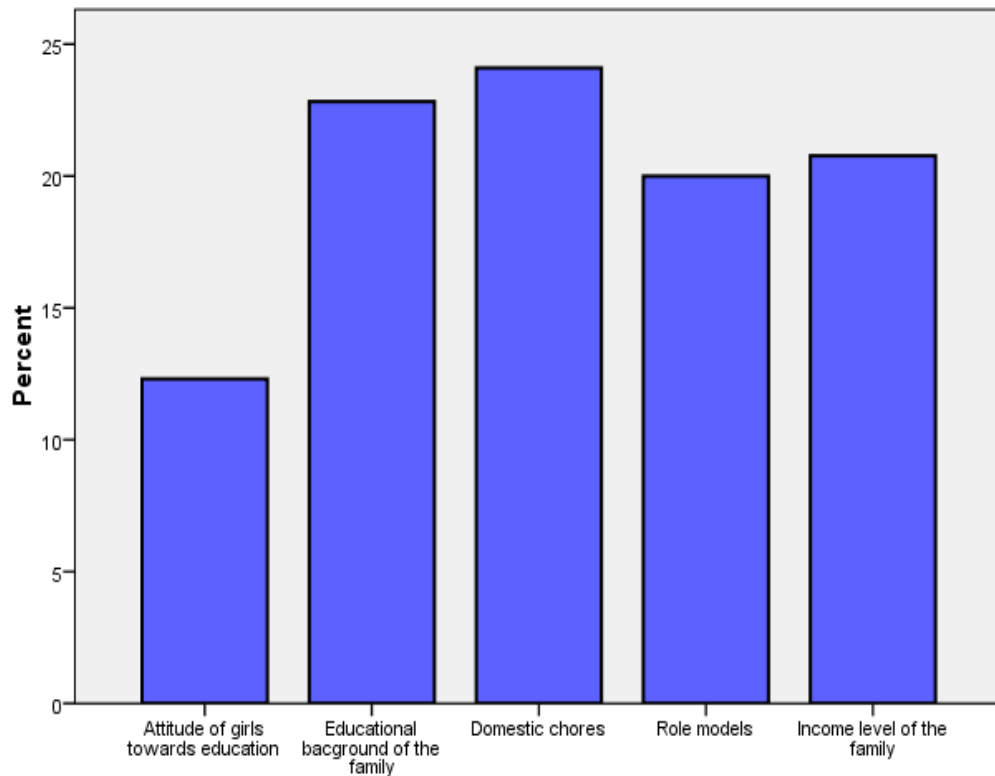
Variable	Teachers		Students	
	Frequency	Percent	Frequency	Percent
Students usually sent home for School fees				
Yes	121	60.5	218	55.9
No	79	39.5	172	44.1
Total	200	100	390	100

As is seen from table 4.10 the majority of teachers 60.5 responded that students are usually sent home because of fees this was confirmed by 55.9 percent of the students. The students said that this led to many absenteeism from lessons, poor performance and drooping out at the end.

4.9 The variables in the study that affect the academic performance of girls

The respondents were to analyze all the mentioned factors that affect the performance of girls. Both the teachers' and the students' response is shown in the two figures below:

Figure 4.1 Factors influencing girls' performance in school – students' feedback

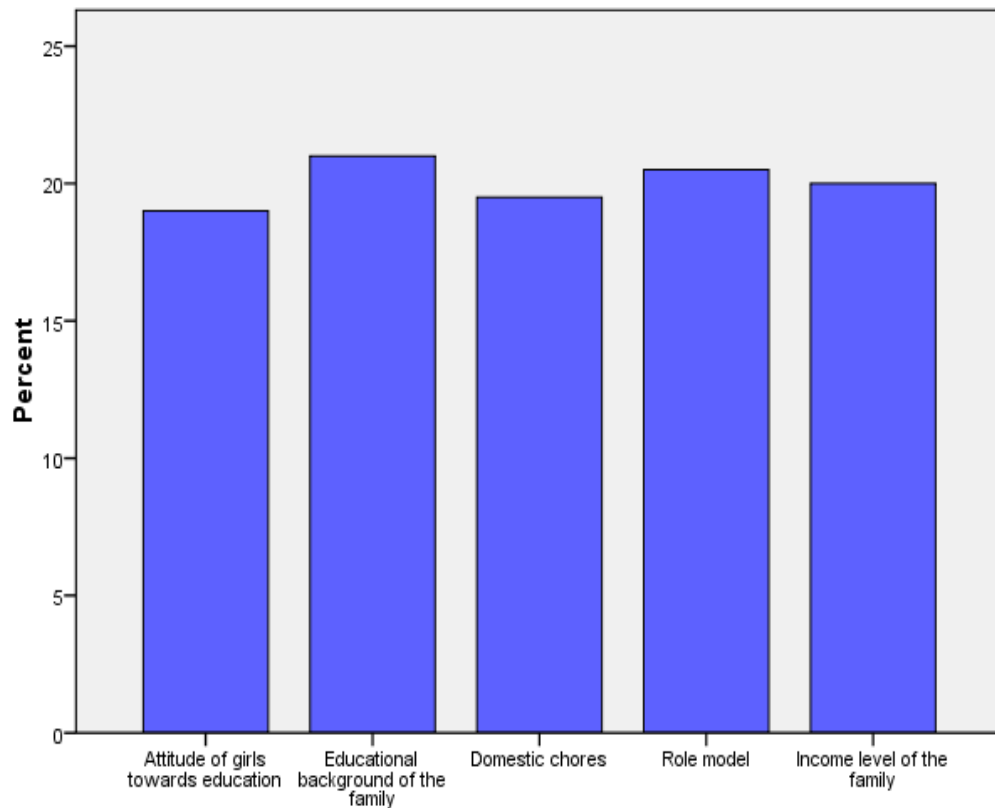


In the Figure 4.1 family background can be determined to be one of the factors affecting the academic performance of girls. That is so because most of the girls reported that domestic chores affected their studies. The dropout rate of girls was also very high as a result of lack of fees and a significant number of girls reported that they had siblings who were frequently absent from school because of lack of fees. The students responded that the availability of role models and mentors was also one of the factors that contribute to poor performance in girls. Most of the schools were dominated by male teachers. The students lacked role models in schools and even in the society leading to low grades. Some students mentioned that many women earn very little as they do very shoddy jobs and there are very few women

who made it to power or even hold high ranks in the society. This demotivates them and makes them not aspire to get more thus taking education less serious which affects their performance. A significant number of girls said that the parents are not good role models because they are busy and have no time encouraging and motivating their children.

It can be observed that girls were, on average, more agreeable to the fact that educational back ground, domestic chores, role model and Income level of the family influence negatively on their performance in school. More than 50% of the girls thought the above factors influence performance of girls in school. However, a great number of students disagreed with attitude of girls towards education as a factor that can influence performance. More than half thought attitude of girls did not have impact on performance of girls.

Figure 4.2 Factors influencing girls' performance in school – Teachers' feedback



Teachers' perceptions as summarized in figure 4.2 reveal that Parents' educational level and income significantly influence students' participation and achievement in school. Majority of the teachers agreed that parental level of education affect performance of students in their school. This was because educated parents value education and they motivate their children as well as become good mentors to them. They also monitored their children progress in school. They further observed that educated parents strived to provide better education for their children and that the children of educated parents also strived to be like their parents or even to surpass the levels reached by their parents. The

teacher agreed that a great number of students were sent home because of these leads missing lessons and at the end dropping out of the school this is because of the low income level of the families. Domestic chores assigned to girls also affect their academic performance as suggested by the teachers this causes lateness and absenteeism from class and lessons. Availability of role models and mentors was also one of the factors that contribute to performance of girls. The teachers mentioned that most of the teachers as well as parents are not good role models to the children as they do not motivate and encourage students for the good performances. In addition teachers agreed that attitude of girls towards education affect their performance in examinations, they responded that boys perform better in schools than girls, and the reason that boys were known to be hard working, did not have many responsibilities such as domestic chores, were enduring, were not tied by backward culture that does not promote girl child education, personally guided and share ideas amongst themselves and were intelligent. That also implies that the confidence levels and self- esteem in girls was quite low.

In conclusion teachers agreed that the factors such as attitude of girls, educational background of the family, domestic chores assigned to girls, role model and income level of the family were mentioned as possible contributors to poor performance in school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study.

5.2 Summary of the study

The general objective of the study was on the factors influencing girls' performance at certificate of secondary school education in Benadir region, Somalia. The researcher developed five research objectives were developed to be answered by the study. The objectives were; to assess girls' attitude towards education on performance at certificate of secondary school education in Benadir region, to establish the influence of family educational background on the girls performance at certificate of secondary school education, to determine the influence of domestic chores on girls' performance at certificate of secondary school education, to examine the influence of role models on girls' performance at certificate of secondary school education and to establish the influence of income levels of parent/guardian on the girls' performance at certificate of secondary school education.

Literature on the factors influencing girls' performance was reviewed and consequently a theoretical and conceptual framework discussed.

The study targeted all the 404 private schools in the region. The study employed simple random sampling to select a sample of 40 schools, stratified sampling to select 200 teachers and 400 students as the respondents. Two questionnaire sets and interview were used to collect the required information. The return rate was 100% for teachers and 97.5% for the students. Data was analyzed using the Statistical Package for Social Sciences (SPSS) to process the frequencies and percentages which were used to discuss the findings. Pearson's correlation coefficients were used to ascertain the significance of their influence where scores of over + 0.5 were considered significant. The following were the findings of the study.

5.3 Summary of the study findings

The first objective of the study was to assess girls' attitude towards education on performance at certificate of secondary school education in the region. The study found out that, girls' expectations of their school performance and career prospects play significant roles in their persistence at school. It was established that about 30 percent of the girls did not look forward to pursuing their education up to university level. This attitude of girls on their academic performance is low. They always perceived themselves as academically weak and they believe that they can't make it. The observation is in conformity with the opinion of Tiruneh and Petros (2014). They also expect that there is no benefit whatever degree they

will attain because whatever they do they will end up as household workers or house wives confined to carry out various house hold works.

The second objective was to establish the influence of family educational background on the girls' performance at certificate of secondary school education. It was established that that educated parents perceive the need of girls' education in a better way than those who are not educated. Educated parents also facilitated the girls' learning at home, encourage their children through continuous follow up and motivational support for them to score better academically. The analysis of data indicated that the level of parental education highly affect the academic performance of girls, the study indicated that 74.0 percent of the teachers and 61.3 percent of the students agreed that. This study established that poor girl students are likely to have parents and family members who are also less educated.

The third objective was to determine the influence of domestic chores on girls' performance at certificate of secondary school education. The study established that girl students may face conditions in their homes that leave them with less time and energy for studies. Domestic chores affect their performance as they doing the domestic chores involved leaving them with very little time for study. Some girls claimed that at times they missed their classes because they have to look after their young siblings at home.

The fourth objective was to examine the influence of role models on girls' performance at certificate of secondary school education. The descriptive analysis conducted revealed that availability of mentors and role models influences performance of girls which is in line with (Nur, 2010) and (Kimondo, 2013) findings. The number of male teachers was 96 % that implies that the girls did not have adequate female teachers to look up to as the number of female teachers was less. In this study a significant number (53.08%) of girls said their teachers and parents were not good role models, some of the reasons that made that their parents not to be role models were the parents are either illiterate or busy.

During interviews of parents they said that they have no time or ability to help in homework of their children. Parents also mentioned that time is a serious challenge to them, it is the responsibility of the teachers to help students with homework, and the responsibility of the parents is to provide food on the table.

The fifth objective was to establish the influence of income levels of parent on the girls' performance at certificate of secondary school education. As respondents' response socio economic factors such as, economic status of parents affects girls' academic performance at certificate of secondary school education. Majority of teachers 60.5 responded that students are usually sent home because of fees this confirmed by 55.9 percent of the students, they told that this leads to many absenteeism from lessons, poor performance in examinations and drooping out at

the end, while 39.5 percent of the teachers and 44.1 percent of the girls revealed that students are not sent home for the sake of school fees.

5.4 Conclusions

According to the findings of this study the researcher concluded that attitude of girls is one of the major factors that affect the performance of the girls.

The researcher concluded that lack of role models and mentors was also another factor that contributed to poor performance by girls. Most of the schools were dominated by male teachers. The students lacked role models in schools and even at home leading to low self esteem hence getting low grades in examinations. A significant number of girls responded that the parents are not good role models because they are lazy; they are busy looking for money and have no time for mentorship or guiding their children. The teachers were not good role models either. They were equally lazy and do not take time to inspire and motivate their students.

According to the findings of this study family background can be concluded to be one of the factors affecting the academic performance of girls. That is so because most of the girls reported that domestic chores affected their studies. The dropout rate of girls was also very high as a result of lack of fees and a significant number of girls reported that they had siblings who were frequently absent from school

because of lack of fees. Most girls reported that they were working as domestic workers during their weekends to supplement their parent's income. Some students also reported that their parents made them miss school so as to look after their young siblings.

Parental and family support is significant predictors for students' performance at school. Parental education and income level also have effects on students' academic performance.

The academic achievement of girls' is also affected to a greater extent by the family household chores. Finally, the government should sensitize parents on the need and importance of supporting girl education for better performance.

5.5 Recommendations

Based on the findings of this research, the study recommends that:

1. Government needs to organize seminars through region education directorate about complete attitude change to get parents to be concern about their girls' education. This will help change the negative attitudes that the girls have towards education
2. Action must be taken to encourage parents to change attitudes and lighten the household workload of the girls and provide them with the time and a comfortable space for learning at home

3. The region association should provide loans from their poverty alleviation fund to needy parents to enable them improve upon their economic activities and thus raise their incomes. This will make it easy for them to cater for their female students by providing them with their basic needs and paying for extra class tuition fee
4. All level of government should be involved in national policies for girls education and rank them as a high priority in the governmental agenda, thus making them a factor of mobilization and a source of credibility in the eyes of civil society

5.6 Suggestions for further research

Based on the findings of this research, the study recommends that

- a. Further research would be necessary to identify the reasons behind the poor performance of girls' at certificate of secondary examination in the region since the study was carried out on few factors,
- b. The researcher suggested that studies should be conducted on other factors that effect on girls' education.
- c. Finally there is a need to carry out a similar research in other regions in order to gauge which factors affect the performance of girls in education.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO THE RESPONDENTS

Dear Respondent,

REF: RESEARCH

I am a student at the University of Nairobi currently pursuing a Master's degree in Education. As part of my assessment, I am required to carry out research on factors influencing girls' performance at certificate of secondary school education in Benadir region, Somalia. I humbly request you to spare a portion of your time to complete the questionnaire. The information you will give will be treated with absolute confidentiality and will only be used for the purpose of this study. Please try to be as honest as possible in your responses and ensure that you attempt all questions.

Yours faithfully,

Muna Abdullahi Mohamed

University of Nairobi

M.Ed. Student

APPENDIX II: QUESTIONNAIRE TEACHERS

Instructions

The purpose of this questionnaire is to investigate the factors influencing girls' performance at certificate of secondary school education in Benadir region, Somalia. Kindly respond to the following questions. Be truthful and honest to the best of your knowledge. The answers you will give will only be used for educational purpose only. Do not write your name in this questionnaire. Please put a tick [✓] in the most appropriate box.

1. What is your gender?

Male [] Female []

2. Which one of the following is your age?

a) Below 25 years [] b) 25 Years to 35 years []

c) 36 to 45 years [] d) 46 years and above []

3. Highest academic qualification

a) Master degree [] b) Bachelor [] c) Diploma []

d) Any other (specify)

4. Are there students who have dropped out of school in the course of the year?

Yes [] No []

5. Are they boys, girls or both?

Boys [] Girls [] Both []

6. What do you think is the cause of dropping out? Give three main reasons

.....
.....

7. On a scale of (1- 9) what do you think are the main reasons that are associated with the poor performance of girls in schools?

a. Attitude of girls in education []

b. Taking care of the young children []

c. Male child preference at the expense of girls []

d. Parents' educational background []

e. Lack of fees []

f. Lack of role models and mentors []

g. Lack of proper lighting and poor environment for learning at home []

h. Income level of the family []

i. House hold tasks or domestic activities assigned to girls []

j. The societies altitude towards education of girls []

8. Do you think the teachers and the parents are good role models to the students?

Yes [] No []

9. Give reasons for the above

.....

.....
 10. Are there students who come to class late?

Yes [] No []

11. Are they boys or girls?

Boys [] Girls []

12. Which factors do you think are the major causes for coming late of students at class?

13. The items below are thought to be the factors influencing the academic performance of girls in certificate of secondary school education. Indicate how you agree or disagree. The below is the key that you will use to facilitate your answer to the below:

Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD
Not Sure	NS

a) Negative attitudes of girls towards education	SA	A	D	SD	NS
b) Domestic chore					
c) Illiteracy of the family					
d) Lack of role models					
e) Poverty					
a) Negative attitudes of girls towards education					

14. Who participate well in the class room activities?

Boys [] Girls []

14. Give reasons why the selected gender participate well than the other

15. Do you encourage girls to perform well in school?

Yes [] No []

16. Explain how you encourage them

.....
.....

17. Do you motivate girls when they perform better in the class?

Yes [] No []

18. What kind of motivation do you give them?

.....
.....

19. Who performs well in doing homework?

Boys [] Girls []

20. Explain your response

.....
.....

21. Do you experience that some of your students have sent home because of fees?

Yes [] No []

22. Do you think that this affects the performance of students at certificate of secondary school education?

Yes [] No []

23. Explain

.....
.....

24. In your experience how do you think that the income level of the parent affects the academic performance of the girls?

.....
.....

25. Do you ask your students the reason for their poor performance?

Yes [] No []

26. What are the responses of students about that?

.....
.....

27. In your experience how do you think that the education level of the parent affects the academic performance of the girls?

.....
.....

28. Do you involve the parents / guardians in the academic welfare of the children?

Yes [] No []

29. How do you rate the parent / guardian participation in their children's academic work?

APPENDIX III: QUESTIONNAIRE FOR FORM FOUR STUDENTS

Instructions

The purpose of this questionnaire is to investigate the factors influencing girls' performance at certificate of secondary school education in Benadir region, Somalia. Kindly respond to the following questions. Be truthful and honest to the best of your knowledge. The answers you will give will only be used for educational purpose only. Do not write your name in this questionnaire. Please put a [✓] in the most appropriate box.

1. Is the number of boys and girls equal in your class?

Yes [] No []

3. Who performs better between boys and girls?

Boys [] Girls []

4. Give three good reasons why do you think that the above mentioned gender performs better

.....
.....

5. Do you come to school late?

Yes [] No []

6. If yes give the reasons for coming late?

.....
.....

7. Do you participate in the household chores?

Yes [] No []

8. Do domestic chores given to you affect your academic performance?

Yes [] No []

9. Explain, how does it affect?

.....
.....

...

10. Are you usually sent home because of fees?

Yes [] No []

11. Do you think that this affects your performance?

Yes [] No []

12. Explain

.....
.....

13. Are teachers and parents' good role models?

Yes [] No []

14. Give reasons

.....
.....

.

15. Whom do you like in the family?

Father [] Mother [] Brother [] Sister []

Others specify [].....

16. What do you like from the family members in the question above?

.....
.....

17. Do you imitate any behavior from your teachers, family and relatives?

Yes []

No []

18. Give reasons

.....
.....

19. Which is the highest level of education would you like to attain?

Secondary education College Level []

University level first degree []

Any other specify.....

20. If Secondary education, what will make you not continue with college or University education.....

.....

21. What would you like to become in the future?

.....

22. Give reasons?

.....
.....

23. Who inspired you?

a) Parents []

b) Teachers []

c) Neighbor []

d) Media []

e) A famous person who has excelled in the same field []

f) Others specify.....

24. In your opinion do you think boys and girls are given equal chances for schooling?

Yes []

No []

25. Give reasons

.....
.....

26. Do you have any siblings in secondary schools?

Yes []

No []

27. Are they boys or girls?
(Specify).....

28. Who perform well in school you and your brothers?

.....
.....

29. Give reasons

.....

 30. Between you and your siblings, who is frequently absent from school?

.....
 31. Give reasons for the above question

.....
 32. The items below are thought to be the factors influencing the academic performance of girls in secondary school certificate examination. Indicate how you agree or disagree. The below is the key that you will use to facilitate you answer the below:

Strongly Agree	SA
Agree	A
Disagree	D
Strongly Disagree	SD
Not Sure	NS

a)Negative attitudes of girls towards education	SA	A	D	SD	NS
b) Domestic chore					
c)Illiteracy of the family					
d) Lack of role models					
e) Poverty					
a)Negative attitudes of girls towards education					

33. How do your teachers and parents encourage you to perform better?

Thank you very much for your varied contribution

APPENDIX IV: INTERVIEW FOR PARENTS

1. How many children do you have? How many girls and boys do you have?
2. What is your level of education?
3. Do you work? Yes, no explain you response
4. Where do you work?
5. What is your level of income?
6. Do you take all your children to school? Yes, no explain
7. How do you support the education of your children? Both boys and girls
8. Are you able to give your daughter(s) whatever they want for their education? Yes, no why?
9. How do your children perform in school? Both boys and girls
10. Explain how your level of income affects the academic performance of your daughter?
11. Do you motivate your daughters when they are performing well in their studies? yes, no
12. If yes, what kind of motivation do you give them?
13. If no, explain how you encourage them in their performance.
14. Do your girls participate in the house hold chores? Yes , no explain
15. What kind of domestic chores are they involved in?
16. How does this involvement affect their performance?
17. Do your daughters perform better in school than your sons? Yes, no explain
18. Do you ask your daughter(s) why they perform poor than their brother(s)?yes, no explain
19. Whom do your children like in the family? Father, mother, brother, sister
20. What do they like from the family members in question 19 above?
21. Do they imitate any behavior from their teachers, friends, relatives? Yes, no explain

APPENDIX V
AUTHORIZATION LETTER

JAMHUURIYADDA FEDERALKA
SOOMALIYA
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/0355/2015

Date: 25th May: 2015

To whom it may concern,

SUBJECT: PERMISSION LETTER OF M.ED RESEARCH

Dear Muna Abdullahi Mohamed

Following your application dated **Monday 11 May 2015**- regarding the authority to carry research on: **Factors influencing Girls' Performance at Certificate of Secondary Education in Benadir Region, 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 the locations 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.

Your are advised to report the abovementioned 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



Tel: +252-1-865874 / Mobile: +252-6-1-5506650
E-mail: education@moesomalia.net/ Website: www.moesomalia.net

APPENDIX V I
RESEARCH PERMIT



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197 NAIROBI
OR P.O. BOX 92
KIKUYU

7th April, 2015

Our Ref: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam

SUBJECT: MUNA ABDULLAHI MOHAMED - REG NO. E55/75679/2014

This is to certify that MUNA ABDULLAHI MOHAMED is our Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. She is currently doing his research on "*Factors Influencing Girls' Performance at Certificate of Secondary School Education in Benadir Region, Somalia*".

Any assistance accorded to her will be highly appreciated.

Yours faithfully,

DR. GRACE NYAGAH
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

GN/nd