



FACTORS INFLUENCING GENDER EQUALITY IN BASIC EDUCATION SYSTEM OF SOMALIA

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ABSTRACT

Somalia is among the countries characterized by massive gender inequality in education. The discriminative culture of Somalia towards girls is the major factor responsible for the massive lack of access to education by the girls in the country. The purpose of this study was to investigate the factors influencing gender equality in basic education in Somalia, with a view of providing more relevant information to guide policy formulation and implementation, to aid in the achievement of the Somali government vision of Gender equality. The descriptive research design was used as a method for the study. Data was collected using questionnaires. The study involved 80 respondents from diverse backgrounds both in culture and regions of origins. The study indicated that there was a significant positive relationship between social cultural factors and gender inequality in basic education in Somalia. Respondents agreed that some parents believed that teaching girls was impossible, because girls could not access good jobs. The study findings showed that economic constraints of the household influenced gender equality in education. The study findings indicated that respondents agreed to the statement that some families emphasized educating boys only due to their low income; this was evidenced by a mean response value of 4.03. To reduce gender inequality in education the study recommended that the government reduce discrimination in basic education through a whole-of-government approach and through means such as appropriate legislation, policies, monitoring and public awareness campaigns to ensure that boys and girls had equal access to good-quality education, equal rights and opportunities to successfully complete schooling and in making educational choices. The government should make education free and compulsory, at primary level as well as early childhood education and secondary level, and this should be understood as central to progress towards gender equality in education. Indirect costs such as school feeding, transportation, uniforms and materials, should also be free.

Key terms: Gender Equality, Gender Discrimination, Feminism

INTRODUCTION

In the mid-1960s less than 50 percent of girls of primary school age were in school in south Asia, Africa and the Arab states compared to much higher proportions of boys (Arnot, 2008). By the beginning of the twenty – first century, although there had been huge increase in primary and secondary enrolments for girls and boys worldwide, but approximately one billion adults and children still had little or no education. Girls and women comprised 62 percent of this huge population (Arnot, 2008). One of the Millennium Development Goals (MDGs) related to education was the elimination of gender disparity at the primary and secondary school levels.

Despite the often unsubstantiated reports of progress over the past years (at least unsubstantiated by independent sources), many countries are still far from reaching this goal. Scores of countries report that they will not make the goal of full enrollment of girls into school (UNESCO, 2008). In 2005, only 59 of 181 countries (about one-third) with data available had achieved gender parity (such as GPIs ranging from 0.97 to 1.03) in their gross enrollment rates (GER) for both primary and secondary education (Junxia, 2012).

The education infrastructure of Somalia has been weakened by decades of colonial neglect, followed by the outbreak of a civil war in 1990 that has led to widespread population displacement and paralysis of social services (Jamal, 2009). The sector suffers from severe managerial, technical and financial resource limitations and a lack of consistency in standards across regions. Cultural norms and practices contribute to disproportionately low access to schooling; Somali culture assigns women and girls to subordinate roles in society.

Women and girls lack educational opportunities and have very low representation in both the political and economic sectors. Female teachers are under

few. Education is an integral component in rebuilding Somalia, particularly in the South and Central areas, where the majority of the population has largely been deprived of education due to lack of consistent centralized governance. Economic and environmental factors have seen a country-wide shift from traditional pastoralist and agricultural livelihoods to a high degree of urbanization; lack of education limits the employability of new rural-to-urban migrants.

At a national level, poor education of government personnel permeates. Somalia's limited governance infrastructure raises serious longer-term concerns for future leadership at the various levels of government (Jamal, 2009). Some parents believe that the end of girl's education is the home of her husband and not expect to see the benefits, describes to some degree the traditional role of women in Somalia, where women remain at the bottom rung of the social ladder (Hussein, 2013). So they prefer to educate boys whom they see as being supportive to the family. Director General of Somalia's Ministry of Education, higher and culture indicated that the government was giving priority to develop education, especially for girls (Hussein, 2013).

Due to both lack of infrastructure and ongoing conflict, limited research has been conducted on education in Somalia. In 2003-2004, a survey of primary schools in Somalia reported 1,172 operating schools, with a total enrolment of over 285,574 children representing a 19.9 per cent gross enrolment ratio⁶. This places Somalia among the lowest enrolment rates in the world (Jamal, 2009). A UNICEF (2004) report identified several factors influencing low enrolment of girls in Somalia, including social factors such as the traditionally early marriage of Somali girls during their school-going age. Other more general limitations to education in Somalia included a lack of upper-level

classes and school facilities in rural areas, lack of teachers and teacher training, lack of recognized certificates, and the insufficient recognized tertiary institutions (Jamal, 2009).

According to UNDP Somalia (2015), eliminating gender inequality begins first and foremost with education. Women's empowerment through education is fundamental for their access to employment opportunities, family planning, political inclusion, and participation in social and cultural development (UNDP, 2015). In Somalia, education remains largely a private venture, and thus school fees represent a prohibitive barrier to boosting education rates among girls. Many families, when facing costly school fees, choose to educate male rather than female children. At the secondary and tertiary levels, gender disparities are even more pronounced (UNDP, 2015).

According to the World Bank's World Development Report 2000/01, closing the gender gap in schooling would have significantly increased and sometimes more than doubled economic growth in sub-Saharan Africa (SSA), South Asia (SA), and the Middle East and North Africa (MENA). Despite international declarations on gender equality, as, for example, in the Millennium Development Goals, only few countries have actually achieved gender equality in primary and secondary education. The differences are even more pronounced in higher education. In South Asia and sub-Saharan Africa, for example, girls only make up a third of the number of students in tertiary education (Denis, March 2008).

Somalia is among the countries characterized by massive gender inequality. UNDP indicated that Somalia has a gender inequality index 0.776 which revealed massive inequalities in access to education between the boys and the girls with girls having limited access to education (UNDP, 2011).

The report further indicated that the discriminative culture of Somalia towards girls is the major factor responsible for the massive lack of access to education by the girls in the country. After the collapse of the government of Somalia in 1991, the girls received no or limited access to formal education compared to boys (OECD, 2012). According to the United Nations (2012), more than 36 percent of the girls in Somalia do not have access to basic education.

This shows massive deprivation of the girls of their basic human right. However, due to the increased girl suffering in Somalia, the international community support to Somalia in the issues of political, economic development and humanitarian aid has often been directed towards promoting gender equality in education using awareness programs to promote education of girl in order to get back to sustainable life (OHCHR, 2005).

Transitional federal government of Somalia from 2000 to 2012 has designed programs to give girls chance to get education and to reduce on the number of non-educated girls in the country, because it has been realized that educating the women is educating the community. Women's empowerment through education is fundamental for their access to employment opportunities, family planning, political inclusion, and participation in social and cultural development. Despite of the increased international and local efforts to achieve gender inequality in Education, there is still persistent inequality basic education system of Somalia.

Objectives of the Study

The purpose of this study therefore is to investigate the factors influencing basic education gender equality in Somalia, with a view of providing more relevant information to guide policy formulation and implementation, to aid in the achievement of

the Somali government vision 2016. The specific objectives were:-

- To establish the role of economic factors in gender equality in basic education in Somalia.
- To determine the influence of socio cultural factors on gender equality in basic education in Somalia.
- To determine the influence of gender discrimination on gender equality in basic education in Somalia.

RELATED LITERATURE

Theoretical Framework

Theory of functionalist

Functionalists believe that education equips people to perform different functional roles in society. Functionalists view education as one of the more important social institutions in a society. They contend that education contributes two kinds of functions: manifest (or primary) functions, which are the intended and visible functions of education; and latent (or secondary) functions, which are the hidden and unintended functions (William, 2012).

Functionalism addresses society as a whole in terms of the function of its constituent elements, namely: norms, customs, traditions, and institutions. A common analogy, popularized by Herbert Spencer (1873), presents these parts of society as "organs" that work toward the proper functioning of the "body" as a whole. This theory suggests that gender inequalities exist as an efficient way to create a division of labor, or as a social system in which particular segments are clearly responsible for certain, respective acts of labor.

The division of labor works to maximize resources and efficiency. A structural functionalist view of

gender inequality applies the division of labor to view predefined gender roles as complementary: women take care of the home while men provide for the family. Thus gender, like other social institutions, contributes to the stability of society as a whole (William, 2012). Functionalism sees society as a system; a set of interconnected parts which together form a whole. There is a relationship between all these parts and agents of socialization and together they all contribute to the maintenance of society as a whole (William, 2012).

Theory of conflict

According to conflict theory, society is defined by a struggle for dominance among social groups that compete for scarce resources. In the context of gender, conflict theory argues that gender is best understood as men attempting to maintain power and privilege to the detriment of women. Therefore, men can be seen as the dominant group and women as the subordinate group. While certain gender roles may have been appropriate in a hunter-gatherer society, conflict theorists argue that the only reason these roles persist is because the dominant group naturally works to maintain their power and status. According to conflict theory, social problems are created when dominant groups exploit or oppress subordinate groups. Therefore, their approach is normative in that it prescribes changes to the power structure, advocating a balance of power between genders (Jorg, 2013)

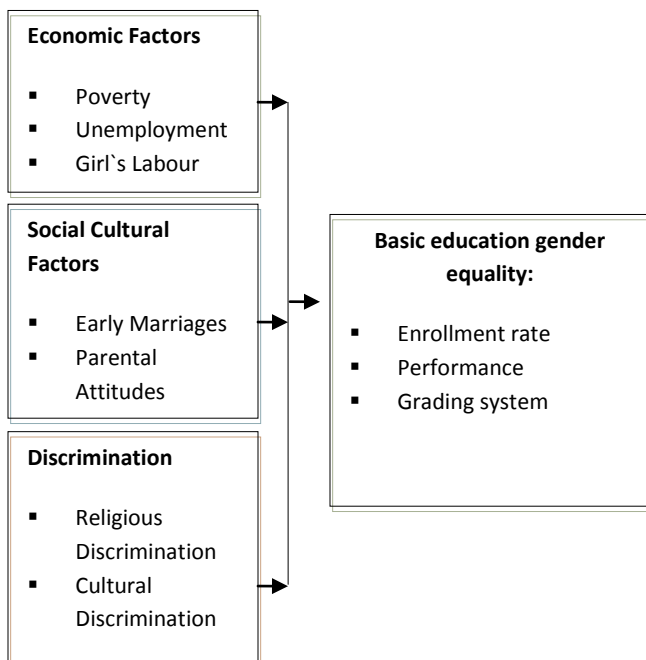
Theory of feminist

Feminist theorists point to evidence that sexism in education continues to prevent women from achieving a full measure of social equality. Symbolic interactionists study the dynamics of the classroom, the interactions between students and teachers, and how those affect everyday life (William, 2012).

Feminist theory aims to understand the mechanisms and roots of gender inequality in education, as well as their societal repercussions. Like many other institutions of society, educational systems are characterized by unequal treatment and opportunity for women. Almost two-thirds of the world's 862 million illiterate people are women, and the illiteracy rate among women is expected to increase in many regions, especially in several African and Asian countries (UNESCO 2005; World Bank 2007) (William, 2012).

When women face limited opportunities for education, their capacity to achieve equal rights, including financial independence, are limited. Feminist theory seeks to promote women's rights to equal education across the world (William, 2012).

Conceptual framework



Independent Variable Dependent Variable

Figure 1: Conceptual Framework

Effect of Economic factors on Gender Equality in Basic Education

Children are entitled to a free, quality basic education. Recognizing this entitlement, world leaders made the achievement of universal primary education by the year 2015 one of the Millennium Development Goals. In 2004, this goal appears to be out of reach for many poor countries. School attendance, especially for girls, is far from universal, and many children drop out of school before completing their primary education. Many children who do attend school receive an inadequate education because of poorly trained, underpaid teachers, overcrowded classrooms, and a lack of basic teaching tools such as textbooks, blackboards, and pens and paper (Jenkner, 2004).

Inability to pay school fees, the costs of uniform, shoes, transport, stationary, added to the opportunity costs of what children might be contributing to household labor, eat away at meager resources and push children from school. If all of their children cannot attend school, then parents will most likely give boys precedence over girls (Ombati, 2012).

Limited budgetary allocations: Much as the rate of primary school enrollment in Africa jumped from 39 percent in 1960 to 85 percent in 1982 as the continent's postcolonial governments invested heavily in education, the successes were reversed during the 1980s and 1990s, due in part to structural adjustment programs imposed by the World Bank and the International Monetary Fund that led to deep cuts in education (Ombati, 2012).

A major constraint against the participation of girls in education is the real and perceived lack of labour market opportunities. It is generally recognized that boys have a wider range of choice with regard to jobs due to labour market segregation even in a context of shrinking formal sector markets. Given intense job competition, only graduates from higher

education institutions and upper secondary school leavers stand any chance of eventually obtaining some type of skilled job in all three countries.

Effect of Social Cultural Factors on Gender Equality in Basic Education

There are myriads of social and socio - cultural factor that bring about the gender gap in education. They include social norms and traditional practices about the role and position of women in society, gender-based violence, early marriage, child labor and teenage pregnancy, are affecting girls' and women's access to and completion of education.

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, 2005).

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 (UNFPA, 2009).

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, 2001).

It is a violation of human rights in general and of girl's rights in particular. For both girls and boys, early marriage has profound physical, intellectual, psychological and emotional impacts; cutting off educational and employment opportunities and chances of personal growth. Early marriage also undermines international efforts to fight against poverty in developing countries. Bunch (2005) makes it clear that the widespread practice of child marriage makes it increasingly difficult for families to escape poverty in the developing world, thereby undermining critical international efforts to fight poverty, HIV/AIDS and other development challenges, and making billions of dollars in development assistance less effective (Nguyen & Wodon, 2014).

Parental attitudes concerning education are clearly a key factor since they often help influence which children go to school and how long they stay there. Clearly, the attitudes of parents reflect those in the society at large and are deeply embedded in prevailing cultural norms and values. Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favorable attitude towards schooling and education enhances parental involvement in children's present and future studies (Hussain, 2010).

Education of boys is considered more important because they are made to look after their parents and family, while the girls would be married out. These attitudes of parents toward the female education were very common in native parts of Africa. Some parents still believe that secondary school education is the highest they can offer their female children because they see them as temporal members of the family. All efforts made by parents are to ensure their male children attend school to place them in better position than female in the society (Hussain, 2010).

Effect of Gender Discrimination on Gender Equality in Education

In some regions, boys' educational opportunities are limited by gender roles that force them to work rather than attend school. These financial responsibilities are often increased in boys' adolescent years, making it difficult for them to complete secondary school in some regions. However, in many parts of the world, girls are most often the victims of gender discrimination as they pursue an education. For instance, for many African girls, five years of schooling is the most education they can expect and they are the lucky ones. Across the sub-Saharan region, almost 33 million girls roughly between the ages of 6 and 15 are not in school. 56 per cent of them will never even set foot in a classroom compared to 41 per cent of out-of-school boys (UNICEF, 2010).

Moreover, poor girls from rural areas with uneducated mothers are the children most likely to be excluded from learning opportunities. In West and Central Africa, more than 40 percent of secondary school-aged girls are not in school. More than 60 per cent of illiterate young people in the world are women (UNICEF, 2010).

There are multiple and diverse links between gender equality and the fulfillment of the human right to education. The pervasive denial of the

human right to education experienced by women and girls across the globe as shown, for example, by the fact that two thirds of the world's non-literate adults are women is a striking example of gender discrimination. Education is an enabling and transformative right (Mullins, 2013).

Discrimination against girls and women in the developing world is a devastating reality. It results in millions of individual tragedies, which add up to lost potential for entire countries. Studies show there is a direct link between a country's attitude toward women and its progress socially and economically. The status of women is central to the health of a society. If one part suffers, so does the whole (Mullins, 2013).

When a boy is born in most developing countries, friends and relatives exclaim congratulations. A son means insurance. He will inherit his father's property and get a job to help support the family. When a girl is born, the reaction is very different. Some women weep when they find out their baby is a girl because, to them, a daughter is just another expense. Her place is in the home, not in the world of men. In some parts of India, it's traditional to greet a family with a newborn girl by saying, "The servant of your household has been born." A girl can't help but feel inferior when everything around her tells her that she is worth less than a boy. Her identity is forged as soon as her family and society limit her opportunities and declare her to be second-rate (Mullins, 2013).

A combination of extreme poverty and deep biases against women creates a remorseless cycle of discrimination that keeps girls in developing countries from living up to their full potential. It also leaves them vulnerable to severe physical and emotional abuse. These "servants of the household" come to accept that life will never be any different (UNIFEM, 2013).

Education is the tool that can help break the pattern of gender discrimination and bring lasting change for women in developing countries. Educated women are essential to ending gender bias, starting by reducing the poverty that makes discrimination even worse in the developing world. The most basic skills in literacy and arithmetic open up opportunities for better-paying jobs for women. Uneducated women in rural areas of Zambia, for instance, are twice as likely to live in poverty as those who have had eight or more years of education. The longer a girl is able to stay in school, the greater her chances to pursue worthwhile employment, higher education, and a life without the hazards of extreme poverty (UNIFEM, 2013).

Women who have had some schooling are more likely to get married later, survive childbirth, have fewer and healthier children, and make sure their own children complete school. They also understand hygiene and nutrition better and are more likely to prevent disease by visiting health care facilities. The UN estimates that for every year a woman spends in primary school, the risk of her child dying prematurely is reduced by 8 percent (UNIFEM, 2013)

Table 1: Showing response on whether the institution has a policy to help students with economic constraints

	Frequency	Percent
Yes	32	40.0
No	48	60.0
Total	80	100.0

Statements relating to the effect of Economic Factors on gender Equality in Basic Education

The study also sought to find out the level of agreement to the statements below relating to effect of economic factors on gender Equality in basic education system. Form the findings most of the respondents agreed that some families emphasize educating boys only due to their low income as evidenced by the mean 4.03. The

METHODOLOGY

This study took a descriptive survey design. According to Coopers and Schindler (2003) descriptive studies are more formalized and typically structured with clearly stated hypothesis or investigative questions. The study comprised of 80 responders.

FINDINGS

Statement on the Influence of economic constraints on gender equality in basic education

The researcher requested the respondents to indicate whether the institutions have a policy to help those have economic constraints to get free learning. Table 1 below shows the findings. From the findings majority (48%) of the respondents indicated that the institutions have no policy to help those have economic constraints to get free learning while (32%) of the respondents also indicated otherwise. This means educational institutions have no policy of helping the needy families to access the basic education.

respondents also agreed that some families give equal learning opportunities both girls and boys in case of complain family income low as showing by the mean 4.00. Also the respondents agreed that the government does not provided learning an opportunity for poverty families as evidenced by the mean 3.99. And finally the respondents also agreed that some of girls stayed at home while they can get a chance to learn as shown by the mean 3.90.

Table 2: Statements on the effect of economic factors on Gender Equality in basic education

	N	Mean	Std. Deviation
Does your institution have a policy to help those have economic constraints to get access free learning?	80	1.60	0.493
Some families emphasize educating boys only due to their low income.	80	4.03	1.405
Some families give equal teaching opportunities both girls and boys with very low income.	80	4.00	1.441
Some girls stay at home while they can get a chance to learn.	80	3.90	1.455
The government does not provide an opportunity to learn for low income families.	80	3.99	1.436
Do you think economic constraints influence gender equalities in basic education system?	80	2.86	.742
Valid N (listwise)	80		

Statement on the effect of Socio-cultural factors on Gender Equality in Education

Raising awareness for gender issues

The searcher was also interested to determine the availability of raising awareness of gender issues in

institutional sectors. According to findings, majority (58%) of the respondents indicated that raising awareness for gender issues is not available in institutions while rest (22%) of the respondents indicated otherwise. This means that there is no any institutional program concern gender awareness.

Table 3: Gender issue Awareness

	Frequency	Percent
Yes	22	27.5
No	58	72.5
Total	80	100.0

Multicultural society create ideologies on gender

The researcher also was interested to know about whether multicultural society can create different ideologies on gender issues. From the findings, majority (45%) of the respondents indicated that

multicultural society cannot create different ideologies on gender issues while 35% of the respondents indicated that multicultural society can create ideologies on gender. This showed that multicultural society able to show different ideologies toward gender basic education.

Table 4: multicultural societies create ideologies on gender

	Frequency	Percent
Yes	35	43.8
No	45	56.3
Total	80	100.0

Summary Response on the effect of socio-cultural factors on gender equality in basic education

The study further hunted to find out whether the role of socio-cultural factors influences basic education system. According to the findings as shown in the table 5, majority of the respondents disagreed that there were institutional education programs toward raising awareness for gender issues as shown my mean 1.72. Also majority of respondents disagreed that multicultural between the societies could create different ideologies on gender issues as shown in the table by mean value of 1.56. Other respondents agreed that some families believed that educating girls finally ended early marriage and cooking as the evidenced by the mean 4.05. The respondents also agreed that some

parents distanced educating girls because they believed only boys could increase family income as showing by the means 4.01. Other respondents agreed that some parents indicated teaching girls was impossible, because girls could not access to get a good job as the evidenced by the mean 3.99. Also other respondents disagreed that members of the community believed that educated girls might spread bad culture and they take away shame as shown by the mean 1.26 and also respondents agreed that the community did not support and encourage teaching girls, because girls were supposed to stay in home only as shown by the mean value of 4.00 and the respondents also disagreed that role of socio-cultural factor influenced gender equality in basic education system as the evidenced by the mean 1.55.

Table 5: Showing summary response on the effect of socio-cultural factors on gender Equality in basic education

	N	Mean	Std. Deviation
Are there any programs in your institution raising awareness for gender issue?	80	1.72	.449
Would you agree; that multicultural between the society can create different ideologies on gender issues?	80	1.56	.499
Some families believe that educating girls finally ends marriage and cooking.	80	4.05	1.395
Some parents do distancing educating girls and boys by the believe that boys can increase family income.	80	4.01	1.419
Some parents indicate teaching girls is impossible, because educated girl cannot access to get a good job in order to manage	80	3.99	1.454

family life			
The community does not encourage teaching girls saying that girls should stay in home only	80	4.00	1.441
Members of the community believe that educated girls spread bad culture and they take away shame.	80	1.26	.443
Do you think the role of socio – cultural factor lead to gender equality in basic education system?	80	1.55	.501
Would you think workshops you held in your institution discussed about role of socio – culture in basic education?	80	1.68	.471
Valid N (listwise)	80		

Statement on the effect of gender discrimination on gender Equality in basic education system

The study further hunted to find out whether the role of socio-cultural factors influences basic education system. According to the findings as shown in the table 6, majority of the respondents disagreed that they believed gender discrimination could influence gender equality in basic education system as evidenced by mean 1.28. Respondents also disagreed to the statement that educational institution knew that there were any gender discrimination in society as shown by mean value of 1.31. Other respondents also agreed areas from women group were discriminated in basic education opportunities as shown in table by mean 3.56. The respondents also disagreed that girls were discriminated in basic educational opportunities as evidenced by mean 2.55 while other respondents

also disagreed that girls could get equal access to basic education as boys as shown in table by mean 2.50. Also respondents agreed that all girls were able to complete basic level of education as evidenced by mean 3.60. Majority of the respondents had no clear stand that parents and husbands were the most discriminators in basic education facilities of girls as evidenced by mean 3.19 while other respondents also agreed that early marriage and workload were most causing dropout for girls in basic education as shown in table by mean 3.35. the respondents also agreed that the school environment does not support for providing equal opportunities both boys and girls as shown my mean 3.54 and also respondents disagreed that factors of gender discrimination wide spread through whole the country as evidenced by mean 1.20.

Table 6: Showing summary response on the effect of gender discrimination on basic education

	N	Mean	Std. Deviation
Do you believe gender discrimination can lead to gender equality in basic education system?	80	1.28	.449
Does your institution know that there is any gender discrimination in the society?	80	1.31	.466

In your opinion women from which group are discriminated in basic educational opportunities?	80	3.56	1.629
Girls are discriminated in basic educational opportunities.	80	2.55	1.146
Girls get equal access to basic education as boys	80	2.50	1.378
All girls able to complete level of basic education.	80	3.60	1.472
Parents and husbands are most discriminators in basic education facilities of girls.	80	3.19	1.342
early marriage and workload are most causing dropout for girls in basic education system	79	3.35	1.625
The school environment does not support providing equal opportunities both boys and girls.	80	3.54	1.405
Do you think the factor of gender discrimination wide spread through whole the country and cannot eradicate easily?	80	1.20	.403
Valid N (listwise)	79		

education system, Banadir region, Mogadishu – Somalia. The study used statistical package for social sciences (SPSS V. 20) to enter and compute the measurements of the multiple regressions.

Regression analysis of the study

This research used, a multiple regression analysis to test the factors influencing gender equality in basic

Regression Analysis

Table 7: Model summery

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628 ^a	.394	.151	1.113

- a. Predictors: (Constant), Do you believe gender discrimination can lead to gender equality in basic education system? Are there any programs in your institution raising awareness for gender issue?, Does your institution have a policy to help those have economic constraints to get access free learning?

Adjusted R² squared is coefficient of determination which tells us the variation in the dependent variables due to change in the independent variables. From the findings in the table 4.12 the value of Adjusted R squared is 0.394 and indicates that the independent variables explain 39% of the variations in the dependent variable.

R is the correlation coefficient which shows the relationship between the study variables. From the findings shown in the table above there is a strong positive relationship between the independent and dependent variables indicated by 62.8 percent.

ANOVA

Table 8: ANOVA a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.068	3	7.023	5.671	.001 ^b
	Residual	94.119	76	1.238		
	Total	115.187	79			

a. Dependent Variable: Gender equality in basic education system of Somalia

b. Predictors: (Constant), Do you believe gender discrimination can lead to gender equality in basic education system? Are there any programs in your institution raising awareness for gender issue? Does your institution have a policy to help those have economic constraints to get access free learning?

The ANOVA statistics shown in table 8, the processed data, which was the population parameters, had a significance level of 0.01 which showed that the data was ideal for making a conclusion on the population's parameter as the value of significance (p-value) was less than 0.05 The F critical at 5% level of significance was 0.03.

Since F calculated (4.401) was greater than the F critical (0.03), this showed that the overall model was significant and that economic factor, socio-cultural factor and gender discrimination are significantly affected on gender equality in basic education system, Mogadishu – Somalia.

Regression Coefficients

Table 9: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.923	.777		7.621	.000
	Economic factor	.954	.264	-.389	-3.608	.001
	Socio-cultural factor	.601	.288	-.224	-2.087	.040
	Gender discrimination	.256	.298	.095	.859	.003

a. Dependent Variable: Factors influencing gender equality in basic education system of Somalia

From the regression analysis substitution of findings into the model is;

$$Y = 5.923 + 0.954X_1 + 0.601X_2 + 0.256X_3$$

Where Y is the dependent variable (Factors influencing gender equality, X_1 is Economic Factors, X_2 is Socio-Cultural factors and X_3 is Gender discrimination

From the above regression equation it was revealed that economic factor influences gender equality in basic education system in Mogadishu as a factor of 0.954. Also socio-cultural factor influences gender equality in basic education system in Mogadishu as a factor of 0.601 and last gender discrimination influences gender equality in basic education system in Mogadishu as a factor of 0.256.

From the regression results presented in table 7 indicated that economic factor, socio-cultural factor and gender discrimination were significant at 5 percent level. The coefficient of economic factor showed 0.954 with a p-value 0.001, which was less than 5%, the coefficient of socio-cultural factor was 0.601 with a p-value of 0.04, And the coefficient of the gender discrimination was 0.256, with a p-value of 0.003 so that indicated there was statistically and strong positive relationship between economic factor, socio-cultural factor and gender discrimination and gender equality in basic education system in Mogadishu- Somalia. So that the research can be recognize that the most significant of the study objective variables was economic factor that effected on gender equality in basic education and the second socio-cultural

factor, and the last gender discrimination though the variables were found to be significantly affected on gender equality in basic education system.

Correlation Analysis

The correlation analysis between the independent variable indicated that there was no significant relationship between the independent variables. This indicated that the independent variables were significant enough to predict the dependent variable. This provided relevancy to the regression analysis above indicating that estimates of the predictors (B and Beta) were good estimators and could be used to predict the effect of change of independent variable on the dependent variable. This fulfilled the Gauss Markov assumption of no perfect relationship between the independent variables.

The correlation summary indicated that there was a less significant negative relation between gender discrimination and economic factors and a less significant negative relationship between economic factors and social cultural factors. This meant that the inter-variable correlations between the independent variables were strong enough to affect the relationship with the dependent variable

Table 10: Correlation Analysis between Independent Variables

		Gender discrimination	Economic factor	socio-cultural factors
gender discrimination	Pearson Correlation	1	-.103	.245*
	Sig. (2-tailed)		.364	.032
	N	80	80	77
the economic factor	Pearson Correlation	-.103	1	-.056
	Sig. (2-tailed)	.364		.629
	N	80	80	77

the socio-cultural factors	Pearson Correlation	.245*	-.056	1
	Sig. (2-tailed)	.032	.629	
	N	77	77	77

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

CONCLUSION

The aim of this study was to establish factors influencing gender equality in basic education in Somalia. The study revealed that economic factors played a very significant role in gender equality in basic education in Somalia. From the study findings it was revealed that economic constraints in the household significantly influenced gender inequality in the basic education sector. In situations of extreme poverty, girls were particularly at risk as they tended to inherit the poverty of their mothers. They were prone to abuse of all forms, and very often confined to households in which they are virtually slaves

Furthermore the study thought to determine the influence of socio cultural factors on gender equality in basic education in Somalia. Study findings revealed that tradition and culture discriminated against women. Because of Somali culture women were sometimes kept in the background or in the kitchen. Culture sometimes reduced women's right to education and promote gender stereotype.

RECOMMENDATION

Many national and international NGOs also have been working towards the reduction of gender gap by improving the status of women. Though some progress has been made on this issue, the

government still has been facing tremendous challenges in achieving expected equality between men and women. Some policy implications (both short term and long term), therefore, are recommended on the basis of this study in order to achieve substantive gender equality in education.

The government can reduce discrimination in basic education through a whole-of-government approach and through means such as appropriate legislation, policies, monitoring and public awareness campaigns ensure that boys and girls have equal access to good-quality education, equal rights and opportunities to successfully complete schooling and in making educational choices.

The government should make education free and compulsory, at primary level as well as early childhood education and secondary level, and this should be understood as central to progress towards gender equality in education. Indirect costs such as school feeding, transportation, uniforms and materials, should also be free;

The government should promote the adoption of legal and policy frameworks that combat child labour, with emphasis to child domestic labour, which affects girls at disproportionate rates due to the economic hardships in the household. States should take into account the needs of girls when planning school and transport infrastructure, including providing facilities for girls and schools in rural areas.

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