

FACTORS AFFECTING PARTICIPATION OF THE GIRL CHILD IN EDUCATION (A CASE STUDY OF MOGADISHU CITY)

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Abstract: The general objective of this study was to assess the factors affecting participation of the girl child in education in Mogadishu, Somalia. The specific objectives of the study were; to find out the effect of early marriage on girl child education participation in Mogadishu, Somalia, to investigate the effect of early pregnancy on girl child education participation in Mogadishu, Somalia, to determine the effect of socio-economic factors on girl child education participation in Mogadishu, Somalia and to examine the effect of socio-cultural factors on girl child education participation in Mogadishu, Somalia. The theoretical framework of the study consisted of economic modernity theory, cultural modernity theory, maturational theory, behaviorist theory and historical legacies theory. This research adopted a quantitative correlation research design to address the formulated hypotheses. Descriptive survey method was used to select 95 respondents from the target population of 124 respondents in Somalia. Primary data was collected by use of self-administered structured questionnaires which was distributed through the drop and pick method. Data analysis was by descriptive statistics and inferential statistics using Statistical Package for Social Sciences (SPSS) version 24. The Pearson's product moment correlation analysis and standard multiple regression analysis was used for hypotheses testing. The data was presented by the use of tables, and figures for the purpose of giving a pictorial view of the results. From the study data analysis and interpretations, the following summary, conclusions and recommendations were drawn; early marriage, early pregnancy, adolescent fertility rate and nutrition information were found to have a big effect on girl child education participation. The study found out that there was a statistically significant effect of the four variables i.e. early marriage, early pregnancy, and adolescent fertility rate and nutrition information on girl child education participation. The study therefore concluded that girl child education participation is affected by early marriage, early pregnancy, and adolescent fertility rate and nutrition information. A recommendation was made to the effect that the various organizations should deploy measure to curb early marriage, early pregnancy, and adolescent fertility rate and nutrition information if girl child education participation is to be enhanced.

1. INTRODUCTION

Background of the Study

The girl-child is a biological female offspring from birth to 18 years of age. During this period, the young girl is totally under the care of the adult who may be parents, guardians or elder siblings (Ajakaiye, 2017). It is also a period when the girl-child is malleable, builds and develops her personality and character. She is very dependent on others on who she models her behavior, through observation, repetition and imitation. Her physical, mental, social, spiritual and emotional developments start and progress to get to the peak at the young adult stage (Dauda, 2013). The development of any society would be grossly lopsided if the girl child is not given quality education. Education in any normal society is

accepted as an instrument to power, prestige, survival, greatness and advancement for men and women. UNICEF, (2016) adopted the Universal Declaration of Human Rights which stipulates that everyone has the right to education which shall be free at least in elementary and primary stages. Similarly, the National Policy on Education emphasizes among other things that there will be equal opportunities for all citizens.

However, Dewery, (2015) lamented that the girl child is discriminated against in terms of education and given out to marriage early thereby denying the girl-child the required competences for community development. According to Mbuka and Schiller, (2014) education is the process of providing information to an inexperienced person to help the individual develop physically, mentally, socially, emotionally, spiritually, politically and economically. Education is the process through which individuals are made functional members of their society (Gomes, 2013) .It is a process through which the young acquires knowledge and realizes her potentials and uses them for self-actualization. It enables her to be useful to herself and others. It is a means of preserving, transmitting and improving the culture of the society. In every society education connotes acquisition of something good, something worthwhile. Education is implicitly a part of culture as it is a life-long learning process that enables a person, irrespective of age; understand the relationship between the environment and his or her peculiar circumstances. Education, whether formal, informal or non- formal, helps towards the development of a complete balanced and rational personality. Consequently, the lack of education will have negative influences on the individual, family and society at large (WHO/UNICEF, 2017).

Statement of the Problem

No community will remain undeveloped if it has the required human capital and the best instrument for developing any society is to invest in human capital (Kabubo, 2015) .This is because the acquired knowledge and skills will guarantee the economic and social liberation of the individual to enhance their contributions to community and national development (Leslie, 2016).Across the world, women are treated unequally and less value is placed on their lives because of their gender. Women's differential access to power and control of resources is central to this discrimination in all institutional spheres that is the household, community, market, and state. Discrimination against women has resulted in violence and brutality on many women. In recent years, numerous occurrences demonstrate the outrageous implications resulting from gender inequality (Malhotra, 2015).

Essentially, the Girl-child must be educated in terms of their role in the society, whether as Producers or Reproducers; they are mainly responsible for the care and well-being of their families, they play an important role as educators of future generations, they perform economic functions and social functions (Marinda, 2017). As more and more women are educated, the health of the nation improves. With rising education among the girl child (women), there will be also a rise of women in the labor force; women education aids in the protection of the environment and also improves agricultural practices (Mbochi, 2010). Thus, for society to be developed, the Girl-child must be allowed access to good and qualitative education (Nagat, 2013) .It is of this view that the study will examine the factors affecting participation of the girl child in education in Mogadishu Somalia.

Research Objectives

This study was guided by both general and specific objectives.

General Objective

The general objective of the study was to investigate the factors affecting participation of the girl child in education in Mogadishu Somalia.

Specific Objectives

- 1) To find out the effect of early marriage on girl child education participation in Mogadishu, Somalia.
- 2) To investigate the effect of early pregnancy on girl child education participation in Mogadishu, Somalia.
- 3) To determine the effect of socio-economic factors on girl child education participation in Mogadishu, Somalia.
- 4) To examine the effect of socio-cultural factors on girl child education participation in Mogadishu, Somalia.

Research Hypothesis

- 1) H_01 : Early marriage has no significant effect on girl child education participation in Mogadishu, Somalia.
- 2) H_02 : Early pregnancy has no significant effect on girl child education participation in Mogadishu, Somalia.
- 3) H_03 : Socio-economic factors have no significant effect on girl child education participation in Mogadishu, Somalia.
- 4) H_04 : Socio-cultural factors have no significant effect on girl child education participation in Mogadishu, Somalia.

2. LITERATURE REVIEW**Theoretical Framework****Economic Modernity (The Classical Development Perspective)**

Focusing on economic development, the classical modernization perspective considers increases in democracy and human choice as a direct outcome of economic development (Lipset & Rostow, 2005). In relation to gender equality, this approach holds that economic development is central to increasing the pool of women eligible for positions of social power. These scholars establish that increased economic development associates with a more broad based distribution of educational and occupational resources. Greater access to educational and occupational resources increases women's chances of professional development, creating a larger pool of women eligible for power positions such as political office.

Cultural Modernity: The Human Development Perspective

A more recent theory emphasizes the conversion of economic development into a cultural process of human development that gives rise to an emancipative worldview, reflected in self-expression values that emphasize human choice and autonomy, including the choices and autonomy of women (Inglehart & Welzel 2005; Welzel 2003; Welzel, Inglehart & Klingemann 2003). This rise in emancipative orientations develops mass expectations targeted at making elites responsive and inclusive. In this way, rising emancipative values lead to increases in women's empowerment throughout society (Inglehart & Norris 2003; Inglehart & Welzel 2005) and in parliament. At its core, the human development perspective links social modernization to emancipative values through changes in existential constraints. The theory highlights changes in modern societies particularly conducive to women's empowerment and therefore establishes a link between cultural modernity and publics that value greater equality between genders.

In summary, modernization comes in many forms. While all the measures reviewed here relate in some fashion to women's empowerment, the strongest, most consistent findings show that gains in gender equality are most dramatic in countries with high levels of development and strong emancipative values. Thus, measures of economic development should strongly relate to the measures of women's empowerment. We also expect measures of cultural modernity to strongly associate with the dependent measures. With respect to relationships between these two processes, given that the human development approach stresses the role of increasing human resources in expanding the scope of social inclusion and human choice, we expect that economic modernity will more strongly explain the initial stage of women's empowerment while cultural modernity will become more central to explanations of the higher stages.

Maturational Theory

The maturational theory of Gessel, (2011) continues to affect what goes on in schools education system. Gesell based his theory on three major assumptions: (a) development has a biological basis, (b) good and bad years alternate, and (c) body types (endomorph, ectomorph, and mesomorph) are correlated with personality development (Thomas, 1992). Maturational theory strongly influenced the teaching of reading in the mid-1980s (Morphett & Washburne, 2013). Children were not thought to be ripe for reading until they had a mental age of six and a half years. Consequently, readiness activities were developed for children who were not yet ready to read. Some of this practices still occurs in preschool, kindergarten, and even primary-level classrooms. Today, maturational theory is partially responsible for the existence of prekindergarten's and pre first grades aimed at children who supposedly need the "gift of time," because of immaturity or a late birthday. These classrooms tend to have a ratio of boys to girls of anywhere from 7:1 to 10:1 (Aldridge, Eddowes, & Kuby, 2015).

Practitioners subscribing to maturational theory consider any difficulties a child experiences as being found within the child. This over simplistic explanation for anything from reading problems to Attention Deficit (Hyperactivity) Disorder (AD [H] D) is extremely limiting to children and to those who work with them. If a problem lies within a child, then what value does a supportive (or, for that matter, a no supportive) environment have? Another, perhaps unintentional consequence of maturational theory is the recently popular "late birthday" phenomenon. Children in classrooms who are the youngest and have a "late birthday" are often branded by the teacher as slower and less ready for instruction. Many teachers report other instructors as saying, "I knew the child would have problems. He has a late birthday."

Review of Literature of Study Variables

This section provides the empirical literature on both the independent and dependent variable.

Early Marriage

Child marriage is most common in the world's poorest countries and is often concentrated among the poorest households within those countries. It is closely linked with poverty and low levels of economic development. In families with limited resources, child marriage is often seen as a way to provide for their daughter's future. But girls who marry young are more likely to be poor and remain poor. Child marriage is highly prevalent in sub-Saharan Africa and parts of South Asia, the two most impoverished regions of the world. Ending child marriage may help achieve the poverty reduction and development goals of Developing Countries (UNICEF, 2013). Early marriage represents a major threat to a child's well-being. While the practice affects both girls and boys, the most fundamental rights of a child bride to survive, to develop – are undermined. She is left with little or no opportunity to influence her own sexual life or the number, timing and spacing of her children. It is only through the development of gender equality, both inside and outside marriage, that such rights violations can be overcome (UNICEF, 2016).

Early marriage is a powerful disincentive to their educational opportunities; it is a threat to their reproductive health; and it is highly risky for both mother and child, for adolescent girls are physically, mentally and emotionally unprepared for childbirth. Promoting Education helps to reduce these challenges, in every region girls who receive less schooling are more likely to marry young. It is clear that the promotion of education is a strategy with potential for a far reaching impact on early marriage. Girls who attend school become educated women and, in turn, contribute in human and economic terms to society in a way that goes far beyond their capacity for child bearing and domestic work (UNICEF, 2016).

Early Pregnancy

Nearly 16 million girls between 15 and 19 give birth annually, almost all of them in developing countries. Although adolescent pregnancy rates have been dropping globally, there are significant disparities at the regional level and within countries (Pinto, 2017). Early pregnancies are more frequent among the poorest and least educated adolescents. For some of these young women, pregnancy and childbirth are planned and wanted, but for many others they are not. There are several factors that contribute to this. Frequently, young women get pregnant under pressure, because they do not know how to prevent it, or because they are forced to have sexual relations (WHO, 2015).

In developing countries, pregnancy- and childbirth-related complications are the leading cause of death among adolescent girls. Furthermore, babies of young mothers are more likely to have health problems. Adolescent pregnancy contributes to maternal and child mortality rates and to the vicious cycle of poverty and poor health. Therefore, addressing early pregnancy is critical to achieving the MDGs related to maternal and child mortality and poverty reduction (WHO/UNICEF, 2017).

Socio-Economic Factors

Low income is a function of poverty. The level of family income is one of the most influences on demand on education and translates on participation of education (UNICEF, 2016). UNDP (2015) asserts that parents, especially poor ones increasingly neglect their daughter's demands. Poor families would certainly find it difficult to pay fees for girls and even carter for pocket money besides the basics like sanitary towels, clothes among others. Poor families tend to have a large population of siblings as opposed to high income families (Pongou, 2015). In many areas parents were reluctant to send their daughters to school for fear of losing income. Their schooling was not seen to add any value to bride wealth but instead lowered it making girls to be denied education even in wealthy households; they were valued and categorized as part of household property (Prosannajid, 2014). UNICEF (2016) reported that girls' participation in education had been

negatively affected due to socio-economic factors that 50% were below the poverty line. In view of this, the prohibitive fees and other levies charged by educational institutions have had a negative impact on girl's effective participation on effective education. In Somalia, a practice which is as a result of poverty is the issue of child labor.

UNDP (2015) assert that child labor is a rampant practice that continues to keep children particularly the girl-child out of school. Many school age girls are employed as house girls and baby sitters in both urban and rural areas in order to meet their own and their parent's economic needs. Such children cannot effectively participate in education (Popkin, 2016). The above affect the principals' influent on participation of girl child in education. After enlisting the various constraints hindering girls' participation in education in most parts of the country, UNDP (2015) recommended that the most urgent was to ensure participation and improvement of quality of education for girls and removal of obstacles that hamper their active participation in secondary education. Children enrolled in Mogadishu schools come from different socio-economic groups which may be high, moderate or low as reflected by family income, level of parental education and occupation. Apparently the lower-class families are likely to have a limited provision of school books and other necessary materials for the successful acquisition of secondary education (Blumberg, 2015). On the other hand, socio-economic conditions within the home or family can also expose children, more so, the girl-child to experiences which may render them more vulnerable to learning and behavior problems. UNICEF (2016) assert that transition and completion rates in schools remained below 50% essentially due to poverty and increased cost of education.

Socio-Cultural Factors

The socio-cultural factors refer to the people's way of life as expressed throughout their attitudes, virtual beliefs, values and pedagogy systems from generation to generation through the community's socialization systems (Brock & Cammish, 2011). Girl child network (GCN), 2014 mentioned culture and traditions as inhibiting factors affecting girls' participation in secondary education and the main aspects being female Genital Mutilation (FGM) and early marriages. This is particularly common in certain areas of Mogadishu (Ajakaiye, 2017). The socio-cultural factors and its influence on the education of girls and issues on poor attitude or low participation in the system had been expressed well in Mohamed (2013) who alludes that there are four major reasons that lead to girls withdrawal from education system which include greater demand made on girls by their families in connection with household duties, pre-arranged marriages leading to drop-out of girls from school, the girls who were circumcised become rude to teachers seeing female teachers as their equals and uncircumcised teachers (female and male) as children thus affecting girls' participation in education in Mogadishu, Somalia. Once the girls undergo FMG, they were made to feel that they had become adults and mature.

In school they become shy and uninterested and most of them get married and others simply drop out of school and stay at home awaiting marriage. In Somalia initiation/circumcision ceremonies are scheduled to take place during the school holidays but the process begins earlier, leading to absenteeism from school. The circumcised children also take longer to heal before they can go back to school. Initiation ceremonies involve both boys and girls but the expectations after the ceremony are more on girls than on boys because girls are engaged for marriage after initiation in some community (WHO, 2015). A study carried out in Malawi by Kapakasa (2012) shows that initiation brings several problems for girls. These dilemmas affect their school attendance leading to drop-out. The schedule for initiation ceremonies conflict with the school calendar, leading to absenteeism from school. Initiated girls also find it difficult to return to school or concentrate on their studies because their next expectation is marriage. The study also revealed that some parents were more willing to cover the cost of initiation than to cover the cost of schooling thus showing the importance attached to initiation ceremonies. Retrogressive ceremonies like female genital mutilation (FGM) and thereafter engagement for marriage results to low attitude towards education by girls. Initiation ceremonies were still important in some African communities because they mark the passage from childhood to adulthood. During initiation ceremonies, knowledge and value concerning procreation, morals and sexual skills, birth control and pregnancy were passed to the girls. After initiation it is considered shameful for girls to return to school unlike the boys (Marinda, 2017). Most girls view themselves as adults.

Pregnancy before marriage not only leads to girl's dropout of school but also brings shame to the family. In their study on factors affecting principals' influence on girls' participation in secondary education in six developing countries. Bacon and Hoque, (2011) reported that teenage pregnancy reduces the bride price, parents therefore fear allowing their daughters to stay in school for too long. Marriage is also seen as making one gain a high social status, some parents also are not willing to

educate their daughters due to the change of allegiance after marriage to their husband's family. Due to this, parents turn to educating boys.

Girl Child Education Participation

The transformative power of education as a key to societal development has been acknowledged worldwide (Tharakan, 2015). Education has a major role to play in social, economic and political aspects of human development. It is also through the use of education that the environment has been transformed into a better place to live in. To enhance rapid human development, it is necessary that one acquires education. Education has therefore become a basic human need. Basic education has for some time remained high in the global agenda for education. Its importance in economic and social development makes it a basic right for every child, boy and girl alike. According to the Convention on the Rights of the Child Article 28 of 1979, every child has a right to education and the state has a duty to ensure that education is free and compulsory to all children. The state also has a duty to encourage different forms of secondary education accessible on the basis of capacity of the individual. Article 28 of the Convention on Rights of a child spells out the aims of education in the society. Education aims at developing the Child's personality, talents, mental abilities to the fullest so that the individual and the society benefits. Education fosters respect for the child's parents, his/her cultural identity, language, values and cultural background. Education creates a sense of identity, belonging and also a sense of direction, which is necessary in a growing individual (UNICEF, 2015).

Many developed countries laid great emphasizes on basic education in their early stages of human development, for instance Denmark achieved universal primary education (UPE) in 1914, Sweden in 1942 and Japan in 1842. Many countries of the world that have shown consistent annual growth in capital income are almost at 100% basic literacy levels (UNDP, 2015). Economists have shown that there is a positive correlation between the level of education of the people and economic growth of the country (East Africa Standard Feb.8th 2005). According to the declaration on Human Rights Article 28th of 1979 education should be free at elementary and fundamental stages to allow easy access by all. UNESCO, an agent of UN, attached a lot of importance to this section of the declaration on the rights of the child. World conferences on education, for instance the world conference on education for all in Jomtein, Thailand in 1990, and world education forum, Dakar, Senegal 2002, were a clear manifestation of the realization by international community of the strategic role that education plays towards the achievement of sustainable development. The goals and targets of the international conferences on education were: - (a) Achieve 50% improvement in levels of adult's literacy especially that of women by year 2015. (b) Ensuring that by year 2015 all children particularly girls will have access to and complete free and compulsory basic education of good quality. (c) Achieve equitable access to basic and continuing education for all. (d) Eliminating gender disparities in both Primary and secondary education by the year 2015.

The global situation before the Jomtein Conference of 1990 indicated that the girls and women were the minority in terms of access to education. There were fewer girls and women who had access to education than were boys and men. Out of 100 million children 60 million were girls having no access to primary and secondary education, likewise out of 90 million, two thirds (2/3) of illiterate adults were women (Bacon & Hoque, 2011). Somalia as a nation realized the important role that education plays in development of the society. At independence the government realized that education is necessary for social and economic development of the country. Educated people know how to take care of themselves and therefore, fall sick less often. Healthy people can engage in productive economic activities to create wealth (Blumberg, 2015). In view of the above, the government of Somalia has realized the need to invest in education of its citizens. The investment in education by the Somali government is well demonstrated in the country's annual budget where education sector has been allocated sufficient funds (WHO/UNICEF, 2017).

3. RESEARCH METHODOLOGY

Research Design

This study adopted a descriptive survey method, in which both qualitative and quantitative approaches were used. Qualitative analysis were used in behavioral skills, personal attributes and quality data that could not be quantified while quantitative approach was used in the numerical data that could be easily measured. Descriptive studies- cross-sectional are more formalized and typically structured with clearly stated investigative questions (Vyas & Bapat, 2011). This study design was used because it is the most commonly used research method in social research. It served a variety of research

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objectives such as descriptions of phenomenon or characteristics associated with a subject population, estimates the proportion of a population that have this characteristics and discovery of associations among different variables. This was used to find out the factors affecting participation of the girl child in education in Mogadishu, Somalia.

Target Population

The target population contains members of a group that a researcher will study. This study was conducted in Mogadishu, Somalia. This area provided a good sample for assessing the factors affecting participation of the girl child in education in Mogadishu, Somalia because it is one of the model areas for education governance. The target population of this study was teachers, parents, women organizations, and ministry of education, ministry of women and human rights and civil society groups. A sampling frame is a list of all the items in your population. It's a complete list of everyone or everything you want to study. It contains the names of all items of a universe. The sampling frame involved study members from the education sector, government and civil society organizations.

Table 3.1 Target Population

Respondents	Target Population
Head Teachers (25 schools)	25
Parents	48
Women Organizations	21
Ministry of Education	10
Ministry of Women and Human Rights	10
Civil Society Groups	10
Total	124

Sample Size

Sample size determination is the act of choosing the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample (Bryman & Bell, 2015). The total sample size for this study was obtained using the formulae developed by Cooper and Schinder, (2013) together with (Kothari, 2014). The sample size was 95.

$$n = N / 1 + N (\alpha)^2$$

Where: n= the sample size,

N= the sample frame (population)

α = the margin of error (0.05%).

$$n = \frac{124}{1+124(0.05)^2} = 95$$

Table 3.2 Sample Size

Respondents	Target Population	Sample Size
Head Teachers (25 schools)	25	19
Parents	48	36
Women Organizations	21	16
Ministry of Education	10	8
Ministry of Women and Human Rights	10	8
Civil Society Groups	10	8
Total	124	95

Sampling Technique

This study used probability sampling since the population and location of various respondents was known. Specifically, the study used stratified random sampling in order to account for the uneven distribution of various stakeholders in various segments within Mogadishu Somalia. This allowed the researcher to measure the factors affecting participation of

girl child in education. The uneven distribution of various stakeholders gave rise to heterogeneity which if not properly accounted would have led to biased parameter estimates. In this regard, stratified sampling enabled us to avoid biasness consequently having unbiased parameter estimates. Based on distribution of respondents in the 6 segments (table 3.1), the researcher used proportions that were calculated in the population distribution to come up with a representative sample distribution as shown in table 3.2. The proportions calculated were given the number of respondents to be included in the sample for each segment. Thereafter simple random sampling was used to select the names of respondents in which data was collected from.

Data Collection Methods

This section outlined the methods that were used to collect primary data which was a questionnaire. It also indicated the method that was used to collect secondary data for the study.

Primary Data

The primary research data was collected using a semi-structured questionnaire. Items in the questionnaire were arranged in a logical sequence according to the themes being studied and items that would elicit similar responses being grouped together. The questionnaire had both closed and open-ended, predetermined and standardized set of questions. These closed-ended questions were adopted since they were easier to analyze as they were in an immediate usable form, were easier to administer and were economical to use in terms of time and money (Kothari, 2014). The open ended questions gave the respondents complete freedom of response in one's own words. The researcher hoped to access greater depth of responses from these open-ended questions since the respondents' responses could give an insight into their feelings, background, hidden motivation, interests and decisions (Bryman and Bell, 2015).

Secondary Data

Secondary data was obtained from literature sources through review of published literature such as journals, articles, published theses and text books. The researcher made use of secondary data from the education sector and girl child rights groups. These sources were reviewed to give insight in the search for the primary information.

Data Collection Procedure

The data collection instrument in this study was a questionnaire. The research instrument was conveyed to the respondents through the drop and pick technique. The researcher approached each respondent, introduced himself to the respondents by explaining to them the nature and purpose of the study and then left the questionnaires with the respondents for completion and picked later within three days. Before the questionnaire was given out, the researcher had to seek for authorization from various stakeholders in the target population to collect data. A covering letter explaining the objectives of the study and assuring the respondents' confidentiality and asking them to participate in the study accompanied the questionnaire. Respondents were asked to willingly participate in the survey and give the data. Respondents were required to fill the questionnaires that included responses on measurement of factors affecting girl child participation in education as well as the demographic information.

Pilot Testing

Cooper and Schindler (2013) indicates that a pilot test should be conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a probability sample. Pilot testing provides an opportunity to detect and remedy a wide range of potential problems with an instrument. By conducting a Pilot testing it ensures that appropriate questions are asked, the right data is collected, and the data collection methods works. A pilot study was undertaken on 9 respondents to test the reliability and validity of the questionnaire. The rule of the thumb is that 1-10% of the sample should constitute the pilot test (Cooper & Schindler, 2013, Creswell, 2013). The proposed pilot test is within the recommendation.

Reliability

Testing of the reliability of the scale is very important as it shows the extent to which a scale produces consistent results if measurements are made repeatedly. This was done by determining the association in between scores obtained from different administrations of the scale. If the association was high, the scale yields consistent results, thus it is reliable.

Cronbach’s alpha was used to determine the internal reliability of the questionnaire that was used in this study. Values range between 0 and 1.0; while 1.0 indicates perfect reliability, the value 0.70 is deemed to be the lower level of acceptability (Hair, Black, Barry, Anderson, & Tatham, 2006).

Validity

Validity is the degree to which results obtained for the analysis of the data actually represent the phenomena under study. It indicates how accurate the data obtained in the study represent the variables of the study (Mugenda & Mugenda, 2009). The researcher used the most common internal consistency measure known as KMO Bartlett’s test. It may be mentioned that its value varies from 0 to 1 but, satisfactorily value is required to be more than 0.6 for the scale to be reliable (Bryman & Bell, 2015). The recommended value of 0.7 is the cut off of reliability.

Data Processing, Analysis and Presentation

Kothari and Gang, (2014) argue that data collected has to be processed, analyzed and presented in accordance with the outlines laid down for the purpose at the time of developing the research plan. Data analysis involves the transformation of data into meaningful information for decision making. It involved editing, error correction, rectification of omission and finally putting together or consolidating information gathered. The collected data was analyzed quantitatively and qualitatively. Descriptive and inferential statistics was done using SPSS version 22 and specifically multiple regression model was applied. Set of data was described using percentage, mean standard deviation and coefficient of variation and presented using tables, charts and graphs. Fraenkel and Wallen, (2014) argue that regression is the working out of a statistical relationship between one or more variables. The researcher used a multiple regression analysis to show the influence of the independent variables on the dependent variables.

The multiple regression equation is as follows;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon \quad \dots\dots\dots \text{Equation 1}$$

Y = Represents the dependent variable, Girl Child Education Participation

β_0 = Intercept of regression line

$\beta_1 - \beta_4$ = Partial regression coefficient of the Independent Variables

X_1 = Early Marriage

X_2 = Early Pregnancy

X_3 = Socio-Economic Factors

X_4 = Socio-Cultural Factors

ϵ = error term or stochastic term.

4. DATA ANALYSIS RESULTS AND DISCUSSIONS

Response rate

High response rate guarantees that the findings are representative of the target population. Emore (2007) notes that a response rate is the extent to which the collected data takes care of all the sample items, a ratio of actual respondents to anticipated number of persons who respond to the study. Questionnaires were self-administered whereby a total of 95 questionnaires were given out by the researcher to respondents. Sixty three (63) questionnaires were completely filled, returned and used for analysis in this study. This meant that the active sample was 63 respondents and this represented a response rate of 66.3% percent of the sample size which fell within a large sample size. Table 4.1 presents the percentage of response rate of the respondents. According to Kothari and Gang, (2014) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, this response rate was adequate for analysis and reporting.

Table 4.1 Questionnaire Response Rate

	Frequency	Percentage
Response	63	66.3%
Non-Response	32	33.7%
TOTAL	95	100%

Coefficient of Correlation

Pearson Bivariate correlation coefficient was used to compute the correlation between the dependent variable (girl child education participation) and the independent variables (early marriage, early pregnancy, socio-economic factors and socio-cultural factors). According to Sekaran, (2015), this relationship is assumed to be linear and the correlation coefficient ranges from -1.0 (perfect negative correlation) to +1.0 (perfect positive relationship). The correlation coefficient was calculated to determine the strength of the relationship between dependent and independent variables (Kothari and Gang, 2014).

In trying to show the relationship between the study variables and their findings, the study used the Karl Pearson’s coefficient of correlation (r). This is as shown in Table 4.2 below. According to the findings, it was clear that there was a positive correlation between the independent variables, early marriage, early pregnancy, socio-economic factors and socio-cultural factors and the dependent variable girl child education participation. The analysis indicates the coefficient of correlation, r equal to 0.397, 0.487, 0.291 and 0.595 for early marriage, early pregnancy, socio-economic factors and socio-cultural factors respectively. This indicates positive relationship between the independent variable namely early marriage, early pregnancy, socio-economic factors and socio-cultural factors and the dependent variable girl child education participation.

Table 4.2 Pearson Correlation

	Girl Child Education Participation	Early Marriage	Early Pregnancy	Socio-Economic Factors	Socio-Cultural Factors
Girl Child Education Participation	1				
Early Marriage	.397** .001	1			
Early Pregnancy	.487** .000	.272* .031	1		
Socio-Economic Factors	.291* .021	.326** .009	.441** .000	1	
Socio-Cultural Factors	.595** .000	.312* .013	.394** .001	.257* .042	1
	63	63	63	63	63

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Coefficient of Determination (R2)

To assess the research model, a confirmatory factors analysis was conducted. The four factors were then subjected to linear regression analysis in order to measure the success of the model and predict causal relationship between independent variables (early marriage, early pregnancy, socio-economic factors and socio-cultural factors), and the dependent variable (girl child education participation).

Table 4.3 Coefficient of Determination (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 ^a	.612	.585	2.12432

a. Dependent variable: Girl Child Education Participation

b. Predictors: (Constant), Nutrition Information, Adolescent Fertility Rate, Early Marriage, Early Pregnancy

The model explains 61.2% of the variance (Adjusted R Square = 0.585) on girl child education participation. Clearly, there are factors other than the four proposed in this model which can be used to predict girl child education participation. However, this is still a good model as Cooper and Schinder, (2013) pointed out that as much as lower value R square 0.10-0.20 is acceptable in social science research. This means that 61.2% of the relationship is explained by the identified four factors namely early marriage, early pregnancy, socio-economic factors and socio-cultural factors. The rest 38.8% is explained by other factors in the girl child education participation not studied in this research. In summary the four factors studied namely early marriage, early pregnancy, socio-economic factors and socio-cultural factors 61.2% of the relationship while the rest 38.8% is explained or determined by other factors.

Analysis of Variance (ANOVA)

The study used ANOVA to establish the significance of the regression model. In testing the significance level, the statistical significance was considered significant if the p-value was less or equal to 0.05. The significance of the regression model is as per Table 4.4 below with P-value of 0.00 which is less than 0.05. This indicates that the regression model is statistically significant in predicting factors of girl child education participation. Basing the confidence level at 95% the analysis indicates high reliability of the results obtained. The overall Anova results indicates that the model was significant at F = 22.825, p = 0.000.

Table 4.4 ANOVA

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	412.008	4	103.002	22.825	.000 ^b
	Residual	261.738	58	4.513		
	Total	673.746	62			

a. Dependent Variable: Girl Child Education Participation

b. Predictors: (Constant), Socio-Economic Factors, Socio-Cultural Factors, Early Marriage, Early Pregnancy

4.6.2 Multiple Regression

Table 4.5 Multiple Regression

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	5.501	2.439		2.255	.028
	Early Marriage	.578	.111	.530	5.187	.000
	Early Pregnancy	.673	.149	.461	4.502	.000
	Socio-Economic Factors	.313	.145	.210	2.163	.035
	Socio-Cultural Factors	.201	.108	.194	2.862	.002

a. Dependent Variable: Girl Child Education Participation

The regression equation was:

$$Y = 5.501 + 0.578X_1 + 0.673X_2 + 0.313X_3 + 0.201X_4$$

Where;

Y = the dependent variable (Girl Child Education Participation)

X₁ = Early Marriage

X₂ = Early Pregnancy

X₃ = Socio-Economic Factors

X₄ = Socio-Cultural Factors

The regression equation above has established that taking all factors into account (girl child education participation as a result of early marriage, early pregnancy, socio-economic factors and socio-cultural factors) constant at zero girl child education participation was 5.501. The findings presented also shows that taking all other independent variables at zero, a unit increase in early marriage will lead to a 0.578 increase in the scores of girl child education participation; a unit increase in early pregnancy will lead to a 0.673 increase in girl child education participation; a unit increase in socio-economic factors will lead to a 0.313 increase in the scores of girl child education participation; a unit increase in socio-cultural factors will lead to a 0.201 increase in the score of girl child education participation. This therefore implies that all the four variables have a positive relationship with early pregnancy contributing most to the dependent variable.

From the table we can see that the predictor variables of girl child education participation as a result of early marriage, early pregnancy, socio-economic factors and socio-cultural factors got variable coefficients statistically significant since their p-values are less than the common alpha level of 0.05.

Results of Hypotheses Testing

Table 4.6: Hypotheses Testing

Research Hypothesis	β	t	Sig.	Comments
H ₀₁ : Early marriage has no significant effect on girl child education participation in Mogadishu, Somalia.	.530	5.184	.000	Reject H ₀₁
H ₀₂ : Early pregnancy has no significant effect on girl child education participation in Mogadishu, Somalia.	.461	4.502	.000	Reject H ₀₂
H ₀₃ : Socio-economic factors has no significant effect on girl child education participation in Mogadishu, Somalia.	.210	2.163	.035	Reject H ₀₃
H ₀₄ : Socio-cultural factors has no significant effect on girl child education participation in Mogadishu, Somalia.	.194	2.862	.002	Reject H ₀₄

5. SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the findings

From the research findings, early marriage had an effect on girl child education participation in Mogadishu Somalia. Majority of the respondents found less education opportunities, threat to child well-being and girl child mental torture as key indicators that affect girl child education participation in Mogadishu Somalia. The findings revealed that less education opportunities, threat to child well-being and girl child mental torture had a very strong effect on girl child education participation in Mogadishu Somalia. Thus the study results exhibited a high degree of positive significance on effect of early marriage on girl child education participation.

From the research findings, early pregnancy had an effect on girl child education participation in Mogadishu Somalia. Majority of the respondents found forced sexual relations, unplanned pregnancies and hereditary poverty as key indicators that affect girl child education participation in Mogadishu Somalia. The findings revealed that forced sexual relations, unplanned pregnancies and hereditary poverty had a very strong effect on girl child education participation in Mogadishu Somalia. Thus the study results exhibited a high degree of positive significance on effect of early pregnancy on girl child education participation.

From the research findings, socio-economic factors had an effect on girl child education participation in Mogadishu Somalia. Majority of the respondents found parents economic income, girl child labor and lack of personal effects as key indicators that affect girl child education participation in Mogadishu Somalia. The findings revealed that parent's economic income, girl child labor and lack of personal effects had a very strong effect on girl child education participation in Mogadishu Somalia. Thus the study results exhibited a high degree of positive significance on effect of socio-economic factors on girl child education participation.

From the research findings, socio-cultural factors had an effect on girl child education participation in Mogadishu Somalia. Majority of the respondents found son preference, traditional and cultural practices and feeling of being adult after initiation as key indicators that affect girl child education participation in Mogadishu Somalia. The findings revealed that son preference, traditional and cultural practices and feeling of being adult after initiation had a very strong effect on girl child education participation in Mogadishu Somalia. Thus the study results exhibited a high degree of positive significance on effect of socio-cultural factors on girl child education participation.

5.2 Conclusion

The study concluded as follows;

From the research findings, the study concluded that early marriage had an effect on girl child education participation in Mogadishu Somalia. The study concluded that majority of the respondents found less education opportunities, threat to child well-being and girl child mental torture as key indicators that affect girl child education participation in Mogadishu Somalia. The findings further concluded that less education opportunities, threat to child well-being and girl child mental torture had a very strong effect on girl child education participation in Mogadishu Somalia. Thus the study concluded that the results exhibited a high degree of positive significance on effect of early marriage on girl child education participation.

From the research findings, the study concluded that early pregnancy had an effect on girl child education participation in Mogadishu Somalia. The study concluded that majority of the respondents found forced sexual relations, unplanned pregnancy and hereditary poverty as key indicators that affect girl child education participation in Mogadishu Somalia. The findings further concluded that forced sexual relations, unplanned pregnancy and hereditary poverty had a very strong effect on girl child education participation in Mogadishu Somalia. Thus the study concluded that the results exhibited a high degree of positive significance on effect of early pregnancy on girl child education participation.

From the research findings, the study concluded that socio-economic factors had an effect on girl child education participation in Mogadishu Somalia. The study concluded that majority of the respondents found parents economic income, girl child labor and lack of personal effects as key indicators that affect girl child education participation in Mogadishu Somalia. The findings further concluded that parent's economic income, girl child labor and lack of personal effects had a very strong effect on girl child education participation in Mogadishu Somalia. Thus the study concluded that the results exhibited a high degree of positive significance on effect of socio-economic factors on girl child education participation.

From the research findings, the study concluded that socio-cultural factors had an effect on girl child education participation in Mogadishu Somalia. The study concluded that majority of the respondents found son preference, traditional and cultural practices and feeling of being adult after initiation as key indicators that affect girl child education participation in Mogadishu Somalia. The findings further concluded that son preference, traditional and cultural practices and feeling of being adult after initiation had a very strong effect on girl child education participation in Mogadishu Somalia. Thus the study concluded that the results exhibited a high degree of positive significance on effect of socio-cultural factors on girl child education participation.

5.3 Recommendation

The study recommended the following:

1. That the Somali government should put measures in place to ensure that early marriage is curbed so as to ensure girl child education participation is enhanced.

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2. That the Somali government should put measures in place to ensure that early pregnancy is curbed so as to ensure girl child education participation is enhanced.
3. That the Somali government should invest in free education support to ease the burden of finances on parents so as to keep the girl child in school.
4. That the Somali government should educate the citizens on the need to do away with certain cultural habits which hinder the participation of the girl child in education.

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