



The relationship between Intra-household chores and Girls' Retention in Secondary Schools in Qardho District of Karkaar Region, Puntland State of Somalia

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Abstract

The main purpose of the study was to examine the relationship between intra-domestic chores on girls' retention in secondary schools of Qardho District, Karkaar Region of Somalia; this study used, mixed methods of both qualitative and quantitative approaches. The findings revealed the secondary school girls are assigned too many intra-domestic and chores which affect their retention in secondary schools. The results indicate that intra-domestic chores accounts for about 73.9% of the variation in girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia. This implies that minimal intra-domestic chores significantly account for high girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia. This therefore, requires that Qardho District to ensure that intra-domestic chores are minimal for girls since they play a significant role towards their retention in secondary schools. The coefficients indicate that a unit increase in intra-domestic chores would reduce or decrease girls' retention in secondary schools by a factor of 14.457. It was recommended that the local government authorities should collaborate with local communities to mobilize resource for constructing dormitories or hostels for girls to reduce the problems of girls spending more time and energy on doing household activities.

Keywords: Intra -households, chores, girls, retention

Introduction

Domestic chore refers to the duties or pieces of work that are done in a home, garden or on a farm beyond one's own self maintenance (Farah *et al.*, 2019; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021; Asiiimwe & Nabitake, 2022) ^[8, 4]. Domestic chores in this study are responsibilities undertaken by girls in their own homes, in reasonable conditions, and under the supervision of those close to them is an integral part of family life and of growing up, therefore something positive. However, in some cases, there might be concerns over certain situations where these workloads might interfere with the girls' education (Kane, 2018; Asiiimwe & Magunda 2017; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021; Asiiimwe & Nabitake, 2022) ^[9, 8, 5, 4].

In this context, the types of household chores performed by girls are categorised into two, i.e. intra-domestic chores (which include cooking, cleaning utensils, washing clothes, cleaning the house, looking after children) and extra-domestic chores which include fetching water, collecting firewood, digging, taking young ones to school, making shopping and community work (Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Csapo, 2019; Dyasane, 2021) ^[9, 8]. Domestic chores have been theorized as among the impediment to girls' concentration in school activities and performing well in their studies. Household activities in Africa are normally performed by female members of the family, while those related to outdoors are performed by male members of the family (Farah *et al.*, 2019) ^[8]. While this separation of activity may seem fair, in actual fact, household activities are unscheduled and therefore, more time consuming and tiring than those performed outside the house. Outdoor activities are normally scheduled.

According to Asiiimwe and Magunda (2017) ^[5], Kigoonya (2018), Abdllahi (2018), Asiiimwe and Magunda (2017) ^[5], Ampiah and Adu-Yeboah (2019) ^[3], Farah and Elliot (2019) ^[8], Asiiimwe and Nabitake (2022) ^[4] girls' retention refers to the female students who stay in schools and are provided with the necessary requirements so as to remain in school without dropping out up to the time of sitting for their examinations in secondary schools. Retention is the ability to go with education until the required standard level.

In this study girl retention refers to the female students who stay in schools and are provided with the necessary requirements so as to remain in school without dropping out up to the time of sitting for examinations in Secondary Schools (Csapo, 2019; Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021) ^[9, 8]. Girls' education is affected by the fact that they have to contribute to house hold chores. They are sometimes taken away from school to help in the home, nurse babies, clean the house, fetch firewood and water, cook food and milk cows (Warsame, 2018; Kane, 2018; Asiiimwe & Magunda 2017; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021; Asiiimwe & Nabitake, 2022) ^[4, 5, 8, 9, 14]. Such heavy household duties, long distances from school result in physical and mental exhaustion which makes learning boring and difficult. All this leaves the girl child overwhelmed both at school and at home (Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021) ^[9, 8].

Studies also indicate that girl children frequently drop-out of school to look after younger siblings (Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021) ^[9, 8]. The presence of children less than 6 years old in the household tends to increase the probability of older siblings working and not schooling in Ghana, and the presence of female adults within the household increased the probability of girls schooling and not working (Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021) ^[9, 8]. Warsame (2018) ^[14] Abdllahi (2018), Ampiah and Adu-Yeboah (2019) ^[3], Farah and Elliot (2019) ^[8] s' study on fertility and schooling in Ghana showed that each additional younger sibling significantly increased the probability that an elder girl would drop-out of school. The researcher also found out that girls develop natural parental responsibility of caring for their siblings and most families build on this to oblige girls to feed their siblings whether or not they think of going to school.

In most poor families, girls are left with the responsibilities fo taking care of their parents and at time they even leave attending school just for that reason. Another research indicates that if a mother participates in the formal wage economy, it can be associated with their daughter's 'suppressed' school attainment, perhaps because of increased household demands placed on girls (often the eldest daughter) (Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Csapo, 2019; Dyasane, 2021) ^[9]. In this case, girl children take on some of the domestic duties the mother may have previously carried out. Yet, research by Abdllahi (2018) in Nepal suggests the opposite, with a mother working outside the home having a positive effect on child schooling (Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Csapo, 2019; Dyasane, 2021) ^[9].

Asiiimwe and Magunda (2017) ^[5], Kigoonya (2018), Abdllahi (2018), Ampiah and Adu-Yeboah (2019) ^[3], Farah and Elliot (2019), Asiiimwe and Nabitake (2022) ^[4] noted that cooking at home is always put on girls as among primary obligations and so girls are taught to prioritize cooking food for other

family members whether or not thinking of going to school first. That parent always give the responsibility of washing clothes to girls as an effort to train girls domestic work but order them to take it as an obligation which force girls to give it first priority and postponed going to school or even staying at school for long. This study also found similar results. Abdllahi (2018), Ampiah and Adu-Yeboah (2019) ^[3], Farah and Elliot (2019) ^[8] commented that girls in poor families are forced to wash dishes as an obligation whether or not thinking of going to school.

Related Literature

Studies also indicate that girl children frequently drop-out of school to look after younger siblings (Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Csapo, 2019; Dyasane, 2021) ^[8, 9]. The presence of children less than 6 years old in the household tends to increase the probability of older siblings working and not schooling in Ghana, and the presence of female adults within the household increased the probability of girls schooling and not working (Kane, 2018; Asiiimwe & Magunda 2017; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021; Asiiimwe & Nabitake, 2022) ^[8, 5, 4, 9]. (Kane, 2018; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021) ^[8, 9] on their study on fertility and schooling in Ghana showed that each additional younger sibling significantly increased the probability that an elder girl would drop-out of school. The researcher also found out that girls develop natural parental responsibility of caring for their siblings and most families build on this to oblige girls to feed their siblings whether or not they think of going to school.

In most poor families, girls are left with the responsibilities fo taking care of their parents and at time they even leave attending school just for that reason. Another research indicates that if a mother participates in the formal wage economy, it can be associated with their daughter's 'suppressed' school attainment, perhaps because of increased household demands placed on girls (often the eldest daughter) (Kane, 2018; Asiiimwe & Magunda 2017; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021; Asiiimwe & Nabitake, 2022) ^[8, 5, 4, 9]. In this case, girl children take on some of the domestic duties the mother may have previously carried out. Yet, research by Asiiimwe and Magunda (2017) ^[5], Kigoonya (2018), Abdllahi (2018), Asiiimwe and Magunda (2017) ^[5] Ampiah and Adu-Yeboah (2019) ^[3], Farah and Elliot (2019) ^[8], Asiiimwe and Nabitake (2022) ^[4] indicate that different countries suggest the opposite, with a mother working outside the home having a positive effect on child schooling (Kane, 2018; Asiiimwe & Magunda 2017; Kigooga, 2018; Farah & Elliot, 2019; Dyasane, 2021; Asiiimwe & Nabitake, 2022) ^[8, 5, 4, 9], noted that cooking at home is always put on girls as among primary obligations and so girls are taught to prioritize cooking food for other family members whether or not thinking of going to school first. That parent always give the responsibility of washing clothes to girls as an effort to train girls domestic work but order them to take it as an obligation which force girls to give it first priority and postponed going to school or even staying at school for long.

This study also found similar results. According to Kigoonya (2018), Abdllahi (2018), Ampiah and Adu-Yeboah (2019) ^[3], Farah and Elliot (2019) ^[8] commented that girls in poor families are forced to wash dishes as an obligation whether or not thinking of going to school. There is strong evidence

of a positive relationship between domestic chores and girls' retention with inverse studies showing high rates of girl's school drop with a majority justification of domestic chores. Kane (2018) ^[9] Kigooga (2018) Farah & Elliot (2019) ^[8] Csapo (2019), (Dyasane (2021) found positive significant effect of domestic chores and girl child school drop-outs leaving low levels of girl's retention in school in Bangladesh. The study Kane (2018) ^[9] Kigooga (2018) Farah & Elliot (2019) ^[8] Csapo (2019), (Dyasane (2021) argue that poor performance by girls in Secondary schools especially in rural areas is attributed to a greater demand imposed on girls to assist with household chores such as fetching water, collecting firewood, helping with the cooking and caring for the young. This household chore interferes with schooling and depresses girls' retention in schools. The study of Mbilinyi (2018), Kane (2018) ^[9] Kigooga (2018) Farah & Elliot (2019) ^[8] Csapo (2019), (Dyasane (2021) observe that most students especially girls are engaged in such activities as caring for their siblings when their parents are away, fetching water and taking care of the sick children in their family thus limit them to have enough time for study and make revision concerning their study which affect their attendance rate in schools.

Methodology of the study

Table 1: Descriptive Statistics on intra-domestic chores and girls' retention in Secondary Schools

Statement	SA	A	NS	D	SD	Mean	St. Deviation
Secondary school girls perform both intra household duties	54 (25.1%)	45 (20.9%)	5 (2.3%)	75 (34.9%)	36 (16.7%)	2.82	1.222
Girls are supposed to wash utensils before attending classes at school	51 (23.7%)	62 (28.8%)	6 (2.8%)	69 (32.1%)	27 (12.6%)	3.97	1.053
Girls look after their siblings or young ones that abstract them from attending classes	37 (17.2%)	77 (35.8%)	9 (4.2%)	61 (28.4%)	31 (14.4%)	3.78	1.209
It is the responsibility of girls to prepare meals at home which make them sometimes to miss classes	47 (21.9%)	82 (38.1%)	8 (3.7%)	54 (25.1%)	24 (11.2%)	4.14	1.148
Secondary school girls often wash clothes every morning which make them late for classes	61 (28.4%)	74 (34.4%)	4 (1.9%)	58 (27.0%)	18 (8.4%)	4.12	1.086
Girls always first prepare their young ones for school every morning which make them late for classes	40 (18.6%)	71 (33.0%)	6 (2.8%)	60 (27.9%)	38 (17.7%)	3.88	1.077
Whenever anyone falls sick at home, they are girls who take care of them which make them miss some subjects at school	44 (20.5)	84 (39.1)	7 (3.3)	60 (27.9)	20 (9.3)	4.13	1.345
Overall mean and standard deviation						3.83	1.163

Source: Primary Data, (2021)

The results on Table 1 illustrate descriptive statistics intra-domestic chores and girls' retention in Secondary Schools of Qardho District of Karkaar Region of Somalia. Overall, an average mean of 3.83 indicates that, majority of respondents were in agreement that the level of relationship between intra-domestic chores and girls' retention in Secondary Schools of Qardho District of Karkaar Region of Somalia was high. An overall standard deviation score 1.163 shows to that there was a wider difference in responses. This was further proved by majority of the following responses;

The results indicate that, 54 (25.1%) strongly agreed and 45 (20.9%) agreed which sums up to 99(46%) that secondary school girls perform both household duties, however, 75(34.9%) disagreed and 36(16.7%) strongly disagreed totalling 111(51.6%) implying that majority of secondary school girls does not perform intra household duties. 5(2.3%) of the respondents were not sure whether or not. This was insignificant to the main study finding. This means that majority of the respondents in this study disagreed and strongly disagreed indicating that majority of secondary

The study employed both qualitative and quantitative approaches. Qualitative research approach was used collect and analyse data on exploration of types of household chores and the time in which the activities were performed. Quantitative research approach on the other hand was employed to find out the girls' academic performances in secondary schools as well as to examine the proportion of girls' drooping out of schools due to more time spending in household chores. Descriptive survey design was used when collecting information about people's attitudes, opinions, habits or any of the variety of educational or social issues. Descriptive research design was preferred in this study because it was able to assess and give a picture of the real situation on how domestic chores affect girl's retention in secondary schools.

Findings of the Study

The study was analysed using descriptive statistics (Likert scale: 1=Strongly Disagree, 2. Disagree 3. Not Sure, 4. Agree, 5. Strongly Agree) in order to generate frequency, percentage, Mean and Standard Deviation. The resulting standard deviation of <1 shows that the differences in the responses received was significant and resulting standard deviation of >1 shows that the differences in the responses received was insignificant.

school girls perform intra household duties meaning that their retention in school is not determined by intra-domestic chores.

The results indicate that, 51(23.7%) strongly agreed and 62(28.8%) agreed which sums up to 113(52.5%) that girls wash utensils before attending classes at school, however, 69(32.1%) disagreed and 27(12.6%) strongly disagreed totalling 96(44.7.6%). 6(2.8%) of the respondents were not sure. This indicate that majority of most of secondary school girls wash utensils before attending classes at school which results into low retention rate in secondary schools.

The results indicate that, 37(17.2%) strongly agreed and 77(35.8%) agreed totalling to 114(53%) that girls look after their siblings or young ones that abstract them from attending classes, whereas, 61(28.4%) and 31(14.4%) disagreed and strongly disagreed respectively which total up to 92 (42.8%). 9(4.2%) of the respondents were not sure whether or not girls. This means that majority of the secondary school girls look after their siblings or young ones that abstract their studies and some of them end dropping out of school before

completing secondary school level.

The results indicate that, 47(21.9%) strongly agreed and 82(38.1%) agreed summing up to 129(60%) that most girls are responsible for preparing meals at home which make them sometimes to miss classes, however, 54(25.1%) disagreed and 24(11.2%) strongly disagreed totalling 78(36.3%). 8(3.7%) of the respondents were not about the statement, however, this was insignificant to the main study finding. This means that most of secondary school girls are responsible for cooking meals at home and in most cases this renders them to miss classes or go late at school even others decide to drop out of school before completion.

The results indicate that, 61(28.4%) strongly agreed and 74(34.4%) agreed totalling to 135(62.8%) that secondary school girls often wash clothes every morning which make them late for classes, however, 58(27.0%) disagreed and 18(8.4%) strongly disagreed totalling 76(35.4%) implying that few girls do not take care sick people at home to make them miss some subjects at school. 4(1.9%) of the respondents were not sure about the statement. This means that that most of secondary school girls often wash clothes every morning which make them late for classes.

The results indicate that, 40(18.6%) strongly agreed and 71(33%) agreed which totals to 111(51.6%) that secondary school girls always first prepare their young ones for school every morning which make them late for classes, while,

60(27.9%) disagreed and 38(17.7%) strongly disagreed totalling 98(45.6%). 6(2.8%) of the respondents were not sure whether or not about the statement. This indicates that most of girls in secondary schools prepare their young ones for school every morning and this always let them late for morning classes which greatly affect their retention rate in secondary level.

The results indicate that, 44(20.5%) strongly agreed and 84(39.1%) agreed totalling to 128(59.6%) that whenever anyone falls sick at home, they are girls who take care of them which make them miss some subjects at school, however, 60(27.9%) disagreed and 20(9.3%) strongly disagreed totalling 90(37.2%) implying that girls feed grandparents after going to school. 7(3.3%) of the respondents were not sure about the government. This indicates that in many cases they are girls at home who are given responsibility of caring for the sick and this has rendered many girls to drop out of school before completing secondary school level.

Correlation Analysis

In order to ascertain the relationship between intra-domestic chores and girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia, the researcher decided to carry out a correlation analysis on the scale of 0.1 – 0.49 as weak, 0.5- 0.69 as moderate, 0.7-0.89 strong and 0.9-0.99 either positive or negative.

Table 2: Pearson Correlation

		Intra-domestic chores	Girls' retention in secondary schools
Intra-domestic chores	Pearson Correlation	1	0.860**
	Sig. (2-tailed)		0.000
	N	215	215
Girls' retention in secondary schools	Pearson Correlation	0.860**	1
	Sig. (2-tailed)	0.000	
	N	215	215

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

Source: Primary Data, (2021)

The results on Table 2 above shows that there is a statistically positive relationship between intra-domestic chores on girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia ($r = 0.860$, $p < .01$). The results indicate that when intra-domestic chores are common among girls of Qardho District of Karkaar Region of Somalia, the girls' retention in secondary schools will possibly be low. It is thus important to examine whether the relationship is predictive or not and whether intra-domestic chores affects girls'

retention in secondary schools of Qardho District of Karkaar Region of Somalia by running regression model below.

Regression Analysis

The study was analysed using inferential statistics in order to generate Model Summary and Coefficients as shown in Table 3 and 4 respectively. The summary of study findings are presented

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.860	0.740	0.739	5.07826

a. Predictor: (Constant), Intra-domestic chores

Source: Primary Data, (2021)

Results in Table 3 indicate that, the value of R Square is 0.739 which represents 73.9%. This shows that 73.9% change in girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia is explained by intra-domestic chores. The implication of this finding to the current study is that apart from intra-domestic chores, there are other factors such as poverty levels, school environment, cultural factors

and many others that affect girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia that is recommended for further studies to be done. More specifically, these other factors explain 26.1% change in girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia.

Table 4: Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16105.204	1	16105.204	624.505	.000 ^a
	Residual	5647.737	214	25.789		
	Total	21752.941	215			

a. Predictor: (Constant), Intra-domestic chores

b. Dependent Variable: Girls' retention in secondary schools

Source: Primary Data, (2021)

Results in Table 4 indicate that, a statistically positive relationship between intra-domestic chores on girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia ($F = 624.505, P < 0.00$). This implies that when intra-

domestic chores among girls are minimised in Qardho District of Karkaar Region of Somalia, girls' retention in secondary schools will be high.

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.457	1.938		7.462	0.000
	Intra-domestic chores	0.802	0.032	0.860	24.990	0.000

a. Dependent Variable: Girls' retention in secondary schools

Source: Primary Data, (2021)

Results in Table 5 indicate that, intra-domestic chores explains 86.0% ($\beta=0.860, sig. =0.000$) of girls' retention in secondary schools at 0.000 significance level; this means a positive relationship between intra-domestic chores and girls' retention in secondary schools since intra-domestic chores explains 86.0% of girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia

In conclusion, the results indicate that intra-domestic chores accounts for about 73.9% of the variation in girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia. This therefore, requires that Qardho District to ensure that intra-domestic chores are minimal for girls since they play a significant role towards their retention in secondary schools. The coefficients indicate that a unit increase in intra-domestic chores would reduce or decrease girls' retention in secondary schools by a factor of 14.457. This implies that minimal intra-domestic chores significantly account for high girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia.

Conclusion and recommendation

The results indicate that intra-domestic chores accounts for about 73.9% of the variation in girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia. This therefore, requires that Qardho District to ensure that intra-domestic chores are minimal for girls since they play a significant role towards their retention in secondary schools. The coefficients indicate that a unit increase in intra-domestic chores would reduce or decrease girls' retention in secondary schools by a factor of 14.457. This implies that minimal intra-domestic chores significantly account for high girls' retention in secondary schools of Qardho District of Karkaar Region of Somalia. It is recommended that the government, CBOs and NGOs should organise education campaigns to sensitize parents and raise their awareness about the need to lessen girls' participation in household activities and on how activities could be performed without negative effects on girls' retention in secondary schools.

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