

**GENDER IMBALANCE IN EDUCATION AND  
SOCIO-ECONOMIC DEVELOPMENT  
IN HARGEISA SOMALILAND**

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In Partial Fulfillment of the Requirements and of the award  
of a Degree of Master of arts in Development Studies

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February, 2012



### DECLARATION A

I RAHMA YOUSUF JAMA I declare this research proposal is my original work and has not been presented for a Degree or any other academic award in any university or Institution of learning"

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Date: 15 / 02 / 2012



## DECLARATION B

"I confirm that the work reported in this proposal was carried out by the candidate under my/our supervision".

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## APPROVAL SHEET

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## **DEDICATION**

I dedicate this thesis to my be loveable father YOUSUF JAMA and mam Anab Ali , for their endless support , effort and sacrifice they provided throughout my academic life and career development, also my respected friends for being supportive to me spiritually, emotionally, morally.

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## **ABSTRACT**

The study investigated the level of gender imbalance in education and socio economic development In Hargeisia Somaliland. The study was guided by the following objectives to investigate the level of gender imbalance in education and socio economic development and to establish the significant relationship between gender imbalance in education and socio economic development in Hargeisia Somaliland. Also we look at the constrains of women interims of education employment opportunity and business and how to empower women who are literate and educated in our community to be productive and self reliance;

The research design was descriptive and qualitative design. The study used qualitative approach to qualify incidents in Oder to describe the current condition of women's Data was collected from the field using questioner to collect primary data from sample size of 80 respondents out of population of 100 respondents. Cross tabulation, frequency and percentage and correlation analysis spearman correlation caffeinat used to analyze data.

The result obtained showed that there is positive relationship between education and socio economic development; other findings show that female members of the community have very low opportunities in education. Even those who happened to get any paid jobs are paid very low salary It recommends women education necessary for the transformation of an excessively male domination society. This can be collectively working as team towards the goal of ending discriminating practices and gender in equality, women also showed be included the planning and implementation of program and efficient allocate resource and establish partnership with collaborating agencies and local government department as crucial role in the planning and conceptualizing of projects as well as actual implementation.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study**

The Republic of Somaliland was known as the Somaliland Protectorate under the British rule from 1884 until June, 26th 1960 when Somaliland got its independence from Britain. On July 1st 1960 it joined the former Italian Somalia to form the Somali Republic. The union did not work according to the aspirations of the people, and the strain led to a civil war from 1980s onwards and eventually to the collapse of the Somali Republic. After the collapse of the Somali Republic, the people of Somaliland held a congress in which it was decided that it should form the Union with Somalia and to reinstate Somaliland's sovereignty.

The country has a republican form of government. The legislative assembly is composed of two chambers an elected elder's chamber, and a house of representatives. An elected President and an elected Vice-president head the government. The President nominates the cabinet which is approved by the legislature. There is an independent judiciary Democracy and

The country has three political parties. i.e. Organization of Unity people (UDUB) Party, Kulmiye Party and Organization of justice and welfare (UCID) party. The current President of the Republic is Ahmed Mohamed Mohamud and the vice-president is Abdirihman Abdillahi Ismail of Kulmiye who were elected on July 2010 for a five year term. The outgoing

president H.E Dahir Rayaale Kahin who was elected in 2003 handed over in a ceremony within 30 days of the election as per the election rules. The elections in 2003 and 2010 are symbols of Somaliland's political stability and maturity.

Geographically Somaliland is situated in the Horn of Africa. It lies between the 08°00' - 11°30' parallel north of the equator and between 42°30' - 49°00' meridian east of Greenwich. It is bordered by Djibouti to the west, Ethiopia to the south, and the Punt land region of Somalia to the east. Somaliland has a 740 kilometers (460 mi) coastline with the majority lying along the Gulf of Aden. The area of territory is 137,600 km<sup>2</sup> (53,128 sq mi) nonexistent (Hoehne, 2007).

Education in Somaliland is recognized as a fundamental tool that will not only facilitate long term economic gains, but will build the necessary human resource to achieve this goal. The Ministry of Education in Somaliland has a National Education Policy that supports achievement of primary education for all children. Currently, Somaliland has over 450 primary schools with total enrollment of 108,995 students, (36% girls and 64% boys). In the years 1996/1997 there was only 163 primary schools with a total enrollment of 33,000 and the government policy is to implement mass education throughout the country.

Somaliland has 5 universities and 3 colleges that provide higher education in different fields of specialization including medicine, in which the Amoud university provided the first ever Somaliland trained medical doctors in 2008. Though progress has been made in education, (Ellis ,2002).

Issues of access, of quality education continue to be key challenge to education in Somaliland; due to lack of International recognition contributes to inadequate international funding to support educational policy implementation. The UN and INGOs have minimally continued to supplement government and communities in Education.

Somaliland education started from scratch in 1991 after informally taking back their independence from southern Somalia, student used under the trees with empty cans which students used as chairs.

Therefore Somaliland government started to rebuild the schools such as primary and intermediate schools with the help of UNESCO and other donors, the number enrolled in to schools increasing year after year. the ministry of education started then to build secondary schools and universities, the first graduates of secondary and university was 2000 and 2004 respectively, (Hoehne, 2009).

The gender disparity in secondary, the secondary education level, between female and male students' widened due to high rates of girls drop outs. Due to early marriage when girls reach the age of 18 they prepare here self as wife while boys continue in education. Different levels of secondary education which could be attributed to early marriage or financial problems continue to be female students.

According to statistics made by the Somaliland Ministry of education, the percentage of female students at the secondary level was only 21% in 2006. , it was great gender disparity in primary secondary and higher education,( Hoehne,2009).

According to statistics report made by the ministry of education in year 2005-2006 University shows that male students exceed the number of female students in the different faculties with the exception of the faculty of Islamic Studies where the majority is female. These big number of female students in faculty of Islamic may be attributed to the fact that most female students returned along with their families from Arab countries and they were familiar with the Arabic language that is way they joined that faculty.( Herbermann and Charles,1913).

Although there is gender disparity in education there are many women who have established themselves in business projects .In 1991, after the peace have returned to Somaliland, there has been a growing number of women employed in the public and private sectors participating in all sectors such as informal business initiated to assist women nurture their children because the Mather become bride winner of the family so they start small scale businesses, aimed at enabling these poor women to start their livelihoods .Somaliland women establish Local NGOs with the support of international donors. In most cases, NGO projects provided education, health services, as well as short-term skill development for income generation. Though these women projects responded to some women's immediate needs, they could not cover the growing needs of female-headed households,( Markus ,2006).

Throughout Somaliland, women began to join the public sector in the early 1960 of the last century to date; there is a relatively small increase in the share of paid employment in comparison to men( Lacey, M,2006) Women employed in the civil service were and are still concentrated in the



lower position according to a data obtained from the( Civil Service Commission, 2009). the total number of Somaliland civil servants in 2006, was 5419 out of which 1324 were women. The data also shows that there were 37 government senior posts/General Directors of which none was a female, Because women at that time were less educated according to men. Moreover, there were 137 heads of departments of the different ministries, out of which only 7 were women. In the heads of sections, which number 270 in the different ministries, only 25 were women (Hoehn, 2009).

Informal sector employment or self employment: The majority of women are involved in the informal sector. Most of them are engaged in small scale trade, which is naturally of low level income. They have no access to organized markets, credit institutions, formal training and to many public services and amenities. Moreover, most of them are beyond social protection. Labor legislation and protective measure at the workplace are nonexistent (Hoehne, 2007).

## **Statement of the Problem**

There has been an increasing gender disparity in education and employment opportunity in Somaliland since 1991 since when Somaliland got independence from Somalia. Lack of education has an impact throughout a woman's life. Many of them have to help out with the household work and take care of their siblings instead of going to school or playing. Although the rates of girls' primary education have improved in Somaliland, only 10 per cent of girls attend secondary school, (Kathyeyi, 2008). Child marriage is another practice prevalent in Somalia and Somaliland. Parents in these regions tend to get their daughters married off at a very young age to get rid of themselves of the burden of raising them. Early marriage and lack of knowledge about birth control leads to early pregnancy and parenthood. Diseases are also consequences of illiteracy and Lack of information about their health. The illiterate parents have a negative impact in society because if the parent have no education their children are most likely to remain in the home even if they reach the schooling age. However gender inequality will affect the gradual national development and country will remain under developed. In employment opportunity, Women who are employed in the civil service are few for example .The total number of Somaliland civil servants in 2009, was 5419 out of which only 1324 were women. Those who work in the in civil service are secretaries, cleaner, assistance (Civil Service Institute, 2009). Education is the only tool that can break this intergenerational cycle of oppression, abuse, and poverty of women. Education has the power to transform societies. Educated women are more aware of their rights. They are likely to have fewer and healthier children. They can protect

themselves against diseases like HIV. They are more likely to send their children to school. A greater participation of educated women in the economy and political process would lead to a better world today as well as future generations.

### **Purpose of the study**

This study was to establish the relationship between gender imbalance in education and socio-economic development in Hargeisia Somaliland

### **Research Objectives**

#### **General objective**

To determine the correlation between gender imbalance in education and socio economic development

#### **Specific objective**

- i. To establish the demographic characteristics of the respondents
- ii. To investigate the level of gender imbalance in education in hargeisia Somaliland
- iii. To determine the extent of socio economic development of women in Hargeisia Somali land
- iv. To establish the significant relationship between gender imbalance in education and socio economic development in Hargeisia Somali land

## **Research Questions**

- i. What are the demographic characteristics of the respondents?
- ii. What is the level of gender imbalance in education in Hargeisia Somaliland?
- iii. What is the extent of socio economic development of women in Hargeisia Somaliland?
- iv. Is there a significant relationship between gender imbalance in education and socio economic development in Hargeisia Somaliland?

## **Scope of the study**

### ***Content scope***

This study examined the level of gender imbalance in education, and extent of socio economic development in Hargeisia Somaliland.

### ***Geographical scope***

This study carried out in the capital city of Hargeisia Somaliland. It will be conducted within three university such as University of Hargeisia, golis University and Admas University institutions employ the highest number of workers with varied skills.

This study was investigated how education affect the socio economic development in different institutions in Hargeisia, since it is the capital city of Somaliland, where most public and private institutions base their services to other part of the country.

### ***Time scope***

This study was conducted between December, 2010 and October 2011. Since the study is correlation design, data collection from the field was take place for the two month that is between June 11<sup>th</sup> and August 11<sup>th</sup>, after which the dissertation was compiled

### **Significance of the study**

This study is significant to difference categories of people, household's family, women organizations workers in public and private sectors.

First the study is intended to open the mind of policy makers, local communities NGO; Community based organizations (CBOs) in order to improve and understand the importance of women's education in society.

When women are equipped with education women can easily understand individual rights such as access to education, employment and better handling, the activities they are doing as well as active participation in planning activity and decision making.

Study results will expect to assist the ministry of education, civil service institute, ministry of gender and family affairs, potential researchers, as well as ministry of national planning, to put in place the policy of gender mainstreaming and make certain budget of how to improve with girls education such as access of free education formulating appropriate and realistic policies relating gender.

## **CHAPTER TWO**

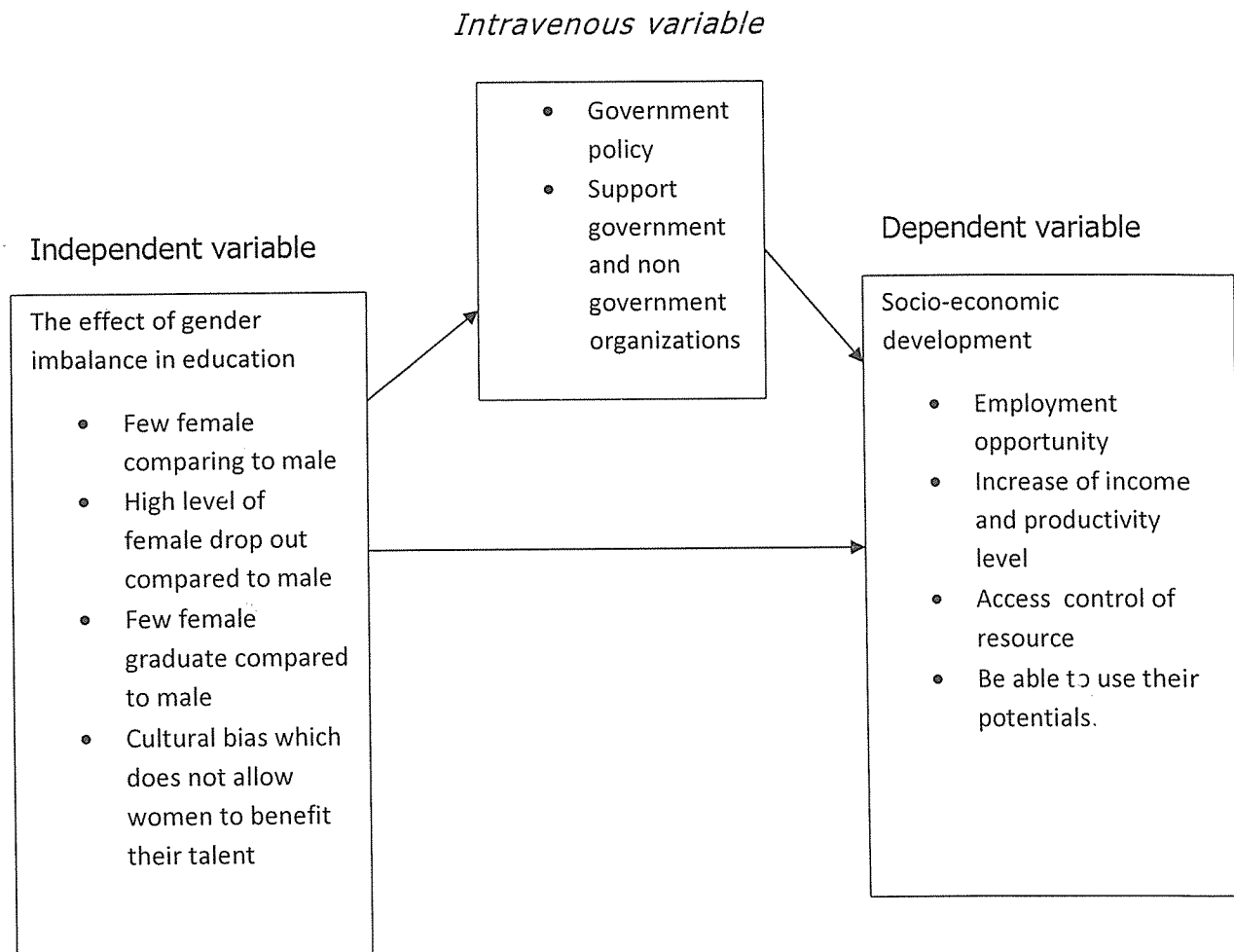
### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter presented review of related literature it explains the key concept: highlights the importance of education of women, the effect of gender imbalances in education and socio-economic development. as well as the measures of reducing the gender imbalances

#### **Conceptual framework**

The conceptual framework of this study demonstrates different variables to discuss in the study. The variable under scrutiny includes the independent variable, dependent variable and intervening variables. As illustrated in page 10.



**Figure 1:** Conceptual framework

As shown in figure 1 independent variable is the effect of gender imbalance in education .Aspects of independent variable include presence of few female comparing to male , high level of female drop out compared to male , few female graduate compared to male ,cultural bias which does not allow women to benefit from their talent. The dependent variable states the effect on socio- socio economic development depends

on the employment level of the population income distribution and accessibility to resources and so on. The government and local Authorities strategies as well as support by government and non government organizations, may enable the female to participate in development sectors, and be able to exploit their potential in socio-economic and education sector if they get equal opportunity with male.

Intravenous variable is the other things can be influence in promoting gender imbalances such as government must put t in place the policy of encouraging women I,e given free education the girls who goes to school and training women's who have already worked. The other influence factor is humanitarian organizations to make law enforcement if the lows are in place.

### **Definition of gender**

Gender is defined as socially constructed roles, relationships and learned behaviors of male or female. Men and women play different roles at home and in society. Based on the gendered social and cultural norms.

Gender is a social category that determines one's life options, participation in the economy and the society. Gender norms, relations and behaviors are different from society to society and change over time. Studies have shown that in most societies, gender based norms and practices favor boys and men over women and girls in granting access to resources, opportunities, rights, voices, decision making power at home and in the public spheres. Much of the gender and development literature



suggests that gender norms and practices systematically put women in sub-coordinated position in society.

Women's empowerment is another term that needs clarification. Women's economic and political empowerment was adopted as one of the strategies for advancing the agenda of gender equality at the UN Conference on Women in 1995. The term empowerment has different meanings depending on the socio-economic, political and cultural context in which it is presented.

Overall empowerment can be perceived as a process or as outcome/goal and can take place at different levels (individual and community). In discussing the relation between empowerment and poverty reduction, defines empowerment as the expansion of freedom of choice and actions and increasing one's authority and control over the resources and decisions that affects ones life (World Bank, 2001).

Similarly, Kabeer sees women's empowerment as a processes through which women gain the ability to take ownership and control of their lives. Key elements here are the expansion of choices and the ability to make strategic life choices (Kabeer, 2001). Although the process of empowerment depends on women themselves involving consciousness raising, participation, and organizing themselves, it can also be facilitated through education, capacity building, training and other measures. Change has to happen in the structures and legal frameworks (family laws, property rights, etc) in order to make the self-transformation process of empowerment sustainable (Kabeer, 2001).

## **Gender imbalance**

A specific difference or inequality between girls and boys or men and women in relation to their condition or how they access or benefit from resources (e.g. men's and women's access to health services school drop out rates of girls and boys)

Men and women are treated differently (restricted or excluded or violated) in the family the work place or society due to gender stereotype for example when women is not promoted in leadership position (even when she has suitable qualification and experience) because society believes that only men can make important decisions.

## **Areas of gender imbalance**

### **I. Education**

Education is an essential tool for achieving the goals of equality development and peace. It is a useful tool for addressing the religion and culture impediment that deny girls access to education non discriminatory education benefit both boys and girls and ultimately contribute to the establishment of more equal relationship between men and women equal access to and attainment of education qualification is necessary if more women are to become agents of change. Literacy in women is important for improving women to participate in decision making

Literacy in women is important health nutrition and education in the family and empowering women to participate in decision making in

society investing formal non formal education and training for girls and women with it is expectation high social economic return ,has provided to be one of the best means of achieving sustainable development and economic growth

## **II. Heath and development**

World health day (3May 2005), was that health Mather and children are the bed rock of health and prosperous nation he reported that millions of women die from pregnancy related causes while 10.6 million children die 40% of them in the first month of life. Many more suffer from ill health and malnutrition. Ugandan women die in children due to low utilization of health facilities for example 63 out of every 100 babies are delivered by an untrained attended this increase the mother and baby's risk of premature death . in ruler areas. Few pregnant Mather visit health center during pregnancy in addition poverty and social exclusion. Low level of education and domestic violence are powerful underlying maternal death and disability. Women who become pregnant when they are very young, who give birth to too many children.

## **III. Business Opportunities**

Especially in developing countries women often end up in poorly paid jobs without social protection and often in the informal sector employment condition and job quality need s improve so that women can maximize their productivity. Earn living wage m and have access to maternity leave sick pay and other form of social protection policies to support women to organize in union and protect their rights would also be an important step

to be better working condition investing in physical and social infrastructure

Will help reduce time spent on un paid work and thus help women access labor market policies to improve women access to and control over assets and new technology are also important for gender equality in labor market outcomes public sector employment programs and also important for gender equality in labor market outcomes public sector employment out programs can also strengthen female employment policies will be most effective when developed across arrange of positive partners institutions social community organization civil society.

### **Gender imbalance in developing countries**

For society in the form of lower child mortality, higher educational Life expectancy is the only indicator in which the gender imbalance is reversed. Development: A Study of Women Capabilities, World Institute for Estimates of the Consequences of Imperfect Fertility Control in Malaysia" Journal of A Study Of Dyslexia Among Primary School Students In Sarawak, **Malaysia** demographics factors, according to gender of age, class, parents' income, parent education, parents' occupation, students' position in the primary to higher institutional level. Due to the in imbalance of the written and enrolment in the school but the gender imbalance is un equal distribution of resources income education and so on.

Gender imbalance is not as significant as the access not represent the academic community of the institution and at large. Children who are

much younger where mother's care and attention is vital has higher (Schoiswohl, 2004)

### **Educational Access**

Analysis of the relationship between women and systems of education in Africa is not simply influenced by one factor but by the interaction of different elements located in historical, material, patriarchal, racial, ethnic and global economic and political contexts (Robert .1998).

This chapter reviews the general factors which influence and determine educational access. The main emphasis is on sub-Saharan Africa, although evidence from other developing countries, and occasionally from developed countries is cited where appropriate.

### **Attitudes of female education**

A majority of the participants expressed the view that boys and girls should be given equal educational opportunity because fairness demands it, for all are equal. The minority view gave girls greater opportunity for two reasons: Self reliance and enhanced economic capability. In poor/large families, most participants said they would rather educate the boys for family continuity, headship of household and property inheritance since the girl will marry and go away.

### **Occupations suitable for girls**

A majority of the participants preferred the following occupations: teaching, nursing, sewing, that is, occupations that permit women to take proper care of their children and husbands. Others, although they supported the preceding views, added jobs in the civil service, in the bank, or office jobs, and trading, because women, they said, should not be engaged in "hard work".

### **Socioeconomic level of development**

In the absence of state regulation, the economic players such as government bodies are developing new forms of regulation along the lines of tried and tested social patterns, which in Somaliland means on the basis of family relations. Because transactions are always concluded on the basis of trust, access to international trade networks is also primarily dependent on membership of certain clan families. Social exclusion and inclusion are based primarily on family associations. Membership in

However, this is only a description of tendencies. It is not the case that the more powerful clans have exclusive access to a market, and there certainly are women occupying positions of high economic status. For example, trade in gold and jewelry in Mogadishu is run almost exclusively by women. Monopolization tendencies, caused by the concentration of trade among a few wholesalers, are being observed in every region of Somali. (Schoiswohl, . 2004)

### **Informal Employment: women in Small scale Enterprises**

The African economy is characterized by the presence of a large segment of people Engaged in the informal economy. The term informal economy means different things in different contexts. The ILO, 2008 together with other stakeholders, used a more Comprehensive and broader definition of the informal economy. Accordingly, the Informal economy is comprised of

- (i) Informal employment without secure contracts, benefits etc,
- (ii) Informal employment in informal enterprises ( small unregistered or unincorporated enterprises including: employers, employees, own account operators, and unpaid family workers in informal enterprises, and in the heads of sections

### **Informal sector employment or self employment:**

Somaliland women Most of them are engaged in small scale trade, which is naturally of low level income. They have no access to organized markets, credit institutions, formal training and to many public services and amenities. Moreover, most of them are beyond social Protection. Labor legislation and protective measure at the workplace are nonexistent

- (iii) Informal employment outside of informal enterprises including domestic workers, temporary, casual or part-time workers etc.

The informal economy employs a larger share of the economically active population inAfrica. It employs 72 percent of the non agricultural employment in sub-Sahara Africaand 48 percent in North Africa. One of the reasons for the large share of informal

Employment is the inability of the formal sector (public and private sectors) to absorb the growing labor force. For example, in Tanzania out of 700,000 people who enter into the labor market annually, only about 40,000 can expect to be employed in the formal Economy (ILO & AfDB, 2004). According to some studies (Chen, M. et. Al 2002), over 80 percent of new jobs created in Africa is in the informal economy.

The informal economy is an important source of employment and income for women in Africa and elsewhere. In sub-Saharan Africa 84 percent of women are informally employed, as compared to 63 percent of men. In fact, sub-Saharan Africa has the highest share of women employed informally, compared to the rest of the developing countries and North Africa, each having 60 and 43 percent respectively. Working informally provides women and their families the much needed income to stay on the verge of poverty. In Ghana, for example three-fourth of the households depends on women's small and micro income generating activities for their survival for more than half of the time. Similarly, many households, in particular poor households depend on women's informal livelihoods for much of their income. Women's informal employment in both agricultural and non-agricultural sectors contributes to the national economy. For example, in Ghana, women contribute up to 46 percent of the agricultural Similarly in Benin, Chad, Mali and Kenya women's informal work makes strong Contribution to GDP, reaching above 50 percent (Beneria, 2005). Self employment is an important part of the informal economy and comprises 70 percent of informal employment in non-agriculture



employment in sub-Saharan Africa. Self employment can be divided into three main categories, trade, production, and services. Women's self employment in SSA involves a whole range of economic activities in production/manufacturing (food processing, weaving, handicrafts etc), services (cooking, hair plaiting, laundry, informal lending etc), and trading wholesale and retail trading. (Britannic. 2002).

(Accounting for 60 percent of the non-agricultural self-employment, trade has a prominent place in SSA). It is estimated that most micro and small enterprises are part of the informal economy. The in availability of statistical data makes it difficult for providing a comprehensive profile. However, some case studies in women in Africa shade light on their common characteristics. In addition to the common profile of being unregistered and un regulated, micro scale enterprises are often characterized by very small scale operations, use of low technology, low start up and working capital, low business (managerial) skills, low level of productivity and income and weak linkages to the formal economy ( Capt. J. 1995). Although there is a general understanding that micro-enterprises are very small businesses employing less than 10 workers, on average they employ only one person, the owner and an occasional assistant.

Ethiopia, Kenya and Tanzania by the African Development Bank and ILO (2004) Indicated that micro-enterprises with less than 10 employees constitute over 99 percent of their micro, small and medium sized enterprises. The study further estimates that the share of women is

reported to be approximately 65 percent in Ethiopia, 45 percent in Kenya and 43 percent in Tanzania.

Similarly, a survey carried out in Southern African in 1991 shows that women's have a bigger share in micro and small enterprises in the region, citing male migration in search of work in South Africa. According to this study female entrepreneurs account for 73 percent of small and micro-entrepreneurs in Lesotho, and 84 percent in Swaziland, 62 percent in South Africa and 67 percent in Zimbabwe. Somaliland women participate the development and rebuilding of the country after peace and stability came back, there was at that women family headed house holds 30 present Somali land women work informal sector like meat kat vegetable .the women work in government and non government are very view compared women in informal sector.

### **Imbalance in Business**

Many women enter into micro-entrepreneurship out of economic necessity and lack of other employment options. Because of their multiple responsibilities at home, women often choose the type of informally income generating activity that would allow them to manage from home. A review of African MSEs indicated that 45 percent of the female headed small enterprise was home-based as compared to only 19 percent of the male headed small enterprises (USAID, 2004).

Another common characteristic of women owned MSEs is the type of economic activity in which they are engaged. In Africa many women are engaged in food processing, basket making, cloth dying, soap making etc, while men are concentrated in wood work, transport, metal processing and similar occupations. Some of the reasons why women are concentrated in certain occupations has to do with their lack of marketable skills other than what they have learned at home and the easy entry into these occupations. This gender differentiated segregation of employment has ramification for growth and income (DAI, 2005). For example, brick making (male occupation) in Zimbabwe earned 7 times as much more as beer brewing (female occupation) regardless of comparable investment (Scotts., 2005).

Women owned MSEs are known for their low start up and working capital. A large Number of women start the small scale enterprises with personal savings or traditional collective savings. Because of lack of property rights, many women lack the necessary asset for starting businesses. Referring to the case in rural Ghana, reported that over 70 percent of them start up with capital less than US\$ 100, and 45 percent with less than US\$20. Similarly, a World Bank survey of female micro-entrepreneurs in Zimbabwe showed that only 5 percent of respondents had received formal credit while 75 percent of them got financed their capital needs from personal savings and family grants (Saito 1992). Not only women micro-enterprise operators have small starting capital, they are more likely to redirect earnings from their businesses toward the consumption of the household rather than reinvest in their businesses.

Another distinct characteristic of female enterprises is the limited growth potential of the many women managed micro-enterprises. As indicated above women's enterprises have low growth rate, partially due to the type of business activities they run. However, studies have shown women's and men's enterprises have different growth rates even those which operate in the same sub-sector. A study (Downing and Daniels 1992)

Conducted in four southern African countries has shown that in Swaziland women's

Businesses in retail, textiles and wood-based production grew at annual rates of 7 percent, 3 percent and 4 percent respectively. In the same sub-sectors, men's enterprises grew at 11 percent, 4 percent and 26 percent annually. Similar patterns were document in Zimbabwe for the retail trade where women's businesses grew by 11 percent, while men's demonstrated a 15 percent growth. In South Africa the study also shows a considerable gap between the growth of female (growing at 22 percent, 12 percent, and 22 percent and male (34 percent, 15 percent and 50 percent respectively) in the mentioned sub-sectors. As the study noted these gender differentiated growth trends could relate to gaps in profitability, potential for growth, or objectives related to growth.

### **Constrains on women's employment**

Determining the reasons why women owned and managed enterprises have low growth rate as compared to male headed enterprises is not as straightforward as some suggest the main reasons being lack of credit, skills and markets. Although these are important factors that can influence

the growth of enterprises, the reasons for female led enterprises low growth are diverse and are intertwined in economic, cultural and social dynamics. In the study indicated earlier conducted in Southern Africa pointed out three main reasons cited as growth constraints by most male and female respondents were finance (working capital or cash flow), markets, and input supplies. Interestingly, the survey also notes that female entrepreneurs in the four countries studied did not appear to respond to the large markets, while men's enterprises increased relatively consistently with an increase in market size.

Home based businesses have the advantage of allowing women to combine both their

businesses and their care responsibilities (especially those with young children). However, such businesses have limited direct interaction with customers as opposed

Those income generating activities that are based in traditional markets or commercial districts. Some literature suggest that female entrepreneurs are likely to diversify their businesses, switching from one to another depending on the level of profits and sometimes managing various small activities simultaneously to limit risk. Anthropological studies argue that women's diversification of their businesses is their strategy for survival not necessarily to avoid risk. Others noted that as women find meeting their growth potential difficult, they tend to grow horizontally by diversifying their businesses. However, some studies argue that women have a distinctive female entrepreneurship style that some women diversify production Mayoux argued that comparatively male entrepreneurs have

the ability to manipulate social networks, rely on unpaid family labor, and draw on other sources of income to facilitate their upward mobility (Mayoux, 1993).

A number of common factors influence the growth of micro and small enterprises in Africa. But, specifically, several gender-based economic, social and cultural conditions affect differently the performances of female and male enterprises. Both female headed and male headed enterprises suffer from lack of product market, managerial skills, financial resources, location, adequate technology, infrastructure, and supportive policy environment. The following part examines the various gender based constraints that hamper the growth of women owned and operated micro and small enterprises.

### ***Labor Burden***

Studies have shown that women have higher labor burden (time poor) as opposed to men. Family and community responsibilities take a lot of women's time that could be applied for improving their income generating efforts. In many SSA countries, women work up to 16 hours a day, juggling both productive work and their responsibilities at home. Their responsibility for child care (often caring for three to six children at a time) limits their mobility and obliges them to generate income in less conducive environment for business. Although statistical data are not available on the share of children attending early childhood education, there is greater shortage of affordable child care and preschool programs

even in urban areas in many parts of Africa. Women responsibilities for child care are often cited as reasons for women's low participation in skills training and literacy programs, which are crucial for building business management skills of female enterprises.

### ***Skills***

Lack of adequate skills are other constraints faced by female entrepreneurs. The coverage and quality of agricultural extension services in processing, preserving and packaging food is limited in many SSA countries. Training for women often focuses on "traditional female skills" in tie and dye, basket making etc. for which the market is saturated. Women's high illiteracy rate also limits the types of vocational and skills training they can be offered.

### ***Access to Financial Resources***

Women's lack of assets, due to the gender discriminatory property and inheritance practices in many of the African countries limit women's access and control over resources specifically land. For example, female headed households in Uganda claimed that their inability to finance their start up capital prevented them investing in businesses and trade activities (Dolan 2002, cited in USAID 2005). The lack of both start up and working capital limits the size, type and location of income generating activities. In recent decade micro-credit institutions have gained greater prominence in filling in the financial resource gaps to the poor in general and to poor women in particular. While some of the successes of micro-credit

institutions has gained recognition over the years, the unmet credit needs of men and women in many parts of Africa remains big.

The growth of micro-finance institutions and their impact in helping reduce poverty has gained worldwide recognition. By the end of 2003, about 80 million people were accessing micro-credit by about 2,900 Micro Finance Institutions. Despite this continued growth, there is a considerable gap of unmet credit demand worldwide. The success of micro-finance in supporting micro and small business in general and those operated by own women in particular in India and Bangladesh is well known. Studies have shown that similar successes have been noted in South Africa and Mauritius. (Appanah, v. not dated). However, there are many challenges that need closer attention if micro-credits are to sustain supporting the reduction of poverty and contribute to growth.

Recent study, however, argue that the current lending mechanisms (loan ceiling and other limitations) used by micro-finance institutions are not geared towards the growth of the micro-enterprises. Because micro-entrepreneurs cannot take loans beyond the limited size, they tend to take repeated loans and try to grow "horizontally" by diversifying their businesses and engaging themselves in multiple small-scale businesses. (Stevenson, 2005).

There is also another school of thought that recognizes the limitations of micro-finance institutions from the perspective of women's empowerment. (Mayoux 2004) argues that cost effective ways of integrating micro-finance with other empowerment interventions, including group



development and complementary services are still lacking. The term empowerment here means that as women control decisions on savings and credit, they can optimize their well-being and those of their households (Mayoux, 2004). This approach is believed to be considerably different from the poverty reduction project approach where the emphasis is more to use the loan for increasing income at the household level more for consumption.

The question, however, is do women really have full decision making power to determine how the loans or the profits should be spent? There is ample evidence that suggests that en may have more control on the incomes of women's micro-enterprises and often they may decide to finance their own personal interests instead of the households'. Moreover, because of cultural constraints, women may be reluctant to make independent decisions on the household income.

### ***Weak Infrastructure***

The low development of roads and lack of transport affects both male and female Entrepreneurs. But, a closer examination at the gender differentiated impact of weak Infrastructure on women and men and their respective income generating activities tells a different story. As indicated earlier, women's ability to be more actively engage Themselves in their economic activities is partly affected by the heavy labor burden and Time poverty associated with their family responsibilities. Women who live in

Communities with low infrastructure, (transport, water and sanitation and energy) are Wors affected. Studies have shown how women's time burden is affected by inadequate transport systems. A World Bank study (Malmberg Calvo, 1996, cited in Crown. C, et al2005) reported that 87 percent of trips in rural Africa take place on foot. Of this, the time women spent accounts for more than 65 percent of the household's time and effort put on transport. The study also found that the average daily load of women carried was 20 kilograms for 1.4-5.3 kilometers). Some studies suggest that access to roads can improve women's income – in Cameron women in a village on a main road earned more than those located 90 minutes away from the road (Lovell, 2000, cited in Grown, C. et al (2005).

Collecting fuel-wood is a predominately female responsibility in most of African Countries. A study conducted in three countries reported that women spend up to 300 hours a year in Ghana and Tanzania and 800 hours a year in Zambia collecting fuel wood (Malmberg Calvo, 1994, cited in Grown, C. et al, 2005). In northern Ghana, it was reported that the productivity of shea butter production was affected due to shortage of fuel-wood and lack of alternative energy. A total of 20 hours of arduous work (women's labor) is needed to produce one kilo gram shea butter. Use of adequate energy and improved technology can dramatically reduce the amount of time and drudgery of labor need and increase productivity and income.

Women and girls spend more time fetching water compared to men and boys. The study in SSA cited above reported that women spent more than 700 hours a day fetching water in Ghana, 500 hours in Tanzania and 200

hours in Zambia. Water is a main ingredient in food processing and other major household and market economies in which women are engaged. The limited access to water by communities, not only exacerbates women's and girls' time and labor burden, it also affects their livelihoods disproportionately. Most of women's economic activities, food processing, vegetable and palm oil extraction, fish smoking, gari processing, textile (batik and tie and die) and other need considerable amount of water and energy sources. Therefore, improvement in the infrastructure needs to take account of both women's and men's needs and their equal participation is essential for the success of initiatives in the sector.

### **Interventions**

Gender responsiveness is planning process in which programs and policy actions are developed to deal with and counteract the problems which are likely to arise if the needs resulting from socially constricted differences between men and women are not met adequately. gender responsive intervention by stakeholders may include.

- Identifying gender needs
- Addressing gender needs such as equity in the allocation of resources allocating priorities and access to opportunity and benefits.
- Developing gender sensitive management information system.
- Policy makers assessing gendered outcome.
- Proper and dedicated funding of gender programmes and investing in gender capacity building.
- Sensitizing stakeholders the community and administration to gender relations.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Research Design**

This study employed descriptive and correlation quantitative design .the study was used qualitative approach to quantity incidence in order to describe current condition to investigate the government and non government institution. Education and socio economic level .the descriptive correlation qualitative design is used to enable and establishing the relationship between independent variable and dependent variable through quantitative results.

#### **Target Population**

The target sample consisted of a total of 100 respondents these respondents will be the employed of three University institutions working in hargeisia city of Somaliland, Amin (2005) defined population as "population to which the researcher ultimately wants to generate the result, each organization will be select from a sample, so that it represented the total population are illustrated in table one it clearly shown the number of organization and the target sample and the sample size of each organization and finally the total sample size of the study.

### **Sample Frame-work**

<b>Categories</b>	<b>Population</b>	<b>Sample</b>
Managers	10	10
Administrative	30	20
Staff only	<b>70</b>	<b>50</b>
<b>Total</b>	<b>100</b>	<b>80</b>

The sample frame of this study was used Managers, Administrative and staff sample frame of this study is shown below

### **Sample size**

The study used total of 80 respondents based on Amiin (2005) sampling guidelines. For instance, these sampling guidelines indicate that if the population is ten and below the sample size to be considered was used 10, so that the sample becomes representative of the population. From the same table for a population of 100 people the suggested sample size is 80; so the same sampling guidelines indicate that the sample size of a population of 100 is 80.

### **Sampling Technique**

This study employed stratified random sampling and purposive random sampling techniques. A stratified sampling technique was used to categorize the respondents to include in the sample. A stratified sampling technique is technique that identifies sub-group in the populations and

select from each sub-group the respondents' to form a sample. Therefore, a stratified sampling technique was used to ensure that the target population is divided into different strata and each stratum is represented in the sample.

This study employed purposive sampling to select the key informants; in the purposive sampling the researcher used own judgment about which respondents to choose and picks those who best meet the purpose of the study. Purposive sampling was used for managers while stratified random sampling will be used for the employees to decide who to include in the sample.

### ***Sampling Procedures***

Purposive sampling was utilized to select the respondents based on these criteria

- i. The respondents were male and female
- ii. The respondents must have at least one year experience
- iii. The respondents must be permanent staff and full time workers

From the list of qualified respondents chosen based on the inclusion criteria, the purposive sampling was used to finally select the respondents with consideration to the computed minimum sample size

### **Research Methods**

The study used questionnaire. As the main tools for collecting data the election of this tool has been guided by the nature of the data to be collected, the time available as well as by the objective of the study.

## **Questionnaire**

According to Oso, and Onen (2008) questionnaire, used since the study was concerned with variable that cannot be directed observed such as views, options, perception and feeling of the respondents. Such information are best collected through questionnaires .the target population was also largely literate and is unlikely to have difficulties responding to questionnaire items.

## **Validity and Reliability of the Instrument**

The instrument were presented and pilot tested to grouped of people before the data collection in the field outside the population to improve their validity and reliability coefficients to at least 0.70 According to Amin formula.(2005).

Inter judge = Number of declared items valid / total number of judges

$$5/7=0.70$$

Amin (2005), items with validity and reliability coefficient of at least 0.07 are accepted as valid and reliable in research.

Validity is the extent to which research results can be accurately interpreted and generalized to other population. it is the extent to which researcher instrument measured what they are intended to measure .on the other hand reliability is the dependability or trustworthiness and in the context of measuring whatever it is measured . The instruments are reliable because they produced the same result when they have been

represented used to measure their traits or concepts from the same respondents

Reliability of the data collection instruments was established through a test-retest method. The researcher conducted a pre-test for the data collection in councilors, civil servants and decision makers. And retest was conduct after three weeks in the same respondent and it gives the same result. This could show the consistency in the reliability. Therefore the instruments were valid

### **Data Analysis**

The study was used cross tabulation (frequencies and percentage) to analysis the profile the respondents. Mean (look at appendix IV how the mean is computed) to the contribution and challenges of gender difference in education and socio economic development in Somali land and correlation analysis using persons co efficient values was used to analyze the relationship between the independent and dependent variable which is the gender difference in education and socio economic development

### **Ethical Considerations**

Social research should be ethical in collection of their data in the process of analysis the data in dissemination of findings, they are accepted to respect right dignity of those who are participating in the research project and avoid any harm to the participating in the arising from their involvement in the research and operate with honesty and integrity , therefore this will be done according the ethical consideration will guided



by the following principle the interest of participants should be protected this means both participate and research do not will come and physical and confidentiality of information given them that have adverse impact on the participate.

The research activity of this study will begin immediately when an introductory letter is secured from Kampala International University. Thereafter, copies of the letter will be used to introduce the researcher to the respondents. The researcher was introduced himself to the employee and responsible persons people at decision making in the selected regions and due their acceptance, researcher was begin collecting for research.

### **Limitations of the Study**

- i. The respondents not knowing the English language so translating Somali language into English language will be difficult.
- ii. Respondents would not answer the questionnaire properly or correctly because of fear
- iii. Lack of enough documentation of review literature related the research.
- iv. The researcher expects time and budget allotted for the research study to be adequate but it will be ascertained at the end of the research study.
- v. Some of the respondents is not possible to get them from their offices
- vi. Some of the respondents my not give you the exact information needed for the study fear to be fire from the work.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF DATA**

#### **Introduction**

This chapter presents and discusses the study findings arising from the field information collected through questionnaires on gender imbalance in education of women and socio-economic development in Hargeisia Somaliland. The first section presents response rate. This is followed by a presentation and discussion of the study's empirical findings in relation to questioner

#### **Empirical findings**

The empirical findings are presented and analyzed using mean and standard deviation, measures of covariance using Pearson's correlation coefficient technique and analysis of variance (ANOVA) using simple regression analysis in relation to the specific objectives. In this section, the study findings are presented as follows: The profile of respondents and the specific objectives: To determine the level of gender imbalance in education in Hargeisia Somaliland , To determine the extent of socio economic development in hargeisia Somali land, to establish the significant relationship between gender imbalance in education and socio economic development in hargeisia Somali land.

This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find the characteristics of the respondents and show the distribution of

the population in the study. Their distribution is established in tables 2-8 as follows

**Table 2: sex of the respondents**

<b>Sex of the respondents</b>	<b>Frequency</b>	<b>Percentage %</b>
Male	56	70.00
Female	24	30.00
Total	80	100.00

**Source: Primary data**

The responses indicate that Male respondents were the majority 56(70%) as compared to the female counterparts 24(30%).the reason why male are more compared to female is that when it came to in higher education , most of them did not go to university due to early marriage.

**Table 3: Age of the respondents**

<b>Age of the respondents</b>	<b>Frequency</b>	<b>Percentage %</b>
Below 25	15	18.8
25-39	39	48.8
40-54	20	25.0
55 and above	6	7.5
Total	80	100.0

**Source: Primary data**

Responses obtained indicate that most of the respondents were between 25-39 years of age 39(48%) , the reason why the respondents are more in this age was that of most them were the staff who graduated from the university 15respondents which is 18% of the total population were below 25, 20 respondents , 25% of the population were between 40-54, and only 6 respondents which is equivalent to 7% of the population were above 55 years of age. The age is important of this study to know the level of experience.

**Table 4: level of the education**

<b>Education of the respondents</b>	<b>Frequency</b>	<b>Percentage %</b>
Secondary	10	12.5
Bachelor	43	53.8
Masters	23	28.8
Certificate	4	5.0
Total	80	100.0

**Source: Primary data**

Among the respondents those who have degree were 12.% and those who have masters were 28.% the other 12.% have secondary education while the other remaining 5.0% were certificate holders most of the respondents are degree holders is explained by the fact that university employ degree holders to run the day to day activities of the country. .

**Table 5: Marital status of the respondents**

<b>Marital status</b>	<b>Frequency</b>	<b>Percentage %</b>
Married	34	42.5
Single	43	53.8
Divorced	2	2.5
Widowed	1	1.2
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary data**

The marital status of the respondents had important part of the research since that helped to know If the different category of people have different views of education. Among the respondents 53.8% of the respondents were single because they have no enough salary to handle family, 42.5% of the respondents were married, 2.5% were divorced the other 1.2% were widowed.

**Table 6: Employment status of the respondent**

<b>Employment status</b>	<b>Frequency</b>	<b>Percentage %</b>
Employed	74	92.5
Unemployed	0	0
Self-employed	6	7.4
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary data**

The study shows that 92.5% of the respondents were employed and the reason why the numbers of employed people are very large we selected employed people of selected university because they have important

information related to their work the other remaining 7.4% were self employed, there is no unemployed person of the respondents. There is imbalance in employment opportunity as most of the employed persons were male apart from very few women who works in low level positions such as secretarial posts

Therefore there is significant relationship between education and socio economic development as much as the education level change also the attitudes of people towards development and change positively.

**Table 7: Current position of employment of the respondent**

Position of employment	Frequency	Percentage %
Manager	13	16.2
Administrative	36	45.0
Staff	31	38.8
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary data**

The study shows that 16.2% of the respondents were managers of the universities 45.0% were administrative staff like head of departments The reason why administrative are large in number was that the university consist of many department like associate deans and coordinators. The remaining 38.8% were staff of the organization. Most of heads of department were men.

**Table 8: years of employment of the respondents**

<b>Years of employment</b>	<b>Frequency</b>	<b>Percentage %</b>
Below 5 years	34	42.5
5-9years	24	30.0
10 years and above	22	27.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Primary data**

According to data from table 8 42.5% of the respondents were less than 5 years experiences because university hires the newly graduated students of every university, 30.0% of the respondents were 5-9 years of experience while 27.5% of the respondents were 10 years and above was in experience The reason why the people of less than five years were large in number because the experienced people demand high salary, or prefer to do part time work in the university.

<b>Indicators of Gender Imbalance in Education</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Interpretation</b>
Attendance in class	1.32	.689	Male are more than female
participation in class of the respondents	1.61	.864	Male are more than female
excellence performance in exam	1.64	.958	Male are more than female
average performance of the respondents	1.63	.948	Male are more than female
Poor average performance in exams	2.25	.879	Female are more than male
Dropout rate of the respondents	2.16	.737	Female are more than male
Repetition in class	2.23	.746	Female are more than male
Arts courses class	2.07	.725	Female are more than male
Science course class	1.44	.760	Male are more than female
performance in arts related exams	1.71	.783	Male are more than female
performance in science related exams	1.74	.896	Male are more than female
qualified persons in this institution	1.60	.961	Male are more than female
administrators in this institution	1.30	.806	Male are more than female
staff of the institution	1.88	1.023	Female are more than male
top managers of the institution	1.30	.644	Male are more than female
graduate staff in this institution	1.65	.969	Male are more than female
staff with diploma only	2.58	1.065	Male and female are equal



The findings in table 9 above shows that the extent of imbalance in education between male and female members the respondents only agreed that males are more than female and they were suggested attendance in class (Mean =1.32,stander deviation ,.689),attendance in class male are more that female because when it came in higher in education female are less than male female students were very view in every class of different faculty of the university for example if class settings is 50 the number of female is 3 out of 50 that is why they become less number in class attendance

a finding which suggested efforts was undertaken by institution to consider to class participation of male and female, males are more than female and they were suggested ( mean=1.61, and standard deviation=.864) because women by nature they cannot express their idea due to fear cultural believes which socials girls as women that is why they are lower in participation.

On the other hand, less efforts were undertaken to excellence performance in class (Mean = 1.64, Standard deviation =0.958)

Findings of average performance of the respondents' shows that male were well performed compared to female ( Mean= 1.63, stander deviation= .948)

Table above shows findings of the respondents were female are poor performance compared to male in class course (Mean =2.25, stander deviation .879) the reason why female are poor performed women they work at home instead of doing there lesions in class. Even they have no enabling environment to exercise their talent.

When it comes dropout rate female are more than male findings of the respondents shows (Mean=2.16, standard deviation .373) , Repetition in exams female are more than male because women they did not get more time to learn more ( Mean =2.23, standard deviation .746) ,arts course class most respondents answered that female are more than male because they said women are not good at in mathematics and science rather than performed well in theory .( Mean =2.07, standard deviation .725) science course class respondents said that male are better performed than female, for example faculty of science male are more than female there for the respondents answered that male are more in science courses.( Mean =1.44,standard deviation .783). the findings of the respondents shows that qualification of staff male are more qualified than female ( Mean =1.60, standard deviation .961 ) , administrative staff of every institution number of male are more than female due to female they do not have experience and skills in order to fit position of man ( Mean =1.30, standard deviation .806 ) . staff of the institution female are more than male because women are always work in lower positions which is not needed so much skills such as cleaner secretariat of the offices and assistance there for they have high in number but the quality they have is very low compared to men ( Mean =1.88, standard deviation 1.023 ). Top managers of the institution male are more than female because women did not give in higher position even if they have the qualification by nature man believes that women cannot perform well like man do.( Mean =1.30 , standard deviation .644 ) findings of the respondents shows that graduate level of the male are more than female in every year because when they are joined in university they are not equal in number (

Mean =1.65, stander deviation .969 ) there for the total number of male and female who have diploma are equal in number ( Mean =2.58 , stander deviation 1.065).

<b>Indicators of Socioeconomic Development</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Interpretation</b>
the number of women in formal employment	2.59	1.328	Disagree
The number of women in administrative posit	2.43	1.220	Disagree
the number of women in managerial position	2.56	1.089	Disagree
the number of educated women increased	2.82	1.230	Neutral
the number of graduate women has increased	2.74	1.145	Neutral
the number of women in university has increased	2.64	1.094	Neutral
the number of women in politics position has increased	2.49	1.125	Disagree
the number of self employment of women has increased	2.89	1.293	Neutral
the number of rich women has increased	2.41	1.064	Disagree
the number of women in medium income level has increased	2.54	.980	Disagree
there are many women with adequate access to assets	2.57	1.053	Disagree
the number of women with access financial resources has increased	2.55	.980	Disagree
the number of women who pay tax has increased	3.11	1.281	Neutral
<b>Mean Index</b>	<b>2.64</b>		<b>Neutral</b>

Findings Table 10 shows the extent to role you agree with each of the following items related to socio-economic development of women of answers of findings shows that respondents disagree that number of women in formal employment has increased ( Mean =2.59, stander deviation 1.328 ) but also respondents disagree that number of women in administrative position has increased ( Mean =2.43 ,stander deviation 1.220) respondents were asked that the number of women in managerial position has increased most of them they disagree ( Mean =1.56, stander deviation 1.089 ) findings of the respondents shows that number of educated women w ere neutral according to the respondents answer ( Mean =2.82 , stander deviation 1.230 ). The graduate level of the women who are graduating for the university were (Mean =2.74, stander deviation 1.145) findings of the respondents disagree when asked the respondents that number of women in university was increased ( Mean =2.64, stander deviation 1.094 ) ,number of women in politics has increased ( Mean =2.49 , stander deviation 1.125 ) most of the respondents disagree that number of women politics has increased , number of self employed women has increased ( Mean =2.89 , stander deviation 1.293 ) , number of rich women has increased the respondents answered disagree ( Mean =2.41 , stander deviation 1.064 ) , the number of women of medium income level has increased ( Mean =2.54 ,stander deviation .980 ) most of respondents disagree that that number of women have medium income there for it shows use that women have no income and have no access to financial resources even if the women have income they don't know how to invest in production way so women needs more improvement in terms of health education and financial training of how to

manage resources, the respondents answered women who have adequate resources and ( Mean =2.57 stander deviation 1. 053 ) respondents disagree women have adequate resources because women they are minority in terms or resources and assets last question is number of women who pay tax has increased (Mean =3.11 ,stander deviation 1.281 ) payment of tax women were very view because women have no big enterprises mostly women they are engaged un profitable business like selling vegetable cooking foods selling green grass ( kate) there for if they bay tax is not something big so women need more capacity building financial support and resource management in productive manner.

### **The relationship between Education and socio-economic development in Hargeisia Somaliland**

To test if there was relationship between gender imbalance in education and socio-economic development in Hargeisia Somali land, a correlation analysis was conducted using Pearson's correlation coefficient and significance of the two tailed level. The findings are presented in table 11.

**Table 11: Correlation matrix between gender imbalances in education and socio-economic development**

	Education	Socioeconomic
<b>Educ ation</b>		
Pearson Correlation	1	.007
Sig. (2-tailed)		.05
N	80	80
<b>Socio economic</b>		
Pearson Correlation	-.007	1
Sig. (2-tailed)	.05	
N	80	80

Table 11 shows the Pearson's correlation coefficient  $r = -0.007^{**}$  between gender imbalance in education and socio-economic development suggesting that the two variables were related. The  $r = 0.007^{**}$  and significance  $p = 0.05$  between gender imbalance in education and socio-economic development suggests that there was a weak influence between gender imbalance in education and socio economic development.

#### **Regression model between gender Imbalance in education and Socio economic Development in Hargeisia Somaliland**

A regression analysis was conducted to measure the extent to which gender imbalance in education and socio-economic development in hargeisia Somaliland using the ANOVA techniques of adjusted  $R^2$  values,

standardized beta values, t-values and the significance measured at 0.05 levels. The results are tabulated in table 18.

**Table12: Regression results between gender imbalance in education and socioeconomic development**

Predictor	Adjusted Square	R	Df	Mean square	F	Sig.
	-0.013		1	1.815	0.004	0.05 <sup>a</sup>
				Standardize d coefficients	t	Sig.
	Adjusted square	R	Std error	Beta ( <i>B</i> )		
			0.160		-0.062	0.05
	-0.013		0.620	0.400	7.021	0.000

$P \leq 0.05$

- a. Predictor: (constant), imbalance in education
- b. Dependent Variable: Socio-economic development

The regression model in table 11 shows adjusted  $R^2$  value of -0.013 between gender imbalance in education and socio economic development suggesting that education predicted 13.1% of the variance of socio-economic development in Hargeisia Somaliland. The  $R^2 = 0.131$ , beta 0.400,  $t = 7.021$  significance  $p = 0.05$  suggested that gender imbalance in education and socio-economic development has significant relationship.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS RECOMMENDATIONS AND CONCLUSIONS**

#### **Introduction,**

From the study findings, the researcher makes following conclusions.

Education is central to achievement of greater equality in society and investing in education of girls has especially powerful benefits, not only for civic participation and family health and welfare, but also positive implications for all other measures of development. There for the study shows use that male are dominated female in higher education, also when it comes average performance in exams, male are better preformed than female. There for women need to give them extra education in the class so as to build their capacity

society also benefit in many ways from higher level of women education, educated Mather knows how to express their rights and her children get better chance to learn and she also improved nutrition for children and lower rates to the provision of skills necessary for lab our and government.

in the last 5 years Somaliland has made enormous good progress forward in improving access of boys and girls to educate but it is not in higher education because the community they were not aware the importance of education to girls that is way girls remain the home and very few, there for promoting gender equality within the education achievement and

access, particularly at the secondary and tertiary level , where girls enrolment ,completion and achievement rates are lower.

Number of organizations continues to prevent girls and young women from attending secondary schools and universities and from performing equally to their male classmates. Ensuring the participation of girls and women is therefore fundamentally rewarding in terms of equal and also efficiency.

Gender mainstreaming efforts are still inadequate at decentralized levels and are not well incorporated in to educational policies because u can see offices mans are already equipped if u see universities the top managers and administrative staff most of them were men there for gender mainstreaming is good at all levels of education.

The other side of the study was to investigate how education effect the socio-economic development of Somaliland women's in participating economic development of hargeisia .The findings showed that women's have no access to financial resources and working small paid positions if we look at managerial posts women have no included in higher position of the university due to low level of education lack of support of the community culture believes some people believing women's job cannot be productive like man. In terms of employment most Somaliland women they engaged informal works like selling vegetables milk there for they need to give financial trainings so as to better manage with their business and also to substitute this work to anther work.

## **Summary of Findings**

The study focused on imbalance in education and also to evaluate women's contribution in the socio-economic development of Hargeisia Somaliland. The findings of this shows that there is relationship between gender imbalance in education and social economic development in Hargeisia. objectives of the study were To assess the contribution of Somaliland women to measure low performance rate in education of women and socio economic development of Hargeisia, To investigate the negative impact of Somaliland women's in participating in and socio-economic development of Hargeisia Somaliland, To identify the challenges faced on Somaliland women in contributing socio-economic development of and how they affected those challenges. One of the challenges faced women exclusion of higher positions such as managerial posts for example in higher education women stay lower positions which have low pay. When it comes in employment level women engaged non formal work which cannot be productive as men. Therefore i better way forward to overcome those barriers in community. This study took into consideration 80 respondents as sample size to determine feasible findings about topic under the study. Demographic characteristics of the respondents were studied and found out that more male were involved in the research compared to the female.

## **Recommendations**

After have been analyzed an evaluation of women's education and contribution into socio-economic development of a number of recommendations considered including:

- i. Cultural attitudes and believes have been found to be hindrance to gender promotion in education it is therefore recommended that the communities discard and abandon all discriminatory cultures and believes that societies hold this can be achieved if the government bans discriminatory cultures practices through legal means. The community at low level has to develop and raise awareness's among parents and communities about the value of educating girls in nontraditional areas of training
- ii. Public policy should compensate for the asymmetry in parental incentives to educate girls by given extra subsidies for girls schooling. this makes sense because many of the benefits of girls, education are public benefits i.e. t hey accrue not only to the educated individual and her family but also to society in general
- iii. It is the duty of the government and NGOs to promote of women education in remote areas because large population of women are left for the villages and also creating income generation projects like micro finance so as to invest women to manage their own business
- iv. Preparing annual budget of training women and building capacity of women who

- v. Have already in working place and also put in position of men so as to upgrade women in high positions.
- vi. Enhance existing women NGOs' and networks' ability, performance, coordination, and collaboration; and set a policy for women's full participation in development.
- vii. The media sector should be expanded to enable women get an opportunity to involve in the media, both the government owned and the private ones.
- viii. Women must build their capacity so as to better manage their own business

### **Suggestions for further research**

Based on the assessment of Education and contribution of women into socio-economic development in Hargeisia Somaliland, the researcher suggests these areas for further research

- i. The role of government in gender sensitive and gender role and how to apply community.
- ii. Cultural barriers in Somaliland women and the view of the right in Islam.
- iii. Gender empowerment and elimination of root discrimination
- iv. Developing gender mainstreaming policy

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## APPENDIX 1

### TRANSMITTAL LETTER



Ggaba Road - Kansanga  
P.O. Box 20000, Kampala, Uganda  
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Fax: +256- 41- 601974  
E- mail: admin@kiu.ac.ug,  
Website: www.kiu.ac.ug

**OFFICE OF THE ASSOCIATE DEAN, SOCIAL SCIENCES  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

July 19, 2011

Dear Sir/Madam,

**RE: REQUEST FOR RAHMA YOUSUF JAMA MDS/31279/102/DF  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Arts in Development Studies.

She is currently conducting a field research of which the title is **"Gender Imbalance in Education and Socioeconomic Development in Hargesia Somaliland."**

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

  
Dr. Roseanne Mwaniki  
Associate Dean Social Sciences, SPGSR)



*"Exploring the Heights"*



## APPENDIX II

### TRANSMITTAL LETTER FOR THE RESPONDENTS

---

Dear Sir/ Madam,

Greetings!

I am a student of Kampala International University, School of Postgraduate Studies and Research. I am conducting an academic research entitled, **Gender Imbalance in Education of women and socio-economic Development in Hargeisia Somaliland** With in this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be used for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Ms. Rahma Yousuf Jama

**FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

**A. Sex**     1. Male ( ) 2. Female ( )

**B. Age.**     1. Below 25 ( ) 2. 25-39 ( ) 3. 40-54 ( ) 4. 55 & above ( )

**C. Educational level**

- 1. Primary ( )
- 2. Secondary ( )
- 3. Degree ( )
- 4. Master ( )
- 5. Certificate ( )

**D . Marital status**

- 1. Married ( ) 2. Single ( ) 3. Divorced ( ) 4. Windowed ( )

**2. Employment status**

- 1. Employed(formal employment ( )
- 2. Un-employed ( )
- 3. Self employed ( )

**E. Position in Current formal employment**

- 1. Manager ( ) 2. Administrative ( ) 3. Staff Only ( )

## **F . Years of formal employment**

1. Below 5years ( )
2. 5-9 years ( )
3. 10 & above ( )

**Indicate the extent to role there exists imbalance in this education institution between male female members please indicate of the male and female who takes the biggest number in each of the following items Answer 1. male 2, female 3 male & female equal 4. Not sure**

No		1	2	3	4
1	Attendances in Class				
2	Participation in Class				
3	Excellence performance in exams				
4	Average performance in exams				
5	Poor /below average performance in exams				
6	Drop out rate				
7	Repetition in Class /take dead				

	semester /years				
8	Arts Courses Class				
9	Science course class				
10	Performance in arts related exams				
11	Performance in science related exams				
12	Qualified persons in this institution				
13	Administrators in this institution				
14	Staff of the institution generally				
15	Top managers in this institution				
16	Graduate staff in this institution				
17	Staff with diploma only				

**Indicate the extent to role you agree with each of the following items related to socio-economic development of women Your answers will range between 1: strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree**

No		1	2	3	4	5
1	The Number of women in formal employment has increased					
2	The Number of women in administrative position has increased					
3	The number of women in managerial position has increased					
4	The number of educated women has increased					
5	The number of graduate women has increased					
6	The number of women in universities has increased					
7	The number of women in political positions has increased					

8	The number of self employment women has increased					
9	The number of rich women has increased					
10	The number of rich women in the medium income level has increased					
11	There are many women with adequate access to assets & resources for their own development					
12	The number of women with access to financial resources has increased					
13	The number of women who pay tax has increased					

### APPENDIX III

#### MEAN INTERPRETATION

Range	Interpretation
3.36-4	not sure
2.51-3.25 are equal	male and female
1.76-2.50	female
1.00-1.75	male
4.21-5	strongly agree
3.41-5	strongly agree
3.41-4.20	Agree
2.61-3.40	Neutral
1.81-2.60	Disagree
1.00-1.80	Strongly disagree

## APPENDIX IV

### CALCULATIN OF CONTENT VALIDTY INDEX

$$\text{CVI} = \frac{\text{No of judges declared item valid}}{\text{Total No of judges}}$$

Section: A

$$\text{CVI} = \frac{4}{5} = 0.8$$

Section: B

$$\text{CVI} = \frac{3}{5} = 0.6$$

Section: C

$$\text{CVI} = \frac{4}{5} = 0.8$$

Section: D

$$\text{CVI} = \frac{5}{5} = 1.0$$

Therefore, Average of content validity index is:

$$\text{CVI} = \frac{3.20}{4} = 0.8$$



## **APPENDIX VI**

### **RESEARCHER'S CURRICULUM VITAE**

#### **Personal profile**

Name: Rahma Yousus Jama

Citizenship: Somaliland

Mobile : +25224478388

Address: Hargeisia Somaliland

Date of birth, October, 1985

Email: raxma\_169@hotmail.com

#### **Educational background**

##### **Post graduate**

Master of arts in Development Studies, Kampala International University, Uganda, theses on : gender imbalance in education of women and socio-economic development in hargeisia ,Somaliland 2011"

##### **Undergraduate**

Bachelor of Business Economics University of Hargeisia, Somaliland  
Research paper on" Employee motivation and performance in work place, 2009"

## **Secondary School**

2004 Graduate ,Mahmoud Ahmed Ali school ,Hargeisia , Somaliland

## **Certificates**

- Certificate of Research kamala international institute school of Business, 2011
- Certificate of leadership and good governance, Kampala international University ,2011.
- Certificate of conflict Resolution and peace building, African population consult, 2010.
- Certificate in Guiding and counseling of African population consult,2010
- Certificate of NGO Management ,African population institute,2010
- Certificate of statistical package of social science (SPSS) , Makerere university 2011
- Certificate of monitoring and evaluation, Makerere university school of Economics and applied statistics 2011.
- Certificate of Trainee of trainees (TOT) , Makerere University school of languages,2011.
- Certificate of procurement and supply chain management ,Makerere university 21011
- Certificate of decentralization and local government, Makerere university 2011.

- Certificate of social Work and Community Development , Maker ere Corporate institute

## **Profession and Work Experience**

April 2007- July 2010 Project Officer, SOYONDA. Hargeisia Somali land

- Mobilizing project participants and community members to participate in project activities
- Supporting partner's organizational strengthening and development
- Assist in documentation of best practices including writing/editing and developing other materials.
- Provide phasing and scheduling of project activities.
- Provide technical support to field finance and administrative staff.

## **Language Skills**

1. <b>English</b>	Very goodo
2. <b>Arabic</b>	Fluent
3. <b>Somali</b>	Mother tongue

### Referees

1. Prof. Hussein A. Bulhan – chancellor – Chancellor  
University of Hargeisia ,Somaliland  
Tell: +252-24427236
2. Dr. Ayama Charles Senior lecture Kampala international  
university  
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3. Dr.Kerosi J. Bosire- Dean School of business and  
management Kampala international University.  
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