

**SOCIO-CULTURAL FACTORS INFLUENCING GIRLS' RETENTION RATE IN
SECONDARY SCHOOLS IN QARDHO DISTRICT, KARKAR REGION,
SOMALIA**

By

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DECLARATION

This research proposal is my original work and has not been submitted for examination in any other university

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DEDICATION

This project paper is in memory of my late father Hussein Jama, my mother Sahra Nuur and all my brothers and sisters.

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LIST OF ABBREVIATIONS

CVI	Content Validity Index
GER	Gross Enrollment Ratio
SES	Socio-Economic Status
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific, and Cultural Organizations
UNICEF	United Nations Children Fund

ABSTRACT

Girls' retention in schools has been found to be a major challenge. Failure to retain girls in secondary schools can be considered as a waste of potential human resources and money spend on them in primary education and time lost in sending them to school in the first place. These girls may become less productive economically, socially and politically. The purpose of this study was to determine the factors that influence the retention of female students in secondary schools in Qardho District, Karkar Region of Puntland state of Somalia. The research objectives were; to establish how early marriages ,roles in Society and domestic labor, Poverty and attitudes of parents towards secondary school education influence girls' retention rate in secondary schools of Qardho District, Karkar Region, Somalia. In analyzing related literature, the researcher reviewed on the bases of major variables of the study. Descriptive research design was used for the study. The population for the study was both public and private secondary schools in Qardho District, Karkar Region of Puntland State of Somalia. The target population for the study was students, teachers and head teachers. Systematic random sampling technique was used to sample the schools and the respondents for the study. Purposive sampling was used to sample the head teachers and teachers due to their low count. A total of 463 respondents were targeted by the study (constituting 445 students, 13 teacher and 5 head teachers) out of which 215 responded (204 students, 8 teachers and 3 head teachers). Piloting was done to test on the Validity and reliability of the instruments. The data collected was analyzed using descriptive statistics in frequency tables with the help of the Microsoft EXCEL package and Statistical Package for Social Sciences software. The retention rates of female students in the district are still very low. The most significant factor in the district that affects the retention rates of female students is early marriages followed by domestic labor/chores. From the findings it is recommended that intervention measures to improve the retention of female students in secondary schools in Qardho District be made by the government. Further it is recommended that further research can be carried out on the socio cultural factors influencing the performance of male students in the region and the effect of parental guidance on performance of secondary school students in the region.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Technology has fueled the demand for a highly skilled labor force, transforming a high school education into a minimum requirement for entry into the labor market. Because high school completion has become a basic prerequisite for jobs, as well as higher education, the economic consequences of leaving high school without a diploma are severe (Heiz, 2010). On average, dropouts are more likely to be unemployed than high school graduates and to earn less money when they eventually secure work (UNESCO, 2013). Employed dropouts in a variety of studies reported working as unskilled laborers or in low-paying service occupations offering little opportunity for upward mobility. Dropping out can severely impair a young person's job prospects and earnings potential, in turn, causes other secondary, indirect problems.

According to a survey, done by the UNESCO (2013) in African countries, girls seem to be doing better at key competency tests. Girls participate better in higher education than boys especially in secondary schools. Even though there has been much reform, in rural areas social and cultural patterns, combined with the relatively poor quality of schooling, place girls and their education and development in a disadvantaged position. One major challenge is the unacceptable rate of violence and harassment against girls, who are often still excluded from mathematics and science, and from prestigious leadership positions such as school prefects. Girls and their education are also disproportionately affected by cultural and economic issues like domestic duties, transport, and school fees (Gerald, 2007). All these issues mentioned above have consequently resulted in high school dropout rates for Eastern and Southern African girls.

Countries throughout the Eastern and Southern Africa region (ESAR) have made progress in ensuring girls can enjoy their right to education. However, major challenges remain. At secondary level, girls' enrolment remains lower than that of boys, with a ratio of 0.97. The gap is significant in countries such as Angola (22 percent for boys/20 percent for girls), Eritrea (30 percent/20 percent), Ethiopia (30 percent/23 percent), Malawi (25/23), Somalia (9/5), Zambia (38/35) and Zimbabwe. In addition, repetition and drop-out rates of girls in the region remain unacceptably high throughout secondary education. The gap is significant in countries such as Angola (22 percent for boys/20 percent for girls), Eritrea (30 percent/20 percent), Ethiopia (30 percent/23 percent), Malawi (25/23), Somalia (9/5), Zambia (38/35) and Zimbabwe. In 2011, boys in Somalia had higher completion rates than girls (27.3 percent for girls/44.9 percent for boys), Mozambique (38.3 percent/32.6 percent), Malawi (22.3 percent/13.8 percent) and Burundi (51 percent/48.3 percent). UNICEF (2013). In other parts of the region, boys are disadvantaged UNICEF (2013). In Lesotho for example, 16 percent of boys are enrolled in secondary education compared to 27 percent of girls but this phenomenon is too random (Liem, 2012).

In Somalia, calculating an accurate dropout rate is nearly impossible, since schools differ in their definitions of a dropout, their counting methods, and their methods of following a student who drops and reenters, or those who leave the district and reenter another one (Kamat, 2007). Even with the discrepancies in data collection methods, it still appears that no less than 40% of all girls aged 16 to 24 enroll in high schools but fail to earn a high school certificate. The rate of high school non-completers aged 16 to 24 in many urban areas is as low as 23% while that in rural areas is approximated to be much higher at 58%. Somali boys have more access to education than girls (Warsame, 2012). The greatest disparity can be found in secondary education and adult literacy. According to for every 100 boys enrolled in secondary education, there are approximately 77 girls only. The

number of female drop-outs is high in the country, especially in the transition from primary to secondary education (Liem, 2012)

Tuition fees play a key role in limiting participation of girls in education. The average monthly tuition of 3 \$ per month for primary and 10 \$ at secondary level in public schools is far beyond the reach of many families. Often female students are considered last as far as paying tuition fees are concerned. In some cases girls have to work and earn money to pay fees for their brothers. In such economic circumstances, the direct and hidden cost (in terms of books, pens and clothing as well as the loss of vital household help) of sending daughters to school are perceived by parents to be prohibitive. This is true in Puntland where a majority of women are engaged in small scale businesses like selling tea, vegetables, Khat etc. to support the household. This has significant impact on female participation in education since girl children will have to stay at home to take care of the younger siblings and to attend to domestic chores. As a result this has ensured that girls' students drop out of their pursuit for secondary level qualification. According to Andrew JRES (2014), females tally in secondary is doubled by the males where (10,556 males against 5209 females) in the whole state which underscores how much the dropout rates have affected the females turnover in secondary schools (JRES, 2014). Education officials and advocates have helped get more girls into primary school worldwide but many girls are still dropping out in secondary level, say education sector coordination meeting in Garowe (ESC-May, 2014)

In Karkar region, female students in secondary schools represent only 25%, the rest constituted by the male counterparts. According to the statistics presented in 2013, the region has lowest retention rate of female students (17%) in the state followed by Haylan which had (19.6%). The leading region with the highest retention rate of female students in secondary schools is Bari region which is (28%). See table 1.1 below of MoE statistics.

Table 1. 1: Secondary school statistics Region and gender, 2012/2013

Region	Enrolment number and %					Retention rate %		Dropout rate %		
	T	M	F	M %	F%	M %	F%	T	M%	F%
Ayn	301	160	141	53%	47%	43.6%	22%	65.6%	16%	19%
Bari	4,191	2,426	1,765	58%	42%	54.8%	28%	82.8%	10%	15%
Karkar	445	333	112	75%	25%	46.7%	17%	63.7%	14%	26%
Mudug	1,223	729	494	60%	40%	50.9%	23.5	74.4%	13%	16%
Nugal	3,272	2,201	1,071	67%	33%	51.4%	20.8%	72.2%	14%	16%
Sanag	2,342	1,448	894	62%	38%	56.3%	21%	77.3%	7.5%	12.5%
Sool	659	411	248	62%	38%	53.9%	22.6%	76.5%	11.3%	18.7%
Hayland	377	259	118	69%	31%	45.4%	19.6%	65%	14.4%	16%

Source: MoE secondary school statistics 2012-2013.

1.2 Statement of the Problem

Retention of girls in secondary school is a major challenge to the most governments in the world and in Eastern and Southern Africa in particular (UNICEF 2013). Though the government has made progress in improving girls' education, the National Secondary

school Gross Enrolment Ratio (GER) of Somali girls now standing at 20.2% and still amongst the lowest recorded in the world (Abdullahi, 2013). Education officials and advocates have helped get more girls into secondary school worldwide but many girls are still dropping out in secondary level, say education sector coordination meeting in Garowe (ESC-May, 2014). Generally, the completion of girls in secondary education in of Puntland region seems challenging and the gap is significant in Qardho District of Karkar Region as drop-out rates of girls in the region remain high throughout secondary education (GWGM-May, 2014). Since there is a progress improvement toward girls' education dropout rate is still high and does not show signs of improving. The same source also points out that the most affected class is form (year three of study) followed by form one (year one of study). The first years drop out majorly because of failure to adapt to the new study environment while the form threes drop out majorly because the difficulty that comes with the level of study. UNESCO established a project in the region to this effect in 2008 specifically to provide sanitary pads to the female students and thereby increase their chances of being retained in the institutions (UNESCO, 2013). In addition international Organizations including CARE,ADRA,Safe the Children, NRC among others in collaboration with the Ministry of Educatio (MoE) estabilisged in schools of the region girl friendly spaces to create conducive environment for girls in the schools.Despite all these efforts by govenment and international community no remarkable impact it had to the retention of girls. That is why the researcher is attempting to establish the socio-cultural factors influencing the girls' retention rates in secondary schools.

1.3 Purpose of the Study

The Purpose of this study was to investigate the factors that influence girls' retention rates in secondary schools of Qardho District, Karkar Region, Somalia

1.4 Objectives of the study

The objectives of the study were;

2. To establish how early marriages influence girls' retention rate in secondary schools of Qardho District, Karkar Region, Somalia
3. To examine how domestic chores influence girls' retention rate in secondary schools of Qardho District, Karkar Region, Somalia
4. To determine how parents' level of income influences girls' retention rate in secondary schools of Qardho District, Karkar Region, Somalia
5. To assess how attitudes of parents towards secondary school education influence girls' retention rate in secondary schools of Qardho District, Karkar Region, Somalia

1.5 Research questions

To realize the objectives set, the following research questions guided the study;

- a. How do early marriages influence girls' retention rate in secondary schools in Qardho District of Karkar Region?
- b. What are the influences that domestic chores have girls' retention rate in secondary schools in Qardho District, Karkar Region, Somalia?
- c. How does parents' level of income influences girls' retention rate in secondary schools in Qardho District, Karkar Region, Somalia?
- d. How do attitudes of parents towards secondary school education influence girls' retention rate in secondary schools in Qardho District, Karkar Region, Somalia?

1.6 Significance of the Study

The management of secondary schools may benefit from the findings on how the factors influence girls' retention rates in their respective institutions. Appropriate measures may be taken based on the findings to improve the retention rates for better overall performance of the schools. Future researchers may benefit from the rich information

provided in this study regarding the factors that influence girls' retention rates in secondary schools. Sections of this study may be quoted and the researcher acknowledged in the process.

1.7 Limitations of the Study

The research environment may have affected the study findings in that uncontrolled settings may have influenced the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaires

The use of research assistants may have also rendered inconsistencies such as differences in conditions and time when data was obtained from respondents; this limitation was minimized by initial training given to the research assistants on the data gathering procedures and on how to establish rapport with respondents. Some of the questionnaires given to the respondents for answering were not returned. This problem was countered by distributing more or extra questionnaires.

1.8 Delimitations of the study

The study delimited itself to an investigation of the influence of socio-cultural factors on the retention of girl students in secondary schools. These socio-cultural factors studied were early marriages, domestic labor, poverty, and parents' attitudes towards secondary education. The study was only done in public secondary schools in the institutions within Qardho District and Karkar Region, Somalia.

1.9 Assumptions of the study

The study was carried out with the following assumptions in mind;

1. Respondents were honest with regard to the information they provided in the questionnaires
2. Respondents had adequate information pertaining the factors influencing girls' retention in secondary schools
3. Respondents participated willingly and had the capacity to partake in the study and not fatigued from daily chores

1.10 Operational Definition of Key Terms

Attitudes of parents: This refers to the negativity or positivity of the parents towards the female students secondary education and thus stands as a determining factor of girls' retention rates in such institutions

Domestic labor: This refers to the work the girl child is exposed to or engages in at home which consumes her time instead of concentrating in her studies

Early marriages: This is a situation whereby the female students who are below 18 years of age are married before they mature up.

Poverty levels: This 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 programs and paying of school fees which can support the retention of the learners in Secondary Schools.

Retention in School: This refers to the female students who stay in schools and are provided with the necessary requirements so as to remain in school without dropping out up to the time of sitting for their examinations in Secondary Schools

School dropout: Refers to a person who leaves school before completing her secondary course and awarded with their certificate of completion

1.11 Organization of the Study

The project is organized into five chapters; Chapter one comprises of background to the study, statement of the problem, purpose and objective of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study.

Chapter two consists of the literature review which is divided into the following sub-topics; four socio-cultural factors influencing girls' retention in secondary schools. The review also presented the theoretical framework and conceptual framework. Chapter three consists of the research methodology organized into; research design, target population, sampling and sampling procedures, research instruments, data collection and data analysis. Chapter four presents the research findings while the final chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature on the theoretical frame work, conceptual framework. The conceptual framework graphically elaborates in terms of the respective Independent and Dependent variables i.e. Socio cultural factors and Girls' retention rates in secondary schools of Qardho District.

2.2 Early Marriages and Girls Retention in Schools

Early marriages are common in most African societies. Re-entry into education after early marriage has not been possible (UNESCO – UNICEF: - 2007) Research work by Onyango (2003) indicated that socio-cultural norms and practices such as value attached to bride wealth influenced parents to marry off their daughters before maturity. Maritim (2002) supported the findings by Onyango by stating that families in the lower socio-economic structures marry off their daughters in order to provide economic support in terms of bride wealth to the family. Mbilinyi and Mbughuri (1991) added that in some African communities, girls are valued as objects of exchange in bride wealth. Girls are seen as sources of income by their parents in the custom of charging fines for adultery and pregnancies of unmarried girls. In this arrangement girls are denied opportunity for education. They are withdrawn from schooling during periods for initiation and betrothal ceremonies (United Nations:-2004). Odaga (2002) concurred with Mbilinyi and Mbughuri by adding that African tradition and culture requires that girls be married off to qualify as good African women. This made members of the household to usually struggle to socialize their daughters to master skills of being good wives. The result of this is early drop out of school.

Abagi (2001) stated that marriage oriented socialization has made some girls

withdraw from school for marriage. Although early marriage is disregarded, there is general fear of missing husbands after attaining higher education because of the men's suspicion of the learned girls. African men are used to orders and dictatorial instructions to women, which may not be accepted by learned women who are reasonable and rational. In this case schooling is therefore, seen as increasing the value of girls but lowering their chances for marriages (Mbilinyi and Mbughuni:-1991).

Despite the fact that early marriage hinders attainment of higher education for girls, a study carried out on jobs and skills programmes for Africans revealed some positive attitudes towards female education. In the study men are seen working in other works outside the home while mothers manage their chores without the help of their daughters. Here the dropout rate of girls is lower than that of boys and mothers value education as good even if they are not employed. Reading, writing, counting and science are valued for being good for children and hence provide justification for school attendance (Oxenham: - 1984).

However, the positive attitude towards attaining education in females is not widespread in many African countries. World Bank research of 2007 revealed that rates of schooling of girls in Zaire were lower than that of boys as girls drop out of school to get married. In Sierra Leone, early marriage is against the law but it is still high with serious implications for girls' educational development.

2.3 Effect of domestic chores on Girls' Education

There is a substantial research literature on various aspects of child labor and educational access, including the relationships between child labor and poverty; the types of work children are carrying out (paid, household-unpaid, agricultural); household structure,

educational access and work; whether child work hinders or helps access to schooling; the gendered and locational aspect of working and access, etc. While conclusions made should be embedded within the contexts of the research, a number of studies have produced similar findings which are drawn upon here. There are some studies which look specifically at the relationships between schooling dropout and child labor specifically, and how child labor might contribute to both the processes of dropping out and in some cases to enabling retention.

2.3.1 Extra-Household chores on Girls' Education

Abedi (2012) analyzed data from the 2010 Pakistan Integrated Household Survey (covering 4,800 households in 300 rural and urban communities) and specifically focused on a sample of 1900 10-14 year-olds. The aim was to look at the relationships between schooling costs, child labor and schooling access. Their results found that extra-household child labor and schooling costs were positively related, so if schooling costs were lowered then there was less likelihood of children working outside the household. However, intra-household child labor was insensitive to changes in the costs of schooling. Meaning that reducing school costs had no effect on the amount of work children had to do within the household (Abedi, 2012).

In other cases child labor can be disabling, and an active factor leading to drop out. Specific work-related tasks, for example, full time child care and work in peak agricultural times are less easy to reconcile with schooling. Child labor is seen as: the prime reason for non-enrolment and drop out in Ghana according to Fentiman (2011), a cause of 50% of drop outs in New Delhi (Andvig, 2010); a 'prime cause for absenteeism, repetition and most particularly drop-out rates' in Tanzania (Mdachi, 2011); the most important reason for the drop out of rural children in Ethiopia (Andvig, 2010) and leading to two years less schooling in Bolivia and Venezuela (Cetera, 2012). Fentiman (2011) research in Ethiopia

and Guinea showed child labor to be a significant reason for dropping out in both countries.

2.3.2 Intra-household chores on Girls' Education

Studies also indicate that girl children frequently drop out of school to look after younger siblings (Andvig, 2010). The presence of children less than 6 years old in the household tends to increase the probability of older siblings working and not schooling in Ghana, and the presence of female adults within the household increased the probability of girls schooling and not working (Meckonnen, 2012). Lloyd (2013)'s study on fertility and schooling in Ghana showed that each additional younger sibling significantly increased the probability that an elder girl would drop out of school (Lloyd, 2013).

Another research indicates that if a mother participates in the formal wage economy, it can be associated with their daughter's 'suppressed' school attainment, perhaps because of increased household demands placed on girls (often the eldest daughter) (Fuller & Lieng, 2012). In this case, girl children take on some of the domestic duties the mother may have previously carried out. Yet, research by Ersado (2011) in Nepal suggests the opposite, with a mother working outside the home having a positive effect on child schooling (Ersado, 2011).

2.4 Poverty and Girls' Retention in Schools

Household income is found to be an important factor in determining access to education as involvement in schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether

they have to temporarily withdraw and also when and if they drop out (Croft, 2002: 87-88).

A number of studies highlight the link between poverty and dropping out from school (Cetera (2012); Gerald (2007); Mutebi (2011)); whilst describing exclusions rather than drop out per se, paint poverty as ‘the most common primary and contributory reason for students to be out of school’ and Andvid (2010) call poverty, ‘a plausible explanation of school disruption’. Mdachi (2011) asked a series of questions to parents/guardians about the financial circumstances surrounding children’s school enrolment in Tanzania. He finds out that as much as retaining students from poor backgrounds is common problem for both male and female students, it is the females who are more affected. Out of 10 male students from poor backgrounds in Tanzania, 4 tend to drop out while in a similar situation, 7 girls tend to drop out (Mdachi, 2011). For wealthier families, the direct costs associated with education such as fees, books, and uniforms are less likely to be an obstacle and that opportunity costs of girls not being able to help at home, at family farm or by earning additional income through labour are also likely to be less important to them because of the family’s ability to hire house help or workers (Basu, 1999).

Both statistical data and empirical research suggest that children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop out once they have enrolled. For example, Brown and Park’s research in rural China (2010) saw ‘poor and credit constrained children’ three times more likely than other children to drop out of primary school. Colclough (2009) describes the links between wealth and school retention in more detail. He writes that whenever a child (whether in secondary or primary) poverty is always a challenge which is difficult to beat and many fall as drop out victims die to this. In his study he considers, poverty of parents as the most significant cause for students’ drop out cases.

2.4.1 Direct and Indirect Schooling Costs on Girls Retention in Schools

Fentiman (2011) carried out quantitative survey research and qualitative interview-based research with educational stakeholders (community members, parents, teachers, pupils, etc.) in sample communities in Ethiopia and Guinea in order to identify information about the constraints affecting the participation and performance of girls and boys in school, particularly in rural areas. In the field surveys, an inability to pay the direct costs of schooling was found to be one of the ‘most important causes’ of non-attendance in both countries, with those dropping out most frequently citing a lack of money to pay for school expenses as an important reason for dropping out. In interviews, parents in Ethiopia often talked about difficulties in paying school fees, especially prior to harvest (when they became due); the ability to buy exercise books, pens and the necessary clothing for school also influenced whether children could enroll or were withdrawn from the first grade (Fentiman, 2011)

How households deal with income shocks is also an important factor in maintaining schooling access. Research indicates that vulnerable households can withdraw children from school as part of their coping strategy to deal with shocks to income, often in order to work, save on costs or to free other household members up to work (Cetera, 2012). At what stage children are withdrawn from school within this coping mechanism might differ.

2.4.2 Income Shocks and Girls Retention in Schools

Households are likely to draw on a number of other coping strategies: e.g. using household assets, taking out loans, asking for assistance. Whether households have access to these is likely to influence their decision-making processes. Where these possibilities are not present, it is difficult for the household to protect itself against external shocks, meaning children may be forced to leave school as part of a household coping strategy (Fuller & Lieng, 2012)

In communities where income shocks do occur, literature suggests there is often a sequence to how households employ coping strategies. Strategies which have little long-term cost are adopted first while strategies with long-term costs that are difficult to reverse are adopted later (Brown & Park, 2011). Poorer households with fewer physical assets may increase their labor supply, with women and children often called upon (Liem, 2012). While these coping strategies often attend to short term shocks, the consequences of withdrawing children from school can have longer term implications, because these temporary withdrawals often lead to more permanent drop out.

2.5 Parents' Attitudes and Girls' Education in Schools

Research indicates that the importance household members place on education is an important factor in whether children gain access to schooling and for how long, but there is less research on how this may attribute to dropping out. Research also indicates that the educational level of household members is particularly influential in determining whether and for how long children access schooling. Ersado (2013) talks of 'the widely accepted notion that parental education is the most consistent determinant of child education (and employment decisions)'. Higher parental/household head level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Jamie, 2011). A number of reasons are put forward for the link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Brown & Park, 2011). They posit that parents' level of education instills passion for education in the parents which in turn assists in retaining the female.

2.5.1 Parents' Level of Education and Girls Education in Schools

There is evidence that the gender and education level of the parent can influence which child is more likely to access and remain in school for longer. Often it is the mother's

educational level in particular which is seen to have an effect on access (Glick & Sahn, 2012). But this varies in certain contexts. Brown and Park (2011) research in China indicates that for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14%. And Andvig (2010) research on Brazil claims that the 'schooling level of the mother does not have a significant impact on the probability that the teenager will drop out of school.'

Ersado (2011) suggests provision of adult education programs to counter the educational deficit facing many households would be useful in bolstering sustained access to education for many children. Yet, this might not be enough. Al Samarrai (2013) also contend that while education of the household head increases the probability of completion, the basic literacy of the household head does not improve completion chances, rather heads having attended primary school does. Perhaps this needs to be investigated more.

2.5.2 Influence of Perceived benefits of Education on Parents attitude towards girls Education

Research suggests perceived returns from education play an important part in whether and for how long children receive education. In some part children are seen as household assets whose education could, to varying extents, benefit the household unit. Thus, perceptions of how education affects future prospects appears important to retention. Al-Samarrai (2013) claim perceived benefits to the household from education will depend on a range of factors including: prospective remittances the family can expect from their children; the likelihood of obtaining paid work; the way individual children can translate education into improved productivity; and the time preferences of the household. Literature indicates that many poor households see a child's education as a way out of poverty (Brown & Park, 2011). In their study research in China (2010), an educated child is often expected to leave the household (moving from rural to urban) to find work. In this

way the child becomes an asset and judging for how long to educate children becomes a strategy for the long term prospects of the family.

For an ample understanding of why female students drop out of high school, Fuller and Lieng (2012) studied the pathways between female high school graduates and high school dropouts. They believed that while there are dropout prevention programs for students in high school, it is possible that students' paths are set even before kindergarten according to how they were brought up. Fuller and Lieng (2012) focused on differences in the developmental pathways of female high school graduates when compared to dropouts, possible differences across variables, and when these differences occurred. The study concludes that the underlying reason for the girls dropping out of school was because of parents' inadequate motivation towards encouraging the daughters to study (Fuller & Lieng, 2012).

2.6 Summary of the literature review

2.6 Summary of literature review

Many similar studies were undertaken with different researchers and also different reports prepared by International Organizations and UN agencies. The gap that was revealed was based on level of education. For instance, retention of girls in primary education is more focused and retention of girls in secondary education is ignored. This study is an attempt to fill this gap by investigating the factors that influence girls' retention rates in secondary schools of Qardho District, Karkar Region, Somalia.

2.7 Theoretical Review

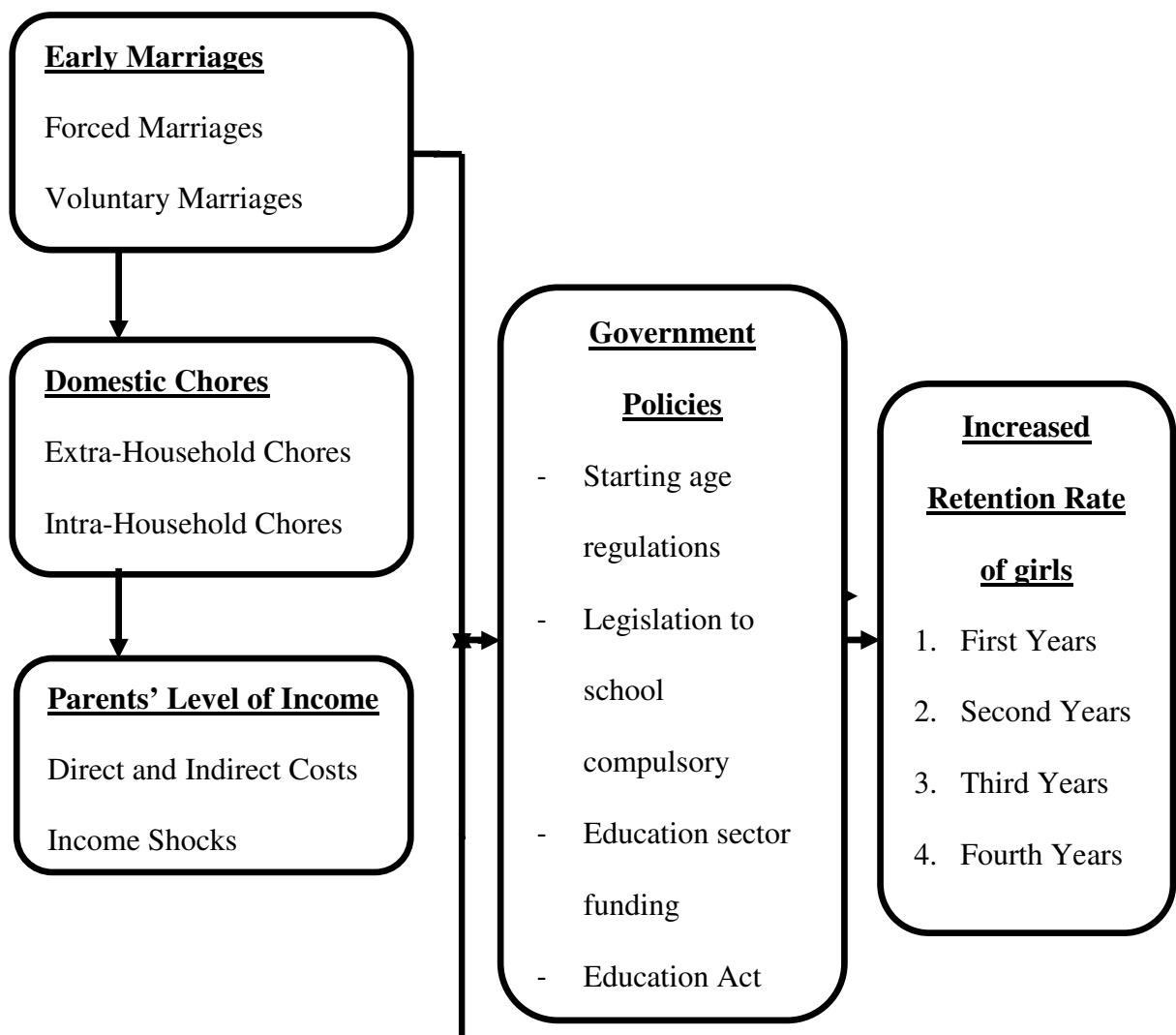
This study is guided by the theory of human capital as advanced by Schultz (1961). Theodore Schultz defined human capital as a measure of the economic value of an employee's skill set. This measure builds on the basic production input of labor measure where all labor is thought to be equal. The concept of human capital recognizes that not all labor is equal and that the quality of employees can be improved by investing in them. The education, experience and abilities of an employee have an economic value for employers and for the economy as a whole (Schultz, 1961).

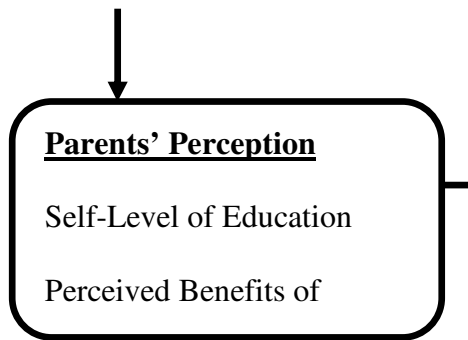
The theory postulates that an individual bears the costs (direct costs such as fees paid and indirect costs such as opportunity cost on student time) of education because s/he expect that this investment will create a future stream of benefits to h/her (higher productivity and thus higher wages). There's a significant bulk of literature and research to underscore this fact: For instance, Psacharopoulos and Patrinos study (2004) conclude that educational quality, (measured by cognitive skills) has a strong impact on individual earnings, moreover educational quality has a strong and robust influence on economic growth with "truly causal relationships". Kamat (2007) studied wages in the United Kingdom and found strong returns to this investment while Meckonen (2012) established the same fact in Canada. Ersado (2011) considered how differences in the distribution of incomes in males and females were affected by the distribution of skill and concluded that "the bulk of the variation in earnings dispersion was generated by skill dispersion between sexes.

The significance of human capital theory to this research on girls' achievement is that the girls will acquire knowledge and skills from the secondary schools after graduation which they can use for productivity

2.8 Conceptual Framework

Figure 2. 1: Relationship between socio-cultural factors and retention rates of girls in Secondary schools.





This study attempts to establish the role played by selected socio-cultural factors in the retention of girl students of secondary schools Qardho District, Karkar Region, Somalia. As such the independent variable is the socio-cultural factors while the dependent variable is the retention rate of girl students in the secondary schools. The independent variable is conceptualized as forced marriages, domestic labor, poverty, and parents' attitudes. The dependent variable is measured in terms of the retention rate of female students in their first, second, third, and fourth years of study. The independent variable(s) don't influence the dependent variables directly but through the mediation of other factor here known as the intervening variable namely; government policies. Government policies provide the intervening variables without which we cannot talk of completion rates. Completion rate can be seriously affected without policies that play an intervening role. Key policies may include: starting age regulations, legislation to make school compulsory, education sector funding, curriculum development, grade promotion policies (World Bank, 2004). The government plays a critical role in providing guidance through the implementation of the Education Act and Education for All and enforcing readmission of girls who have given birth back to school.

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the steps and procedure that were taken to conduct the research to achieve the objectives of the study. Included under this section are research design, population, sample size and procedure, research instrument, validity and reliability, data collection procedures, data analysis, limitations of study and ethical considerations.

3.2 Research design

This study adopted a descriptive correlation research design. According to Amin (2005) descriptive studies are non-experimental that describe the characteristics of the target population in the secondary schools. Correlation is a statistical measurement of the relationship between two variables Gordon (2001). Descriptive correlation design deals with the relationship between the variables testing of hypothesis and theories of validity (Amin, 2005). This design is relevant to the study as the focus is socio-cultural factors influencing retention rates of girls in secondary schools in Qardho District. This helped the researcher to investigate the relationship between the two variables of socio-cultural factors and retention rates of girls in secondary schools.

3.3 Target Population

Target population of the study was all the 463 respondents in four secondary schools in Qardho district (MoE, 2014). These respondents were categorized as school head teachers, teachers, and students. All these respondents were obtained from the five secondary schools found within the study area.

3.4 Sample Size and Techniques

Out of the total population of 463, a sample size of 215 was selected using Slovene's formula. The sample was sufficiently high and representative enough to validate the

findings. The Slovenes formula always gives an optimized sample size given any size of the study population (Amin, 2005).

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

Equation 3. 1: Slovene's Formula

$$n = \frac{463}{1 + 463(0.05)^2}$$

$$n = \frac{463}{1 + 2.1575} = 214.6 \cong 215 \text{ respondents}$$

Where n = minimum sample size

N = target population

e = level of significance (0.05)

Table 3. 1: Population and sample size summary

Category	Target Population	Sample
School Head teachers	5	3
Teachers	18	8
Students	445	204
Total	463	215

The main sampling technique that was used in this study is systematic random sampling. Using this method, a list of the respondents in the schools was compiled. In selecting the

respondents, two consecutive respondents were selected while skipping the next one respondent and selecting the next two all over again until the sample size is reached. This sampling technique was employed because it is simple and prevented cases of bias in sampling. Purposive sampling has also been used to determine high profile respondents like head teachers who are believed to have more information about the factors influencing girls' retention rates in the secondary schools in the region.

3.5 Research Instruments

Open and Closed ended questionnaires were used in this study. The study sampled out 215 respondents of head teachers, teachers and students from five secondary schools. The close ended questions categorized into two sections were used for students' information and interview questions for head teachers and teachers.

3.5.1 Validity of the Research Instruments study

Validity of the study assured through expert judgment, and the researcher made sure that the validity coefficient is at least 70% (0.7). The formula of CVI equals no of items declared valid/total no of items.

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total No. of items}}$$

Equation 3. 2: Content Validity Formula

The validity of questionnaire was also be checked by discussing with experts using Likert's scale calibrated as not relevant (NR), somehow relevant (SR), quite relevant (QR) and very relevant (VR). According to (Amin, 2005) for the instrument to be accepted as valid, the average index should be 0.7 or above.

3.5.2 Reliability of the Research Instruments

On the other hand, reliability is dependability or trustworthiness and in the context of a measuring instrument, it is the degree to which the instrument consistently measures whatever it is measuring. An instrument is reliable if it produces the same results whenever it is repeatedly used form the same respondents (Krishnaswamy, Sivakumar, & Mathirajan, 2009). This was ensured through pilot studies that conducted before the main study. Three such studies were conducted upon assent to this study. These studies were conducted at an interval of 1 week. The results obtained will be used to calculate Cronbach's Alpha using the formula below.

$$\alpha = \frac{k}{k - 1} * \frac{1 - \Sigma s^2}{s^2 \text{ test}}$$

Equation 1: Cronbach's Alpha

Where

α = Cronbach's alpha

k = number of questions

Σs^2 = sum of variances from each question

S^2 test = total variance of overall scores on the entire test

If the computed alpha fall under 0.7, it would suggest that the instrument has major internal inconsistencies and thus not reliable and the opposite is true (Muganda & Mugenda, 2003).

3.6 Data Gathering Procedures

The researcher mainly used systematic random sampling to reach out to respondents in the study. The respondents to be reached via this method were the students. Due to their low count among the respondents the head teachers and teachers were sampled using purposive sampling. This is also because they were believed to have invaluable information about socio cultural factors and girls retention in secondary schools.

3.8 Data Analysis

The demographic characteristics of respondents were analyzed by use of tables which had both frequency and percentage details. These were also represented using pie charts for easier interpretation. The effect of the socio cultural factors was analyzed using frequency and percentages too and thereafter Pearson correlation coefficient was computed. Finally regression analysis was performed to bring out the casual effect that the factors had on the retention rates.

Both qualitative and quantitative approaches were employed in this study. The qualitative data was analyzed by use of statistical package for social sciences (SPSS). Thematic analysis technique was used to analyze qualitative data from key informants concerning how early marriages, domestic chores, parents' level of income and parents attitude toward education influence the retention rate of girls in secondary schools in Qardho district of Karkar Region.

3.9 Ethical Considerations

To ensure that ethics was practiced in this study as well as greatest confidentiality for the respondents and the data provided by them, important measures were taken. All questionnaires coded to provide anonymity of respondents' responses. The researcher also

was solicited permission through a written request to the concerned officials of the schools included in the study. Respondents were requested to sign the Informed Consent Form so as no respondents felt threatened or coerced to participate. Authors quoted were fully recognized through citation and referencing and also presentation of findings was done in a generalized manner.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected. The data which was collected from the four secondary Schools namely. This section of the study deals with the results that were obtained from the study. Presentation of the findings and explanation is hereby offered in this chapter. The presentation is guided by research objectives which will form the themes of the discussion.

4.2 Instrument Return Rate

Out of the 240 questionnaires, 221 were returned and the first 215 were considered for analysis. The reason for distributing more than enough questionnaires was to ensure that the sample size for the study was not to be affected.

4.3 Demographic Characteristics of Respondents

The respondents were profiled according to their demographic characteristics with regard to their gender, age, academic qualification and years of experience in the institutions. The following results were obtained

4.3.1 Gender of Respondents

The table 4.1 shows the composition of the study respondents according to their gender.

Table 4. 1: Respondents' Distribution by Gender

Gender	Frequency	Percentage
Male	163	75.8
Female	52	24.2
Total	215	100

The table 4.1 shows that there were more males than females amongst the respondents. In terms of frequency, males were more than the females by 239. The percentage composition of the males was established at 75.8%. This is a clear manifestation of how much gender biased the educational institutions are specially in terms of enrollment. The table 4.1 shows the composition of the various groups covered by the study.

Table 4. 2: Distribution of Students by age

Age Bracket	Frequency	Percentage
10-12 Years	70	34%
13-15 Years	65	32%
16-18 Years	44	22%
19-20 Years	25	12%
Total	204	100

From table 4.2, findings indicate that the lowest category of students was the most dominated as it had 34%. The least dominated age group among the students encompassed in this study was those between 19 and 20 years as they were only 12% of the total 204.

Table 4. 3: Distribution of Teachers by Age

Age Bracket	Frequency	Percentage
21-30	1	9%
31-40	5	45%
41-50	2	18%
50 and Above	3	27%
Total	11	100

Source: Primary Data, 2015

From table 4.3, findings indicate that the most dominant age group amongst the teachers was that with between 31 and 40 years as they had 45% composition. The least dominated age group in this regard was for those with between 41 and 50 years as they claimed only 18% composition.

4.3.3 Distribution of Teachers and Head Teachers by Academic Qualification

The table below shows the distribution of teachers and head teachers according to their academic qualifications. Four qualifications of certificate, diploma, degree and post graduate qualification are analysed.

Academic Qualification	Frequency	Percentage
Diploma	4	36.4
Degrees	5	45.5
Post Graduate Qualifications	2	18.2

Total

11

100

Table 4. 4: Showing Distribution of Teachers and Head Teachers by Academic

From the table 4.3, it can be noted that most of the teachers and head teachers had degrees as their highest attained academic qualifications standing at 45.5%.. This is good news as it shows that most of the teachers are qualified and equipped to handle secondary school syllabus reliably. This is however an assumption since teachers can have high academic qualification and still fail to deliver as expected.

4.3.4 Years of Experience of Teachers and Headteachers

The table below shows the number and percentage of the respondents belonging to various experience brackets. This experience is one that is obtained from all the years a teacher may have taught irrespective of the school taught provided it was a secondary school.

Table 4. 5: Showing Years of Experience of teachers and Head teachers

Experience Bracket	Frequency	Percentage
1 – 3	6	54.5
4 – 6	1	9.1
7 – 9	3	27.3
10 and Above	1	9.1
Total	11	100

The most populated category is that of between 1 and 3 years of experience which measured at 54.5%. This assumption is based on the fact that teachers with more experience tend to perform better in their profession than the otherwise less experienced (Carlos, 2008).

4.4 Effect of Early Marriages on Female Student Retention in Secondary Schools of Qardho District

The first objective of the study was to establish how early marriages influenced girls' retention rate in secondary schools of Qardho District, Karkar Region, Somalia. To achieve this objective the teachers and head teachers of the Schools were asked whether early marriage affected retention of female students in secondary schools. The results show that 97% of all teachers interviewed acknowledged that early marriages affected the retention of female students in secondary schools. Further results from head teachers' responses show that early marriage led to high drop out of girls from secondary schools. The results from the questionnaires are presented in table 4.5. The table 4.5 shows the responses to the statement that "Secondary schools girls would prefer marriage to completing studies"

Table 4. 6: Showing the Effect of Early Marriages on Female Student Retention in Secondary Schools of Qardho District

Question	SA		A		N		D		SD	
Secondary school girls										
prefer marriage to	182	72.8	22	8.8	2	0.8	0	0	9	3.6
completing studies	138	55.2	71	28.4	0	0	0	0	6	2.4

Many girls in secondary schools dropped out due to early marriages

Most victims of early

marriage come back for	1	0.4	4	1.6	2	0.8	83	33.2	125	50
secondary school studies										

For the first statement that secondary school girls prefer marriage to completing studies, majority of the respondents (72.8%) strongly agreed with it. This means that secondary school girls rush into marriage mostly because they feel like it and not due to pressure from parents or relatives as previously brought out in Edwardo's (2011) research findings. It can be noted that 55.2% of the respondents strongly agreed with the statement that many girls in secondary schools dropped out due to early marriages. This can easily be linked to the fact that the girls prefer marriage to schooling. This proves that it is a problem which has to be solved. (Edwardo, 2011). The final statement under this category is the one that states that most victims of early marriage come back for secondary school studies. To this, 50% of the respondents strongly disagreed. This implies that after one has accepted to be married, it becomes very difficult for her to get back on her studies. This is true and consistent with the work of Fentimann (2011) which states that it is important to have young girls desist from marriage since once they do get married; it is not easy to have them back on their academic path.

Table 4. 7: Summary of Regression Test Results - Early Marriages against Girls' Retention

COEFFICIENTS					
	Coefficients	T	Sig.	Pearson R	R Squared
(Constant)	0.273	4.111	.000		
Early Marriages	-0.839	17.423	.000	-0.728	0.529

When it comes to the effect that early marriages had on retention rates, it was found out that the practice had a detrimental effect to the retention of female students in secondary schools of Qardho District. The relationship was found to be negative and with a strength of -0.728 which is assessed as a fairly strong negative relationship on the Pearson Scale of Correlations. The R Squared for the causal relationships was found to be at 0.529 which means it was significantly influential.

4.5 Effect of Domestic Labor on Female Student Retention in Secondary Schools of Qardho District

The second objective of the study was to investigate the role played by domestic labor in the retention of girl students in secondary schools of Qardho District. From the open ended questionnaire, it was established that the respondents believed that domestic labor was something that couldn't be easily uprooted from the society. Many of them reasoned that changing the culture of the people of Qardho would take ages since they truly value it. From the questionnaire, the following information was obtained and tabulated.

Table 4. 8: Effect of Domestic Labor on Female Student Retention in Secondary Schools of Qardho District

Question	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Frq	%
Secondary school girls perform both intra and extra household duties	126	50.4	58	23.2	15	6	10	4	6	2.4
Household chores is an evidence of dropout secondary school going girls	112	44.8	14	5.6	12	4.8	70	28	7	2.8
Girls complain about excessive households and helping their families in daily life income	116	46.4	11	4.4	3	1.2	81	32.4	4	1.6

From the first question, it can be seen that the highest percentage of respondents strongly agreed with the statement that secondary school girls perform both intra and extra household duties at 50.4%. This can make the students wear out and lose focus on academic issues and is thus detrimental to their welfare as argued by Abedi (2012). From the second question, it can be noted that 44.8% respondents strongly agreed with the statement that household chores is an evidence of dropout secondary school going girls. This implies that creating labor (paid for and household labor) affect the academic development of a female student and may cause the student to drop out as Abedi (2012)

also reiterates. The final question on how the respondents concurred with the statement that there are girls complain about excessive household chores and helping their families in daily life income, 46.4% of the respondents strongly agreed with it. This implies that the laws being enforced by the government are either not relevant or are otherwise insufficient to meet the needs of the populace regarding domestic labor of female students. This is a new concept and in fact conflicting with the findings of Abdulahi (2010) who stated that there were adequate laws pertaining to female student welfare.

Table 4. 9: Summary of Regression Test Results - Domestic Labor against Girls' Retention

COEFFICIENTS					
	Coefficients	T	Sig.	Pearson R	R Squared
(Constant)	0.100	6.222	.000		
Domestic Labor	-0.928	15.120	.000	-0.837	0.700

The relationship between domestic labor and girl's retention rate was found to be negative and with a strength of -0.837 which is assessed as a strong negative relationship on the Pearson Scale of Correlations. The R Squared for the causal relationships was found to be at 0.700 which means it was significantly influential on girl's retention rates.

4.6 Effect of Parents' Level of Income on Female Student Retention in Secondary Schools of Qardho District

The third objective was to determine how parents' level of income influences the retention rates of girls in secondary schools of Qardho District, Somalia. From the open ended questionnaire, it was found that the respondents actually did not think of this as a

significant factor. Most of them regarded economic situations as even more compelling for students to even stick to education in order to foster change in future. The results from the closed ended questionnaire have been tabulated as shown hereunder.

Table 4. 10: Effect of Parents’ Level of Income on Female Student Retention in Secondary Schools of Qardho District

Question	SA		A		N		D		SD	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Household poverty contributes the dropout of secondary school going girls	201	80.4	13	5.2	0	2	0	0	1	0.4
Fees, uniform and learning materials payable to secondary schools are unbearable to parents	177	70.8	23	9.2	12	4.8	0	0	3	1.2
Economic status and income of my family is good	0	0	20	8	1	0.4	5	2	189	75.6

From the first question, most respondents strongly agreed (80.4%) with the statement that Household poverty contributes the dropout of secondary school going girls. This implies that the state of poverty is grave in the district. Poverty is a significant factor in limiting female students’ academic development in secondary schools (Fentiman, 2011). This is clear evidence that the poverty has negatively influenced female students’ retention in secondary schools. The second statement on that the fees, uniform and learning materials

payable to secondary schools are unbearable to parents, 70.8% of the respondents strongly agreed with it. This means that the fees payable are high and off putting to the parents of the students in Qardho District. On the statement that Economic status and income of my family is good 75.6% of the respondents strongly disagreed with the statement. The implication is that unemployment is an issue within the district. According to Liem (2012), poorer households with fewer physical assets may increase their labor supply, with women and children often called upon which is the case in Qardho District.

Table 4. 11: Summary of Regression Test Results - Parents' Income against Girls' Retention

COEFFICIENTS					
	Coefficients	T	Sig.	Pearson R	R Squared
(Constant)	0.097	5.820	.000		
Income	-0.447	17.209	.000	-0.755	0.570

The relationship between parents' level of income and girl's retention rate was found to be negative and with a strength of -0.755 which is assessed as a strong negative relationship on the Pearson Scale of Correlations. The R Squared for the causal relationships was found to be at 0.570 which means parents' level of income had a significant effect on girl's retention rates

4.7 Effect of Early Parents' Perception on Female Student Retention in Secondary Schools of Qardho District

The fourth objective of the study was to assess how parents' perception towards secondary school education influences girls' retention rate in secondary schools of Qardho District, Karkar Region, Somalia. From the open ended questionnaire, the respondents felt that

parents' perception towards education was a significant factor. Most of them lamented that the reason why this was an issue is because the parents tend to be selfish towards their children thinking that if they give them education they would be rebellious to them.

Table 4. 12: Effect of Early Parents' Perception on Female Student Retention in Secondary Schools of Qardho District

Question	SA	A	N	D	SD
Most of parents of secondary going girls are passionate about education	18	7.2	18	7.2	3 2 71 28.4 105 42
Most of parents of secondary going girls are educated	15	6	4	1.6	4 1.6 79 31.6 113 45.2
Parents offer to their secondary school girl children moral support	43	17.	12	4.8	12 4.8 52 20.8 96 38.4

On the statement that most parents of secondary school girls are passionate about education, 42.0% of the respondents strongly disagreed with it. This implies that as much as the students are going to the schools, it is not primarily as a result of parents' passion for education. According to Brown and Parker (2010), parents' passion for education is a facilitating factor in ensuring that girls stay in schools. On the statement that most of parents in secondary schools are educated, the respondents strongly disagreed with it. This implies that the level of education of parents in the district is very poor. Peasegood's (2013) assessment is that parents who don't have good education tend to limit the

education of their children especially girls. On the statement that parents offer to their secondary school going children moral support, the respondents were a bit divided in their response. The mode was however established to be amongst those who disagreed with the statement. This implies that few parents offer moral support to their children concerning academic issues. This is contrary to the findings of Abdullahi (2012) who found out that parents do not give academic advice to their female children in secondary schools.

Table 4. 13: Summary of Regression Test Results - Parents' Perception against Girls'

Retention

COEFFICIENTS					
	Coefficients	T	Sig.	Pearson R	R Squared
(Constant)	0.201	7.074	.000		
Perception	-0.385	19.553	.000	-0.804	0.646

The relationship between parents' perception and girl's retention rate was found to be negative and with a strength of -0.804 which is assessed as a strong negative relationship on the Pearson Scale of Correlations. The R Squared for the causal relationships was found to be at 0.646 which denotes a significant effect that perception has on the girls' retention rates in the primary schools of Qardho.

4.8 Girls' Retention in Secondary Schools of Qardho District

In terms of girls' retention rates in secondary schools of Qardho District, it was established that the retention rates of girls were low compared to the boys (20.8% G and 56.2 B). From the open ended questionnaires, respondents stated explicitly that there were 201 girls who had dropped out of secondary schools in Qardho district in last academic year (2014).

These students, they claimed, were facing difficulties in life while in school and this forced them to drop out of school. The responses from the closed ended questionnaires are analyzed table 4.9.

Table 4. 14: Girls’ Retention in Secondary Schools of Qardho District

Question	SA	A	N	D	SD
Class Participation of girls in Qardho District is high	40	16	11	4.4	7 2 98 39.2 59 23.6
Attitudes towards Education of girls in Qardho District are good	33	13.2	30	12	1 0.4 77 30.8 74 29.6
Teacher-Student Cooperation of girl students in Qardho District is good	0	0	43	17.2	5 2 62 24.8 105 42
Performance Levels of girls in Qardho District are high	65	26	32	12.8	4 2 70 28 44 17.6

On the first statement that class participation of girls in Qardho being high, 39.2% of the respondents plainly disagreed with the validity of the statement. The implication here is that girls, due to the many hindrances, have tried and but not succeeded in participating in class. Class participation of girls even in other areas is a challenge as stated in Kane (2013). The reason for this is the personality of female students which is more of introvert than extrovert. For the statement that attitudes towards education of girls in Qardho District are good, 30.8% of the respondents plainly disagreed with it. This represented the option which was selected by the majority. Another option that was almost as selected as

the one mentioned above was “strongly disagreed’ which scored a percentage composition of 29.6%. This means that the attitudes of female students in the secondary schools of Qardho district are poor. Poor attitudes result in low retention rates of girl students in educational institutions (Fentiman, 2011).

It can be noted that 42% of the respondents strongly disagreed with the statement that teacher-student cooperation of girl students in Qardho District is good. This means that there is no proper coordination between female students and their teachers. This is probably because all the teachers are male and the girls feel rather uncomfortable keeping close contact with them. This may also be because of religious restrictions which forbid girls from being in close contact with males. For the final statement, 44% of the respondents strongly disagreed with the statement that the performance of female students in the district is high. This implies that girls don’t earn good grades from their secondary education. This could place them in a terrible position where they may find it difficult to earn places in institutions of higher learning like universities. This could be as a result of poor class participation as noted above. Consistent poor performance leads to a student dropping out of school. This is however inconsistent with the findings of Penny (2012) who reasons that poor performance leads to more effort from the student and thus is a positive challenge than the negative it sounds like (Penny, 2012). The general revelation from the above analysis is that the retention of girl students in Qardho District is poor and below average. From the interviews it was indicated that less than 20% of the female students are retained in the institutions to completion.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations based on the study findings. It begins by summarizing the study and proceeds to present the conclusions and recommendations and hence gives suggestions for further research.

5.2 Summary

The purpose of this study was to determine the factors that influence the retention of female students in secondary schools in Qardho District, Karkar Region of Puntland state of Somalia. The research objectives were thus was to establish how early marriage ,roles in Society and domestic labor, Poverty and attitudes of parents towards secondary school education influence girls' retention rate in secondary schools of Qardho District, Karkar Region, Somalia. These factors were put in a conceptual framework to demonstrate their relationship with retention of girls. Four schools were sampled out to participate in the study.

In analyzing related literature, the researcher reviewed on the bases of major variables of the study. Descriptive research design was used for the study. The population for the study was both public and private secondary schools in Qardho District, Karkar Region of Puntland State of Somalia. The target population for the study was students, teachers and head teachers. Systematic random sampling technique was used to sample the schools and the respondents for the study. Purposive sampling was also used to sample the head teachers and teachers due to their low count. A total of 463 respondents were targeted by the study (constituting 445 students, 13 teacher and 5 head teachers) out of which 215

responded (204 students, 8 teachers and 3 head teachers). Piloting was done to test on the Validity and reliability of the instruments. The data collected was analyzed using descriptive statistics in frequency tables with the help of the Microsoft EXCEL package and Statistical Package for Social Sciences software.

The findings on the first objective on the effect of early marriages suggests that early marriages were a prominent factor that resulted in students dropping out of school. Most of the students who drop out of school due to early marriages were found not to come back to continue with their studies. Also it was established that many students in secondary schools prefer to marry than to study.

On the second objective that regarded the effect of domestic labor on the retention rates of the students in secondary schools of Qardho District, it was found that, indeed, it was a factor to reckon with. It was indicated that secondary school students perform both intra and extra household duties thereby making them too occupied for academic issues. Despite the fact that the students complained of how heavy a burden it was to them, they were still being subjected to extreme levels of domestic labor.

The third objective was on how parents' level of income influenced the retention levels of secondary school students in Qardho District. It was established that the parents of students in the region did not have sizeable incomes and which has led to their being unable to fund their children's education. Eventually this factor has led to most of the affected students dropping out of school. Fee, learning materials and uniforms were found to prove to be a problem to many of these families.

The fourth objective was on the effect of parents' perception and how it affected the retention rates of girls in the secondary schools of Qardho District. Findings suggested that parents were not passionate about the idea of their female children going to secondary

schools. This is said to have been attributed by the fact that, they (the parents) were not that educated themselves enough to appreciate the value of education especially to their girl children. This fact is said to have contributed to the low retention rates of girls in the secondary schools of the region.

5.3 Conclusion

The purpose of the study was to determine the socio cultural factors that influence the retention rates of female students in the secondary schools of Qardho district, Karkar Region in the Puntland State of Somalia.

1. All the four factors were found to significantly impact on the retention rates. Early marriages and domestic labor both negatively impact the retention rates while parents' perception and parents' level of income positively impact the retention rates.
2. The most significant factor in the district that affects the retention rates of female students is early marriage (regression coefficient of -0.71) followed by domestic labor (regression coefficient of -0.63).
3. The retention rates of female students in the district are still very low as it was found that less than 20% of them stay in school to completion of studies.
4. There is also a huge disparity between male and female students and teachers in favor of the masculine gender. Female teachers were only 2 out of the 11 involved in the study.

5.4 Recommendations

With respect to the findings obtained and analysed within the study, the researcher wishes to make a number of recommendations so as to improve the retention rates of female students in Qardho District.

1. Sensitization of secondary schools girls on early marriages: There is a need of educating the secondary school student on the consequences of early marriages. This should be integrated in their course curricular so that they have enough time to absorb the concepts. Parents of the children should also take the front seat in discouraging early marriages.
2. Abolish the use of secondary school-aged girls as domestic labor: Secondly, the society in the region should not entertain having young girls as workers in homes. This should especially be discouraged when it is commercial. Even at home, the girls should be allowed enough time to concentrate on their books by being allocated only enough work loads.
3. More bursaries to poor secondary school girls: The government should consider allocating more bursaries to secondary school girls who are unable to offset their tuition fees. Proper evaluation of these cases should be done to ensure effectiveness of the program. This should eliminate the effect of parents' level of income that was found to be a significant casual factor in girls dropping out of secondary schools in Qardho District.
4. Sensitization of parents on the importance of girl education: The parents of students in Qardho district need to be enlightened on the benefits of girl child education. This should be done since it seems that most of them are against the idea of their female children studying in secondary schools. This initiative may be taken by the government as they have proper authority over these parents. A policy should be enforced that requires that all young children to be in schools provided they are of school-going age.

5.5 Areas for Further Research

The study was not conclusive in nature neither did it encompass all areas and thus the researcher feels that there is need to conduct further studies in the following areas;

1. It would be prudent to carry out a study on the socio-cultural factors influencing the performance of male students in the region.
2. A study can be carried out to determine the effect of parental guidance on performance of secondary school students in the region.

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APPENDICES

Appendix I: Introduction Letter

Khadra Hussein Jama

Tell: +252907725626

University of Nairobi

Dear Respondents,

My name is **Khadra Hussein Jama** a Master student in Educational Planning of University of Nairobi. As part of requirements for the course; I am carrying out a research on **Socio-cultural Factors Influencing Girls' Retention Rates in Secondary Schools of Qardho, Karkar Region, Somalia** The purpose of this questionnaire is to collect information pertaining to Socio-cultural Factors Influencing Girls' Retention Rate in Secondary Schools of Qardho, Karkar Region

As a confidentiality measure, your name will not be required. A copy of this letter will be given to you and the information collected will be used only in this study

Thank you in advance for your support.

Yours faithfully,

Khadra Hussein Jama

Admission number: E55/75685/2014

PART A: BIO DATA

Provide some instruction on this questionnaire

1. Gender

Male Female

2. Highest academic education attained

O-Level A-Level Diploma Degree Masters

Others, specify.....

3. Age in Years

<30 40
41-50 >50

4. For how long have you worked/or been a parent for a girl student in a secondary school?

<10yrs 11-20yrs
21-30 yrs >30yrs

Appendix II: Research Instruments

Section A: Close Ended Questionnaire for Students

Please answer the following questions by selecting only one of the options as highlighted below

1= strongly agree 2 =agree 3 =Neutral 4= disagree 5= strongly disagree

A=agree, SA= strongly agree, D =disagree, SD=strongly disagree, N=Neutral

Please use a tick (√) or fill the blank space provide

Socio-Cultural Factors

#	Item	SA	A	N	DA	SD
Early Marriages						
1	Secondary school girls prefer marriage to completing studies					
2	Many girls in secondary schools dropped out due to early marriages					
3	Most victims of early marriage come back for secondary school studies					
Domestic chores						
4	Secondary school girls perform both intra and extra household duties					
5	Household chores is an evidence of dropout secondary school going girls					
6	Girls complain about excessive households and helping their families in daily life income					
Parental Income						
7	Household poverty is evidence of secondary school going girls					
8	Fees, uniform and learning materials payable to secondary schools are					

	unbearable to parents					
9	Economic status and income of my family is good					
Parents Perception						
10	Most of parents of secondary going girls are passionate about education					
11	Most of parents of secondary going girls are educated					
12	Parents offer to their secondary school girl children moral support					

Section B: Girl Retention Rates in Secondary Schools

Instructions

Please answer the following questions by selecting only one of the options as highlighted below

Girls Retention Rates in Secondary Schools

First Years

1. There are many girl students in form one
2. Form one girls are naturally motivated towards studies
3. The educational environment favors form one students

Second Years

4. There are many girl students in form two
5. Form two girls are naturally motivated towards studies
6. The educational environment favors form two students

Third Years

7. There are many girl students in form three
8. Form three girls are naturally motivated towards studies
9. The educational environment favors form three students

Fourth Years

10. There are many girl students in form four
11. Form four girls are naturally motivated towards studies
12. The educational environment favors form four students

Section C: Open Ended Questionnaire

Instructions

Please answer the following questions by selecting only one of the options as highlighted below:

1. Which of the following socio-cultural factors is the most significant in derailing studies of secondary school going girls and why?

Early marriages, Domestic labor, poverty, parents' perception

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

2. How do you assess the retention rates of girls according to their year of study in secondary schools of Qardho District, Karkar Region of Somalia?

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

3. Within the context of this study, how would you improve the retention rates of girls in secondary schools?

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.....
.....

4. How do you predict the retention rates of girl students in secondary schools of Qardho District in five years' time?

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

5. Do you feel the government is doing enough to ensure high levels of girls' retention rates in secondary schools in the district and region? Explain your answer

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

Dawlada Puntland ee Soomaaliya
Wasaarada Waxbarashada
iyo Tacliinta Sare



Puntland Government of Somalia
Ministry of Education &
Higher Education

Xafiiska Agaasimaha Guud
Office of the Director General

Ref: WW&TS/AG0009/2015

Date: 03/01/2015

To: Whom It May Concern

Sub: Research Permission for Ms. Khadra Hussein

Dear All,

This is to confirm that Ms. Khadra Hussein Jama of University of Nairobi has been given permission to conduct research in Qardho district, on the topic of Socio-cultural Factors Influencing Girls' Retention Rate in Secondary Schools.

Your support will be highly appreciated.

Best Regards

Ahmed Alishire
Director General of MoEHE



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