



East African Journal of Arts and Social Sciences

ejass.eanso.org

Volume 8, Issue 1, 2025

Print ISSN: 2707-4277 | Online ISSN: 2707-4285

Title DOI: <https://doi.org/10.37284/2707-4285>

EANSO

EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Effect of Institutional Practices on Education Rights of Girls: A Case of University Female Students in Hodon District, Somalia

Rogers Barigayomwe, PhD^{1*}

¹ Kampala International University. P. O. Box 20000, Kampala, Uganda.

* Author's Email: rogers.barigayomwe@kiu.ac.ug

Article DOI: <https://doi.org/10.37284/eajass.8.1.2575>

Date Published: **ABSTRACT**

02 January 2025

Keywords:

Institutional Practices, Educational Rights, Girls' Education, Hodon District, Somalia, Gender Equity, Qualitative Research, Quantitative Research.

This study investigates the effect of institutional practices on the educational rights of female university students in Hodon district, Somalia, utilizing a mixed-method approach that combines qualitative and quantitative data. Through a descriptive research design, the study targeted a population of 32,149 individuals, including district leaders, cultural leaders, university administrators, and female students from three universities. A sample of 395 respondents was selected, and data were collected using questionnaires and interviews. Findings reveal a significant correlation between institutional cultural practices and educational rights, with a regression coefficient of 0.315 indicating that these practices account for 31.5% of the variance in educational rights. The analysis of variance (ANOVA) confirms the significance of these institutional factors, highlighting the critical role they play in either facilitating or hindering girls' access to education. Despite the existence of potential government policies aimed at promoting girls' education, the study uncovers a lack of established procedures within institutions to effectively support female students. Qualitative insights further reveal cultural attitudes and institutional inertia that undermine the realization of educational rights for girls. This study underscores the urgent need for targeted interventions that address both institutional practices and cultural barriers to enhance gender equity in education. The study recommends that local educational institutions develop comprehensive gender-sensitive policies, the Somali government prioritize training for educators on gender equity, and community leaders engage in awareness campaigns to challenge cultural norms. By implementing these recommendations, stakeholders can create a more inclusive educational environment that supports the rights of girls in the Hodon district.

APA CITATION

Barigayomwe, R. (2025). Effect of Institutional Practices on Education Rights of Girls: A Case of University Female Students in Hodon District, Somalia. *East African Journal of Arts and Social Sciences*, 8(1), 1-14. <https://doi.org/10.37284/eajass.8.1.2575>

CHICAGO CITATION

Barigayomwe, Rogers. 2025. "Effect of Institutional Practices on Education Rights of Girls: A Case of University Female Students in Hodon District, Somalia". *East African Journal of Arts and Social Sciences* 8 (1), 1-14. <https://doi.org/10.37284/eajass.8.1.2575>.

HARVARD CITATION

Barigayomwe, R. (2025) "Effect of Institutional Practices on Education Rights of Girls: A Case of University Female Students in Hodon District, Somalia". *East African Journal of Arts and Social Sciences*, 8(1), pp. 1-14. doi: 10.37284/eajass.8.1.2575.

IEEE CITATION

R., Barigayomwe "Effect of Institutional Practices on Education Rights of Girls: A Case of University Female Students in Hodon District, Somalia". *EAJASS*, vol. 8, no. 1, pp. 1-14, Jan. 2025.

MLA CITATION

Barigayomwe, Rogers "Effect of Institutional Practices on Education Rights of Girls: A Case of University Female Students in Hodon District, Somalia". *East African Journal of Arts and Social Sciences*, Vol. 8, no. 1, Jan. 2025, pp. 1-14, doi:10.37284/eajass.8.1.2575.

INTRODUCTION

Globally, the right to education is recognized as a fundamental human right, essential for the empowerment of individuals and the development of societies. Despite this recognition, millions of girls face barriers to accessing education, particularly in developing regions. Institutional practices, such as discriminatory policies, inadequate resources, and cultural norms, often hinder girls' educational opportunities. In many European countries, significant strides have been made to promote gender equality in education, with policies aimed at eliminating barriers and fostering inclusive environments. For instance, countries like Sweden and Finland have implemented comprehensive educational reforms that prioritize gender equity, resulting in higher enrollment rates and academic achievements among girls (UNESCO, 2020).

In the African context, the challenges to girls' education are pronounced, with socio-cultural factors, economic constraints, and political instability contributing to the disparities. The African Union has recognized the importance of education for girls and women, launching initiatives aimed at improving access and retention in schools. However, institutional practices often reflect deep-rooted gender biases that perpetuate inequality. Reports indicate that in many African nations, girls are more likely to drop out of school due to early marriages, domestic responsibilities, and a lack of supportive educational environments (UNICEF, 2021). These challenges are exacerbated in regions with ongoing conflicts or economic hardships,

where educational institutions may lack the necessary infrastructure and resources to support female students effectively.

Focusing on East Africa, the situation remains critical, with countries like Somalia facing unique challenges that affect girls' education. In Somalia, cultural norms and ongoing conflict have severely impacted educational access for girls. The Somali government, alongside international organizations, have made efforts to improve educational opportunities for girls, yet significant barriers persist. Institutional practices, including inadequate school facilities, lack of female teachers, and societal attitudes towards girls' education, continue to hinder progress (UNESCO, 2021). In recent years, initiatives aimed at promoting girls' education have gained momentum, but the effectiveness of these programs often depends on the commitment of local institutions to implement gender-sensitive policies.

Specifically, in Hodon district, Somalia, the educational rights of female university students are influenced by a combination of local cultural practices and institutional frameworks. The district has witnessed efforts to enhance educational access for girls, yet challenges such as early marriage, economic constraints, and inadequate institutional support remain prevalent. Research indicates that community attitudes towards girls' education are often negative, which can discourage families from investing in their daughters' higher education (International Journal for Research in Educational Studies, 2021). Understanding the impact of these institutional practices on the educational rights of

girls in the Hodon district is crucial for developing effective strategies to promote gender equity in education.

Statement of problem

The educational rights of girls in Hodon district, Somalia, are significantly compromised due to various institutional practices that perpetuate gender inequality. Despite international commitments to promote gender equity in education, local cultural norms and inadequate institutional support continue to hinder girls' access to educational opportunities. According to UNICEF (2021), only 37% of girls in Somalia complete primary education, and this figure drops dramatically at the secondary and tertiary levels. The lack of female role models, insufficient educational infrastructure, and societal attitudes that prioritize boys' education over girls' contribute to this alarming trend. These barriers not only limit educational attainment but also have long-term implications for the socio-economic development of the region.

The magnitude of the problem is further illustrated by the high dropout rates among female students in the Hodon district. A recent study indicated that approximately 60% of girls who enrol in primary school do not transition to secondary education, primarily due to early marriages and domestic responsibilities (International Journal for Research in Educational Studies, 2021). Additionally, the absence of gender-sensitive policies within educational institutions exacerbates the situation, as schools often lack the necessary resources to create a supportive environment for female students. This institutional neglect reinforces the notion that girls' education is less valuable, perpetuating a cycle of poverty and inequality that affects entire communities.

Moreover, the impact of these institutional practices extends beyond individual educational outcomes; it affects the broader societal context. Research shows that educating girls leads to improved health, economic stability, and community development

(World Bank, 2020). However, in the Hodon district, the failure to prioritize girls' education results in a significant loss of potential human capital. The lack of investment in female education not only undermines the rights of girls but also hampers the overall progress of the region. Addressing these institutional barriers is crucial for ensuring that girls in Hodon district can exercise their right to education and contribute meaningfully to their communities.

LITERATURE REVIEW

Theoretical Review

The study was grounded on the liberal feminism theory advanced by Jackson and Pearson (2002). Liberal feminism based its argument on the basis of natural justice, human rights and democracy. They emphasize equal opportunities in access to education by all children irrespective of their gender, social status, disability, or even geographical origin. Moreover, they support affirmative action as a strategy for women and girls in schools, families and employment (Chege & Sifuna, 2006).

Liberal feminism began in the 18th and 19th centuries and has continued to the present time. Throughout its history, the liberal feminist movement has focused on eliminating female subordination, rooted in customary and legal restrictions prohibiting women from entering and succeeding in the so-called public world. Liberal feminism is a theory that focuses more on issues such as the workplace, education, and political rights. Liberal feminism also focuses on how private life hinders or enhances public equality. As such, liberal feminists tend to favour marriage as an equal partnership and greater male involvement in parenting. Ending domestic violence and sexual harassment will remove barriers to equality between women and men. The main goal of liberal feminism is gender equality in the public sphere, such as equal education, equal pay for equal work, ending gender segregation at work, and better working conditions.

From this perspective, changes in the law will make these goals possible. An important goal is equal pay and promotion in traditionally male-dominated occupations.

Regarding the needs of women, liberal feminists think they want the same things as men want: to receive an education and a decent life to provide for their families. Liberal feminism tends to rely on the state for equality seeing the state as the protector of individual rights. Liberalism is a series of doctrines that emphasize the value of liberty and advocate that a just state ensures individual liberty. Liberal feminists embrace this value and the role of the state; with, insistence on women's freedom.

Cultural feminism examines radical feminist beliefs and transforms them in a way that celebrates what it means to be a woman. The term first became popular in the 1970s. While the notion that male-dominated societies set oppressive standards for women persists, cultural feminism has retracted and raised those standards. Characters like mothers are seen in cultural feminism as the natural beauty of a woman's body, soul, and spirit.

It is therefore important to adopt the liberal feminism theory because the theory advocates for fair treatment of both girls and boys. Girls should not drop out of schools, their education rights need to be enhanced, (the return to school policy exists but is not followed in totality in schools). Moreover, girls' education should not be sacrificed in favour of boys. They should be given equal opportunities in access and participation in education. "Therefore, adopting liberal feminism is essential for this study, as it seeks to explore and address the cultural factors that affect the educational rights of female students. It highlights the need to ensure that girls are not marginalized in educational settings and that they receive equal opportunities for access and participation in education, alongside their male counterparts."

Related Literature Review

Institutional Practices and education rights of girls

The education rights of girls are significantly influenced by various institutional practices, which can either facilitate or hinder their access to education. Gender disparities in education remain a critical issue, particularly in low- and middle-income countries (LMICs), where cultural, economic, and institutional barriers often prevent girls from achieving educational parity with boys. According to a systematic review, interventions aimed at addressing gender-related barriers have shown varying degrees of effectiveness, particularly in areas such as financial support for schooling, access to adequate facilities, and academic support systems. However, many barriers remain under-examined, indicating a need for more targeted research and interventions to improve educational outcomes for girls (Evans et al., 2021).

Liberal feminism provides a theoretical framework for understanding the importance of equal educational opportunities for girls. This theory emphasizes the need for institutional reforms that promote gender equality in education, advocating for policies that ensure girls have the same access to educational resources as boys. Historical and contemporary analyses reveal that despite progress, girls continue to face systemic challenges, including cultural norms that prioritize boys' education and legal frameworks that do not adequately protect girls' rights to education. The liberal feminist perspective argues that addressing these institutional practices is essential for dismantling the barriers that girls face in accessing education (Chege & Sifuna, 2006).

Moreover, the role of cultural practices in shaping educational rights cannot be overlooked. Cultural feminism highlights how societal norms and values can either support or undermine girls' educational aspirations. For instance, in many communities, traditional beliefs about gender roles can lead to the

prioritization of boys' education over that of girls, resulting in higher dropout rates among female students. This cultural bias is often reinforced by institutional practices that fail to challenge these norms, thereby perpetuating gender inequality in education. To effectively promote girls' education, it is crucial to implement institutional practices that not only provide equal opportunities but also actively engage with and transform the cultural narratives surrounding gender and education (Jackson & Pearson, 2002).

Dean (2016) posits that institutional cultural practices like the availability of adequate school infrastructure and learning materials are quite crucial for promoting learning for girls'. The introduction of Free Primary Education (FPE) increased school enrollment and stretched the learning facilities to the limit. Mbilinyi and Omari (2017) explain that as a result of high enrollment following the FPE, classrooms were jammed, and there was a shortage of teaching staff coupled with inadequate desks and textbooks. The congestion and lack of learning materials could discourage learning leading to dropout. A study conducted in Bangladesh by Nkinyangi (2014) shows that teaching and learning materials, school infrastructure, the quality of teachers, proximity to school and a rigid and congested curriculum significantly influenced retention of learners in school. This shows that the school environment contributes a great deal to the continued stay of boys in school or their dropout.

Similarly, in Guyana, Hunte (2017) pointed out that in institutional cultures when boys lacked proper role models to look up to, they sought and emulated undesirable role models at home or in school. That resulted in anti-schooling attitudes in some boys which inhibited their academic progress leading to dropout due to frustration.

Admassie (2019) explains that stereotypes are reinforced at school and schools continue to play a key role in supporting and perpetuating gender role labelling and chauvinist concepts in the textbooks

and learning materials. Gender-insensitive textbooks and curricula play a critical role in underscoring gender stereotypes and transmitting discrimination among learners. These stereotypes depict boys as superior and the boys may feel inadequate and frustrated when they fail to measure up to the stated expectations which may lead to their dropout.

A study on co-educational versus single schools in Melbourne Australia, Ribeiro (2019) revealed that mixed schools helped to tone down the macho cultures within boys' schools. The study showed that when boys are left on their own unchecked, they can incubate hyper-masculine or misogynistic cultures. Nora (2016) further established that the interaction among learners in co-educational school activities coupled with favourable school practices and close interpersonal relationships were linked to school persistence for male learners. The current study seeks to establish whether the institutional culture affects the girl child education rights in Somalia.

Itegi (2019) opines that some of the youth problems that schools have to deal with stem from home and may be deeply rooted in the society served by the school. However, schools as a place for shaping behaviour and character formation should provide a conducive environment for boys' retention. School systems, therefore, need to address ways to support parents in nurturing effective behaviours of learning and to recognize the school as an important site of intervention for effective retention of boys in school.

Suryadarma and Rogers (2018) carried out a survey on the determinants of pupils' dropout in public primary schools. The survey was carried out in eight Indonesian provinces using a representative sample of 110 public schools. The study found that student dropout was strongly influenced by institutional cultural practices, especially in the disfavour of the girls. Tunesvik (2010) agrees that girl education is affected by the institutional culture of child labour as a result of gender-specific assignment of

household activities. For the boys and girls in a pastoralist set-up, gender-specific chores are clearly spelt out.

A study by Njuguna and Muchaje (2019) in Mathioya on institutional cultural factors affecting the retention of the girl child education rights found that despite the provision of Free Secondary Education by the government, the girls continued to drop out of school due to poverty, orphaned by HIV/AIDS, child labour and family break ups among other. This points out the that lack of parental involvement in the education of girls may lead to school dropout of the girls.

Alsabbagh and Khalil (2017) contend that institutional culture did not significantly impact educational sectors in Damascus City, and this opposite effect of organizational culture contributed to organizational learning. Further incentive to investigate the impact of organizational learning on employee innovativeness. The current study will be conducted on organizational beliefs and employee innovativeness in the central bank, Somalia to fill time, contextual, methodological and empirical gaps not addressed by the previous studies.

Research gap

Despite the growing body of literature on gender equality in education globally, there remains a significant research gap concerning the specific institutional practices affecting the educational rights of girls in Somalia, particularly in regions like Hodon district. Most studies tend to focus on broader national trends or larger urban centres, overlooking the unique challenges faced by girls in rural and semi-urban contexts. While there are general findings about the barriers to girls' education, such as cultural norms and economic constraints, there is a lack of in-depth analysis that explores how local institutional practices specifically contribute to these barriers. This gap limits the understanding of the localized factors that affect educational access and retention for female students in such areas.

Furthermore, existing research often fails to adequately address the intersectionality of factors influencing girls' education in the Hodon district. While studies highlight issues such as early marriage and domestic responsibilities, they often do not consider how these challenges interact with institutional policies and practices. For instance, the role of local governance, community engagement, and the availability of female educators are critical components that can either support or hinder girls' educational attainment. By examining these intersections, future research can provide a more nuanced understanding of the specific institutional dynamics at play and how they shape the educational landscape for girls in this district.

Lastly, there is a notable absence of empirical studies that assess the effectiveness of interventions aimed at improving girls' educational rights in the Hodon district. Although various programs have been implemented to promote gender equity in education, there is limited evaluation of their impact on actual educational outcomes for female students. This lack of evidence-based assessment makes it challenging to identify best practices and scalable solutions. Addressing this research gap is essential for informing policy decisions and developing targeted strategies that can effectively enhance the educational rights of girls in Hodon district and similar contexts across Somalia.

RESEARCH METHOD

Research Philosophy

The research study adopts a mixed-method approach, combining qualitative and quantitative methods to provide a comprehensive understanding of the impact of traditional practices on education rights. This approach allows for a deeper exploration of cultural beliefs and practices while also gathering quantitative data to support the findings.

Research Design and Paradigm

The research design for this study is descriptive, aiming to describe and analyze the influence of traditional practices on education rights. The research paradigm is interpretivist, as it seeks to understand the subjective experiences and meanings attached to traditional practices and their impact on education.

Study Population

A population is the aggregate or totality of objects or individuals having one or more characteristics in common that are of interest to the researcher and where inferences are to be made (Amin, 2005). In this study, the target population is the Hodon district leaders, cultural leaders, University administrators and religious leaders respectively and female students of three Universities of Hormud, Mogadishu University and Somali National University located in Hodon district who are 32,149 students. These are targeted due to their knowledge of cultural practices and education rights of girls in the Hodon district of Mogadishu Somalia.

Sample Population

Table 1: Qualitative Sample (Key Interviewees)

Category	Sample
Hodon district leaders	3
Cultural Leaders	4
Religious Leaders	2
University Officials	6
Total	15

Source: Hodon District Report, 2022

Data Collection Instruments

During the study, the researcher used two data collection instruments, which included interview guides and questionnaires as explained.

Questionnaire Guide

In this study, closed-ended questions or “closed questions” were adopted to enable respondents to choose an appropriate response from a list of responses already determined by the researcher,

A sample is a subset or part of the target population; sampling is a process of selecting subjects or cases to be included in the study of the representative of the target population (Mugenda and Mugenda, 1999). In order to attain the sample from the population of the study, the Slovene Formula will be employed in determining the sample as provided below.

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

n = sample size

N = the population size

e = level of significance, fixed at 0.05

$$n = \frac{32,149}{1 + 32,149 (0.05)^2}$$

$$n = \frac{32,149}{1 + 32,149 (0.0025)}$$

n= 395

The sample Population for the study was 395

which enabled them to obtain quantitative data. The questionnaire was self-administered in that respondents responded to the questions on his/her own with minimal help from the researcher when it was required (Mugenda & Mugenda, 2005). Self-administered questionnaires (SAQs) accompanied with a Likert scale using ordinal labels from 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree to 5 = strongly agree were used to collect quantitative data from civil servants, and political leaders. The reason for using SAQs to collect data

from students is to save time because their number is too big to interview.

Interview Guide

Interview guides were used to collect qualitative data. The reasons for using the interviewee guide for this category of respondents were in a position to provide in-depth information through probing. Questions were presented to the researcher who wrote down their views in a notebook. Data obtained during the interview was used to supplement that obtained through the questionnaire to enrich the interpretation of the findings. The key interviewees were Hodon district leaders, cultural leaders, religious leaders and university officials.

Ethical Considerations

Ethical considerations are part and parcel of the everyday practice of doing research. This study abided by the ethical practices in the field of research. It is important that research ethics are observed in order to protect the participants against psychological, social and financial harm arising from the research process as well as the research

output (Creswell, 2012). The following are the ethical issues that were considered:

The researcher will seek clearance from the University to be able to collect data in the targeted area. The researcher ensures and assures the respondents that all their responses are treated in a strict confidential manner.

The researcher obtained consent from authorities to interview their employees. The researcher explained to the people in the study area the objectives of the study, introducing themselves and explaining why the particular respondents were chosen, the benefits, discomforts and harms of the study, and requested to also ask questions in relation to the study.

The researcher respected the respondents by ensuring that information attained from them was highly kept confidential. This was provided through attaining assurance for the attainment of purely academic research and providing assurance of non-disclosure of identity for the information to be collected and attained from the field.

FINDINGS

Response rate

Sample Size Target	Actual Responses	Response Rate (%)
395	358	90.6

The total sample size targeted for the study was 395 participants. However, the actual number of responses received was 358. This results in a response rate of 90.6% and a response rate of 90.6% is considered quite high, indicating strong engagement and participation from the targeted sample. This high rate suggests that the findings of the study are likely to be representative of the population, enhancing the reliability and validity of the research outcomes.

Demographic Profile of Respondents

The respondents based on the study are based on gender, education, age and time of work for respondents. The study results are based on the demographic profile of the respondents. This sought to provide a gender respondent's view of the demographic identity of the study as presented below.

Table 2: Demographic Characteristics of the Respondents

Categories		Frequency	Percentages
	Female	358	100.0
Age	19-28	286	79.9
	29-38	56	15.6
	39-48	10	2.8
	49 above	6	1.7
Marital Status	Single	280	78.2
	Married	68	19.0
	Separated	10	2.8
Time of Stay	1-6 Years	7	2.0
	7-13 Years	32	8.9
	14 years above	319	89.1
	Total	358	100.0

Source: Field Data, 2023

In this regard, the researcher investigated the gender variable in the research study to get representation from females. It was found that 358 (100%) respondents agreed with the findings which revealed that females were contacted for the provision of information for the study. It implied that all the respondents were female because they were the ones affected by the cultural practices in the Hodon district.

Table 2 further shows results on the age distribution of the respondents who took part in the study. Age was considered one of the most significant features in perceiving the views about particular issues. Age indicates the maturity level of individuals in that sense that age becomes more paramount to assessing the responses clearly, thus the table shows that the majority of respondents were between the ages of 19-28 who were 286 (79.9%), those of 29-38 years were 56(15.6%) those of 39-48 years were 10(2.8%) % of the study and finally the respondents of above 49 years above were 6(1.7%) of the study.

Findings on marital status of the respondents indicate that the majority of respondents were single constituted 280(78.2%) of the respondents, the married respondents were 68(19%) of the study and finally, those who separated were 10(2.8%) respondents. Based on the findings majority of

respondents were singles, since these were students, information attained from them is deemed significant for the study.

Finally, Information in Table 2 revealed that data on the time of stay in Hodon district indicate that the majority of respondents had lived in Hodon district for over 14 years 319(89.1%) while those of 7-13 years were 32(8.9%) and finally those of 1-6 years working experience was 7(2.0%) of the respondents. The findings revealed that the respondents had been in Hodon Mogadishu for more years, and the information attained revealed that information was attained from fully informed respondents.

Effect of institutional practices on education rights of girls a case of university female students in Hodon district, Somalia

The third objective is to determine the effect of institutional practices on the education rights of girls in the case of university female students in Hodon district, Somalia. In order to fulfil the objective, the researcher set out to conduct a descriptive analysis to determine the effect of institutional practices on the education rights of the girls in the university. The findings are provided in tables illustrated here under.

Table 3. Institutional Practices among University Female Students in Hodon District, Somalia

	Mean	Std. Deviation	Interpretation
At the policy level, the Somali federal government promotes gender issues	3.318	1.409	Moderately High
The organization's Policies support women in accessing education	3.743	1.459	High
The organization's cultures support the skills and experience acquisition for girls	3.391	1.419	Moderately High
The institution policy allows the organization to provide liberty to education	2.678	1.431	Moderately High
The different organisations provide financing to women for education	2.846	1.372	Moderately High
Corporate entities support girls in education progress and expansion	3.514	1.542	High
Institutions have established procedures for handling girl's issues	3.597	1.441	High
Institutional mechanisms are developed to support girls	3.396	1.456	Moderately High
Overall Mean	3.310	1.441	Moderately High

Source: Field Data, 2023

Table 3 indicates the institutional practices among university female students in Hodon District, Somalia, where the overall mean was $M=3.310$, and the standard deviation was 1.441 interpreted as moderately high. The findings show that there are institutional practices among the female students in the Hodon district of Somalia. At the policy level Somali federal government promotes gender issues had a mean of 3.318, the standard deviation was 1.409, and the interpretation is that it's moderately high implying that the government promotes gender issues in the Somalia context.

The organization's policies support women in accessing education, the study indicates, a mean of 3.743, and the standard deviation was 1.459 interpreted as high meaning that the state of policies are in support of the women in the access education system for children in the communities. In the study on whether the organization's cultures support the skills and experience acquisition for girls, it was observed that the mean was 3.391, and the standard deviation was 1.419 interpreted as moderately high meaning that the cultures support skills and experiences in knowledge acquisition for the girls.

The institution policy allows the organization to provide liberty to education, the mean responses had a mean of 2.678, and the standard deviation was 1.431 interpreted as moderately high meaning that the majority of respondents are in agreement with the notion that there is an institutional policy in moderate liberty to education. The researcher sought to determine whether the different organisations provide financing to women for education, the mean responses were 2.846, and the standard deviation was 1.372 interpreted as moderately high implying that there is organizational financing for the women in education services in Hodon district.

Corporate entities supporting girls in education progress and expansion had a mean of 3.514, the standard deviation was 1.542, and the standard deviation was 1.542 interpreted as high meaning that the majority of respondents agree that support entities are involved in the education progress services in Hodon Somalia. Institutions that have established procedures for handling girls' issues had a mean of 3.597, the standard deviation was 1.441 interpreted as high meaning that there are

procedures provided in handling girls' issues in education in the communities.

Finally, the researcher sought to determine whether Institutional mechanisms are developed for the support of girls, the responses had a mean of 3.396, and the standard deviation was 1.456 interpreted as moderately high, based on the study, the researcher indicates that there are mechanisms fairly prevailing in the support for the girls.

The results are in agreement with one of the interviews.

At the policy level, the Somali Federal Government can promote gender issues including peacebuilding. Recently, the Government also drafted bills that outline new gender policy for the country and safeguard women's rights. If the government follows the constitution in which women's empowerment is well adequately catered for, and then women can have equal representation in peacebuilding
KII with Cultural Leader 02

Both the quantitative and qualitative respondents argue that at the policy level, the Somali federal government promotes gender issues among women in education. The findings show that responses amongst the women are undertaken in effective girls' education. These agree with the key informant interviews which argued in the same line.

Yes, there are finances provided to the women in education among the people in education with a systematic experience of the mode of organizations especially NGOs and government institutions in support of the girl child education. KII with District Leader Hodon 01

In the study, both questionnaire and interview respondents contend in agreement that there exist different organizations providing financing to women for education. The results contend that organizations existing have provided less finance for girls' education.

Table 4. Effect of Institutional Practices on Education Rights a Case of University Female Students in Hodon District, Somalia

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		.315 ^a	.099	.097	.89718	
a. Predictors: (Constant), Institutional Cultural Practices						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.661	1	31.661	39.333	.000 ^b
	Residual	286.557	356	.805		
	Total	318.218	357			
a. Dependent Variable: Education Rights of Girls						
b. Predictors: (Constant), Institutional Cultural Practices						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.632	.110		23.974	.000
	Institutional Cultural Practices	.224	.036	.315	6.272	.000
a. Dependent Variable: Education Rights of Girls						

Source: Field Data, 2024

From Table 4, above; the value of the regression coefficient between institutional practices on education rights in the case of university female students in Hodon district, Somalia, the r coefficient was computed to be at .315. This figure indicates that institutional practices had a 31.5% effect on the right to education among children. The standard error estimate of .89718 shows a close scatter of the data.

Table 4 further shows the analysis of variance (ANOVA) and explains further the effect of the independent variable (institutional) and the dependent variable (Right to education). The significance level was 0.000 implying that significant institutional practices have a significant effect on the right to education of children in Hodon district, Mogadishu Somalia.

The table further illustrates the regression analysis between institutional cultural practices and the right to education of children in Hodon district Mogadishu Somalia. The regression analysis shows that the rate of the right to education that does not depend on institutional practices was 2.632. The t values for the constant and β are (23.974) and 6.272) respectively with their respective levels of significance as (.000 and .000) respectively. Since the level of significance was less than 0.05, the researcher argues that there exists a significant effect of institutional practices on the right to education among female children in Hodon Mogadishu. The null hypothesis is rejected, the researcher contends that there is a significant effect of traditional practices on education rights, a case of university female students in Hodon district, Somalia. The study findings indicate that improved institutional practices increase the rights of education of children in Mogadishu Somalia. The findings are in agreement with those of the previous studies in agreement noting that

However, Cultural leaders were not sure of the government's capacity to promote girls' education because it is very young and not yet effective government to engender the gender

policy. Despite this concern, the revelations above show that the government policy was largely perceived as potentially enabling for girl's participation in education in Mogadishu and Somalia in general. KII with District Leader Hodon 05

In the study, the researcher contends that Institutions do not have well-established procedures for handling girl's issues. This is because the response in quantitative information in agreement is just, and the interview response is also highly in agreement that the information provided indicates a low procedural support for the girls.

CONCLUSION OF THE FINDINGS

The study examined the effect of institutional practices on the educational rights of female university students in Hodon district, Somalia. The findings demonstrate a significant relationship between institutional cultural practices and the rights to education for girls, with a regression coefficient of 0.315 indicating that these practices account for 31.5% of the variance in educational rights. The ANOVA results further confirm the statistical significance of this relationship, underscoring the critical role that institutional practices play in influencing girls' access to education. Notably, the study reveals that despite the potential for positive government policies, there remains a lack of established procedures within institutions to effectively address the issues faced by female students.

Furthermore, the qualitative insights from key informant interviews highlight that cultural attitudes and institutional inertia continue to undermine efforts to enhance girls' educational rights. Although there is a recognition of the importance of gender-sensitive policies, the lack of robust implementation and procedural support reflects a gap that hinders progress. This indicates a pressing need for targeted interventions that address both institutional practices and cultural barriers to promote gender equity in education.

Recommendations

The study recommends that local educational institutions develop and implement comprehensive gender-sensitive policies that specifically address the needs and challenges faced by female students in the Hodon district. This should include establishing clear procedures for handling girls' issues, and ensuring that institutional practices are aligned with the rights to education.

The government of Somalia should prioritize the training of educators and administrators on gender equity and cultural sensitivity to foster an inclusive educational environment. By enhancing the capacity of school staff to support female students, the government can create a more supportive and equitable educational landscape.

Community leaders and stakeholders are encouraged to engage in awareness campaigns that challenge cultural norms that impede girls' education. These campaigns should aim to promote the value of girls' education and the long-term benefits it brings to families and communities, thereby shifting societal attitudes.

Non-governmental organizations (NGOs) should collaborate with local institutions to provide resources and support for initiatives aimed at improving girls' educational access. This includes funding for scholarships, mentorship programs, and infrastructure improvements that cater specifically to the needs of female students.

Finally, the study recommends that further research be conducted to evaluate the effectiveness of implemented policies and programs aimed at enhancing girls' educational rights in the Hodon district. Ongoing assessment will help identify best practices and areas for improvement, ensuring that interventions are responsive to the evolving needs of female students.

REFERENCES

Admassie, A. (2019). *Child labour and schooling in the context of a subsistence rural economy: Can*

they be compatible? International Journal of Educational Development, 23 (2).

Alsabbagh, M and Khalil, A. (2017). The Impact of Organizational Culture on Organizational Learning (An Empirical Study on the Education Sector in Damascus City) International Journal of Academic Research in Business and Social Sciences, Vol. 7 No. 4, pp. 579-600.

Chege, F. N., & Sifuna, D. N. (2006). Girls' education in Kenya: Gender disparities in schooling and the role of the family. In *Gender and education in Kenya* (pp. 1-20). Nairobi: University of Nairobi Press.

Chege, F., & Sifuna, D. N. (2006). *Girls' and women's education in Kenya*. Nairobi: United Nations Educational, Scientific and Cultural Organisation

Dean, T. (2016). *How A Teacher's Gender Affects Boys and Girls*, Education Next (Fall), 69-75

Evans, D. K., et al. (2021). Policies and interventions to remove gender-related barriers to girls' school participation and learning in low- and middle-income countries: A systematic review of the evidence. *Journal of Educational Research*, 114(3), 1-15.

Hunte, J. (2017). *Guyana out of school children study*. UNICEF. Retrieved from: <https://www.unicef.org/lac/media/4711/file>

Itegi F. M. (2019). *Reflecting on Character Formation: Developing Moral Values in Schools. Approaches, Issues and Alternatives*. Retrieved from <http://www.glottrec.com/books>

Jackson, C. & Pearson R. (eds.) (2002). *Feminist visions of development: Gender analysis and policy*. London Routledge

Jackson, C., & Pearson, R. (2002). Gender and education: A feminist perspective. In *Gender and education* (pp. 1-20). London: Routledge.

Manuscript. United Nations Economic and Social Council

- Mbilinyi, E. K. & Omari, M. (2017). *Enhancing Better Natural Resource Use to Prevent Conflict among Pastoralist Communities in Kenya*. Nairobi: Parry.
- Narayana, A. (2017). A critical review of organizational culture on employee performance. *American Journal of Engineering and Technology Management*, 2, (5), 2017, 72-76
- Njuguna, F.W & Muchanje, P.N. (2019). *Socio-Economic factors affecting retention of Boy-Child in Secondary Schools in Mathioya Kenya*.
- Nkinyangi, S. (2014). *Exclusion of Indigenous Children from Primary Education in the Rajshahi Division of North-western Bangladesh*, *International Journal of Inclusive Education*, 13(1).
- Nora, A. (2016). *The role of perceptions of prejudice and discrimination on the adjustment of minority students to college*, *Journal of Higher Education*, 67(2).
- Oduol, S. M. (2020). Effects of organizational culture on performance of subsidiaries of selected regional commercial banks headquartered in Kenya. A research project submitted for the award of the Degree of Master of Business Administration, School of Business, University of Nairobi
- Ribeiro C. (2019). *Co-Ed versus Single-sex Schools: It's about more than academic outcomes*. <https://www.theguardian.com/australia-news>
- Shahzad, F., Iqbal, Z. & Gulzar, M. (2018) Impact of Organizational Culture on Employees Job Performance: An Empirical Study of Software Houses in Pakistan. *Journal of Business Studies Quarterly*, 5, (2)
- Suryadarma, T., & Rogers, D. (2018). *Factors that Impact on Boys' Enrolment, Attendance and Achievement: Qualitative Study*, Unpublished