

Socio- Cultural Factors Affecting Women Participation In Secondary School Teaching In Puntland State Of Somalia

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Abstract: The absence of female teachers in the education institutions in Puntland is an issue that needed to be given a priority attention. The availability of women teachers in schools at all levels was import for girls' education which in turn has significant implication for maternal and child welfare development. The purpose of the study was to examine cultural and socio-cultural factors affecting women to participate in secondary school teaching in Garowe town of Puntland State of Somalia. The objectives of the study were to: explain the effect of working environment on women's participation in secondary school teaching in Garowe district, establish the effect of girls' educational attainment on the women's participation in secondary school and identify the effect of perception and attitudes towards female teaching secondary schools in Garowe district. The study employed both quantitative and qualitative methods and used descriptive survey to collect information and to capture people's opinions, beliefs and attitudes towards socio-cultural factors affecting women participation in secondary school teaching in Garowe. The study targeted grade 4 of four secondary schools in Garowe with a population of 684 people including teachers, form four students, Community Education Committees and head teachers. A sample of 91 was selected from the population disproportionately. The findings revealed that teaching no longer attracts favorable attention from the public and society; also, the high rate of indiscipline and arrogance exhibited by children could have influenced student teachers to develop a wrong perception and become unwilling to go into teaching after graduation. The research recommended that in order to enhance Socio-cultural factors of teachers, the secondary schools should emphasize more on teacher's motivation by improving remuneration packages and giving them what is equivalent to their input.

Keywords: Working environment, participation, female teachers, perception, teaching

I. INTRODUCTION

The general objective of the study is to determine the factors affecting the participation of women in secondary school teaching in Puntland State of Somalia. Educational provision, learner participation, transition and completion in Puntland is considered among the lowest in the developing

nations with an estimated gross enrollment rate (GER) of 42% and 36% for primary and secondary levels respectively (MOEHE, EMIS 2013). It is generally characterized by low access to quality, relevant and equitable education at all levels coupled with limited pedagogical skills and the availability of teachers, especially in rural and nomadic areas. As the Ministry of Education and Higher Education's strategy is to

improve the quality of education in Puntland this can be achieved through establishment of gender sensitive teacher recruitment across regions of Puntland. The need for female teachers in schools is an important issue to increase the enrollment of the girl students as well as addressing the issue of social justice by providing gender equality between adults within education system.

II. STATEMENT OF THE PROBLEM

The impact of the civil war in Somalia and the absence of capable government have left a vacuum for managing education system of the country. The education in Puntland is generally managed by a myriad of entities including the private sector, NGOs, Community Education Committee (CEC) and to a minimal extent, the central government. All government managed education systems were collapsed with the Somalia central government and the private sector which run most of education institutions took over the education services and employed mixed categories of teaching staff in terms of academic and professional qualifications. The teaching fraternity in Puntland is mainly dominated by male teachers; female teachers are generally very few when compared to their male counterparts. Usually less than 20% of the teaching force. The need for female teachers in schools is an important issue to increase the enrollment of the girl students as well as addressing the issue of social justice by providing gender equality between adults within education system. Also lack of female role model among teachers of adolescent girls may have contributed to the unpopularity of teaching as career choices for girls in the past. The gender equality in education and women in the teaching profession have strong linkages and the underrepresentation of women teachers in Puntland is visible. The fact that the representation of female teachers in Puntland is minimal, the main purpose of the study is to identify and highlight the socio-cultural factors affecting the women participation in teaching secondary schools in Puntland State of Somalia.

OBJECTIVES OF THE STUDY

- ✓ To determine the factors affecting the participation of women in secondary school teaching in Puntland State of Somalia.
- ✓ To assess the effect of working environment on women's participation in secondary school teaching in Garowe district.
- ✓ To establish the effect of girls' educational attainment on the women's participation in secondary school teaching in Garowe district.

III. CONCEPTUAL FRAMEWORK

A conceptual framework is an assumption of the factors affecting women participation in secondary school teaching. This factors include working environment, girls' education attainment and perception of the community towards women engagement in teaching profession.

A. EFFECT ON WORKING ENVIRONMENT ON FEMALE TEACHERS

There are two types of environment; one is physical environment and other is social environment. Physical environments covers infrastructure of the schools building, classrooms, furniture and other interior, teachers room, toilets, computer facilities, communication equipment and location of the schools etc. In most village schools the female teachers have hardly rest room, wash room and other facilities. The location of the schools is not always within a convenient distance or there are no transportation facilities available in that locality.

The social environment covers family support to the teachers (specially the female teachers), teacher-student relationship and interpersonal relationship among the colleagues, head teacher-teacher relationship, and attitudes of the school management committee as well as the local elites (Tasnim, 2006).

It was frequently observed that extensive family responsibilities especially those involving marriage, childcare and household activities can affect females' career achievements.

The traditional expectations of women's major roles in life are those of wife, mother and homemakers. Women workers still tend more than men to bear the main burden of family responsibilities as well as paid and unpaid work; these double work burdens hampers their upward movement to management positions.

B. GIRLS EDUCATIONAL ATTAINMENT AFFECTING FEMALE TEACHERS' PARTICIPATION IN TEACHING PROFESSION

The distribution of female teachers has an important impact on school quality for female pupils. Their presence is important to provide girls with role models and to provide counseling, especially on issues related to puberty. Girls are shy of approaching male teachers, where consequently male teachers advising girls on sex education may be taken as sexual provocation.

Cultural practices lead to differentiated outcomes in school enrolments and performance for girls and boys. The most important is the existence of gendered division of labor within the household, which can probably lead to higher opportunity costs being associated with the schooling of girls relative to boys. Factors related to cultural norms, traditional beliefs and practices have a strong influence on girls' enrollment, persistence and performance in school.

Much of the research reported above highlights the state of education in Africa. While Africa's 53 countries have sizable variation in conditions between and within them, the overall state of girls' education is very difficult. The African continent generally has very high poverty rates, wide urban/rural divides, some of the lowest school enrollment and retention rates, largest quality challenges, and widest gender divides anywhere in the world. In sub-Saharan Africa, the net enrollment rate for girls in primary school for girls is 75%, and 23% in secondary school. Notably, however, the net primary enrollment rate for girls in sub-Saharan Africa was

55% in 1999, indicating significant increases in girls' enrollment rates in the lower grades (UIS, 2010). The continent also exhibits considerable differences. For example, in 2005 in East and Southern Africa, 67% of children completed primary education and continued on to secondary school, but only 52% in West and Central Africa (and a majority of those who do not attend are girls (Haugen, 2011).

C. PERCEPTION AND ATTITUDES OF GIRL CHILD STUDENTS TOWARDS WOMEN'S PARTICIPATION IN TEACHING PROFESSION

Teaching no longer attracts favorable attention from the public and society; also, the high rate of indiscipline and arrogance exhibited by children could have influenced student teachers to develop a wrong perception and become unwilling to go into teaching after graduation. Aghenta (1981), opined that teachers are denied kind words and encouragement; their salaries may be fat but not regularly paid and allowances are reduced. Education administrator threaten them, students treat them with disrespect while members of the public refuse them sympathy. Consequently, they are frustrated with many of them thrown out of job without regard to the fact that they have undergone any training. An educated populace is of great importance to every nation, increased awareness, economic growth and technological advancement are made possible through education and the efforts of the teacher. A teacher requires good teaching conditions and conducive environment to perform and function effectively.

The government may have contributed to some of the problems the teaching profession faces today. The problems of irregular payment of salaries, under funding of schools, poor teaching conditions among others may be responsible for the way, teaching profession is perceived by students, parents and the society.

Therefore, the researchers intend to investigate whether sex (male/female); parental influence and teaching conditions would affect the perception and attitude of education students towards teaching profession.

IV. METHODOLOGY

The study employed both quantitative and qualitative methods and used descriptive survey to collect information and capture people's opinions, beliefs and attitudes towards socio-cultural factors affecting women participation in secondary school teaching in Garowe district of Puntland State of Somalia. Stratified sampling procedures were used to categorize the target population and this was an important approach the researcher applied as it avoids mix up of certain parameters that are important in the study.

The major instruments for collecting data were questionnaire and interview. Two types of question items were used in the questionnaire closed ended questions and open ended questions. In the open ended questions, the respondents were required to give their opinion in the spaces provided. In the closed ended questions, the respondents specifically responded by using tick for their answers. The closed ended questions were easier to administer because each item was

followed by alternative answers and were economical to use in terms of duration.

V. FINDINGS OF THE STUDY

A. WORKING ENVIRONMENT AS FACTOR AFFECTING WOMEN PARTICIPATION IN SECONDARY SCHOOL TEACHING

The findings argued that inspired workplace will result in inspired workers and draws attention to the importance for work performance, the atmosphere, quality and style of buildings and offices. The work environment embraces working conditions such as temperature, humidity, ventilation, lighting, and noise, cleanliness of the workplace and adequate tools and equipment.

The level of Socio-cultural factors among respondents in secondary schools was rated as very high. This means that female teachers' commitment to work and family as well as the level of conformity of the dual role they play shows that most women assume that the role of female teachers in the job they do and role in the family is equally important, and they resolve issues with other women experiencing WFC (Nurmayanti, 2014).

The study revealed that the level of Socio-cultural factors in terms of causes was Low with an average mean of (average mean = 2.9927) in Secondary schools in Puntland State of Somalia. According to the following statements; Teachers' work was affected by Socio-cultural factors (3.8364). Low salary payment affected enrolment of female teachers among the Secondary teachers (3.7727) all were very high. The teachers' salaries amount causes Socio-cultural difference (3.4727) was rated as high. Overworking, demands from family and other Socio-cultural factors activities among Secondary teachers (2.0727) was rated as very low. The teachers' routine report affected the enrolment of female teachers (1.8091). Socio-cultural factors as a construct was measured by these five items. Respondents were asked whether they strongly disagreed, disagreed, agreed and/or strongly agreed with the statements under investigation and their responses indicated that Socio-cultural factors among respondents was rated as Low on average. This findings indicated that majority had seen Socio-cultural factors affecting the enrolment among secondary schools teachers.

B. GIRLS' EDUCATIONAL ATTAINMENT AS FACTORS AFFECTING WOMEN PARTICIPATION IN SECONDARY SCHOOL TEACHING

above revealed that many factors affects girls education attainment, factors like poverty, insecurity of the girl child and lack of school fees, among others factors were rated as very high with an average mean of (average mean = 2.60) in secondary schools in Garowe Puntland State of Somalia. This findings indicated that majority had seen the factors negatively affected the female participation in the teaching profession.

The results agree with Haugen, (2011), who noted gender inequalities affect women in the education sector in different ways. Poor working conditions adversely affect female

teachers. Deeply ingrained gender biases leads to labor divisions and behaviors at the school level that favor men. Female secondary teachers in a study in Uganda reported that they were expected to teach more classes per week, were expected to take on more tasks outside the classroom, and earned less because they had fewer opportunities to earn extra money outside the classroom than their male counterparts at the same school.

	Mean	Std. Deviation	Interpretation
Teaching is very hectic and tiresome	2.5824	.95529	Very High
Parents level of education	2.9451	1.00402	Very High
Early marriage	2.7363	.87984	Very High
Poverty at home	2.4176	.96685	High
Lack of parents support	2.5934	.99976	Very High
Lack of school fees	2.2857	1.15745	High
Girls' insecurity	2.6484	1.03681	Very High
Average mean	2.60	.52143	Very High

Table 4.8: Factors affect the girls' education attainment in secondary school education

C. PERCEPTION AND ATTITUDE TOWARDS WOMEN TEACHING IN SECONDARY SCHOOLS

The study above revealed that the level of respondents perception and attitude towards women teaching in secondary schools was rated as high with an average mean of (average mean = 2.45) in secondary schools in Garowe Puntland State of Somalia. This findings indicated that majority had seen perception and attitude towards women teaching in secondary schools as high.

	Mean	Std. Deviation	Interpretation
Lack of role model	2.8462	1.02114	Very High
Secondary school teaching requires a high level of skill	2.0000	1.03280	High
Secondary school teaching is masculinity profession	2.3187	1.02067	High
There is no career advancement in teaching profession	2.4396	.88454	High
Parents believe that teachers are poor and that why they discourage their children from taken teaching as profession	2.5604	.88454	Very High
Parents feel that teachers are not adequately remunerated.	2.6923	1.05084	Very High
Parents feel that teachers are neglected unlike medical doctors, engineers, lawyers among others	2.3077	1.15174	High
Teachers do not have time to enjoy like other professions	2.6923	1.05084	Very High
Respondents view regarding females engaging in teaching profession	1.2198	.41639	Very Low
Suggestions to attract female graduates in secondary schools	2.5934	.99976	Very High
How low female teachers establishment affects education of girls in secondary schools	2.4066	1.46043	High
Average mean	2.4521	.48621	High

Table 4.9: Perception and Attitude towards women teaching in secondary schools

VI. CONCLUSION

In conclusion, this study on socio-cultural factors affecting women to participate in secondary school teaching in Garowe, Puntland State of Somalia found out that that teachers work was affected by socio-cultural factors such as; low salary payment, perception of the community towards women teachers, overload of the teaching profession and lack of a role model among others. This factors were rated as very high. The study found out that the recruitment of women teachers in secondary schools was very low. This was because the women were reluctant to take over teaching jobs. The study further revealed that there was a significant relationship between socio-cultural factors and participation of women teachers in secondary schools.

VII. RECOMMENDATIONS

The study recommends that:

- ✓ The government enhance teacher capacity through trainings and workshops to promote development careers of the teachers.
- ✓ Improve remuneration packages for teachers as an incentive to school leavers and university graduates for them to join the teaching profession
- ✓ Provision of scholarship to girls would improve the girl child enrollment, retention and participation in education. Parallel sensitization of communities on importance of educating girls should be conducted.

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