

**MENTORSHIP AND GIRL CHILD EDUCATION IN SECONDARY SCHOOLS IN
GAROWE, PUNTLAND, SOMALIA**

BY

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1164-06136-09194

**A DISERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE AWARD OF A MASTER'S
DEGREE IN COUNSELING PSYCHOLOGY
OF KAMPALA INTERNATIONAL
UNIVERSITY**

SEPTEMBER, 2018

DECLARATION

I, FATIMA ABDULSALAM MOHAMUD hereby declare that this dissertation is my original work and has not been submitted to this or any other university or institution by means of academic reward.

Signature.....

Date.....

APPROVAL

I certify that this dissertation titled Mentorship and girl Child Education in Secondary Schools in Garowe Puntland was done under my Supervision

Name: Professor EDWARD BANTU

Signature: -----

Date: -----

DEDICATION

I dedicate this dissertation to my beloved parents, all members of my family whose efforts have led to the fulfillment of my career aspirations in life. May the Almighty Allah bless you all.

ACKNOWLEDGMENT

Firstly, my great thanks and appreciation with honor goes to highest the almighty Allah who has enabled me to have this gift of education and also carry out my field work successfully. May all the glory be given back unto him.

Secondly, I would like to extend my special thanks and gratitude to my supervisor Prof. Edward Bantu for his invaluable guidance at all stages of this work; without which this study would not have seen the light of dawn.

Thirdly, I dedicate and give most respect for all participants namely secondary school mentors, female students, officials from the Ministry of education and mercy corps for their invaluable time responding to the instruments of the research.

Lastly, I would like to express my gratitude for Kampala International University for according me the opportunity to do my studies. Also I am indebted for the university staff especially manager, principal and lecturers in the Department of Applied Psychology who encouraged and motivated me to learn and provided the support I needed thank you all..

A vote of thanks also goes to my family for their moral, spiritual and financial support during my period of study. Without their continued support, this may have not been achieved. My love for them endures for a life time.

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LIST OF ABBREVIATIONS

EFA	Education For All
EMIS	Education Management Information System
FAWESOM	Forum for African Women Educationalists Somalia
FGM	Female Genital Mutilation
GBV	Gender Based Violence
MDG	Millennium Development Goals
MOE	Ministry of Education
MOE&HE	Ministry of Education and Higher Education
NGOs	Non-Governmental Organizations
SPSS	Statistical Package of Social Science
STEM	Science, Technology, Engineering and Mathematics
SYLI	Somali Youth Leaders Initiative
WCGGE	Women Counsel for Girl Child Education

ABSTRACT

The study sought to examine the impact of mentorship and girl child education in secondary schools in Garowe, Puntland, Somalia. The study objectives were; to establish the relationship between guidance and counselling and girl child education in Garowe, Puntland, to find out the relationship between role modelling and parental attitudes toward girl child education in Garowe, Puntland and to establish relationship between learning environment and girl child education in Garowe, Puntland, Somalia. The study was employed correlation research design to study the relationship between mentorship and girl child education. The study also employed quantitative approach. The study population involved 100 respondents and this comprised of selected officials from Ministry of Education, Mercy Corps, Educationalists, Selected female mentors and selected female students in Garowe. A sample size of 80 respondents was determined through stratified sampling, purposive sampling and random sampling methods. Data was collected from both primary and secondary sources using questionnaires and data from Puntland Ministry of Education. Data was analyzed through standardized statistical analysis techniques using statistical package for social sciences (SPSS). Descriptive data organized into frequency tables from which the means, standar deviations, percentages were calculated. The inferential data was also analysed using pearsons' multi linear correlation coefficient to compare the difference between categorical frequencies of the research variables. The study found out that the total average mean of mentorship and girl child education was 3.34 which means very satisfactory in likert scale. This also indicates that there is a strong and positive significance relationship between mentorship variables (role modeling, guidance and counseling and learning environment) and girl child education. Further, the regression analysis found that the three variables a great and positive influence on girl child education. The study concludes that guidance and counseling is a twin word that is inseparable, but for the purpose of this study. School counselling for secondary students is designed to address the physical, emotional, social and academic difficulties of adolescents. The study recommends that as much as possible Ministry of Education (MOE), all implementing agencies of educational policies and heads of senior high school should endeavor to assign female mentor and counselors with the sole responsibility of guidance and counseling for the students especially for girls.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, the purpose of the study, objectives of the study, research questions and assumptions, scope of the study, significance of the study, the justification of the study and the operational definitions of terms and concepts as applied to suit the context of the study.

1.1 Background of the Study

1.1.1 Historical Perspective

Across the globe, the roots of the practice are lost in antiquity, the word Mentor evolved to mean trusted advisor, friend, teacher and wise person. The first recorded modern usage of the term can be traced to a 1699 book entitled *The Adventures of Telemachus*, by the French writer Francois Fenelon. In the book the lead character is that of Mentor. The slender plot fills out a gap in Homer's *Odyssey*, recounting the educational travels of Telemachus, son of Odysseus, accompanied by his tutor, Mentor, who is revealed at the end of the story to be Athena, goddess of wisdom, in disguise (Anderson & Shannon, 1995).

The word itself was inspired by the character of Mentor in Homer's *Odyssey*. Though the actual Mentor in the story is a somewhat ineffective old man, the goddess Athena takes on his appearance in order to guide young Telemachus in his time of difficulty. Anderson and Shannon (1995) state that: "Odysseus, a great royal warrior, has been away fighting the Trojan war, and has entrusted his son, Telemachus, to his friend and adviser, Mentor. Mentor has been charged with advising and serving as guardian to the entire royal household." Because of Mentor's relationship with Telemachus, and the disguised Athena's encouragement and practical plans for dealing with personal dilemmas, the personal name Mentor has been adopted in English as a term meaning someone who imparts wisdom to and shares knowledge with a less experienced colleague.

Mentoring programs have achieved extensive public recognition due to their remarkable success in increasing positive behaviours in youth and reducing negative behaviours. Overall, youth participation in mentoring relationships improved important educational measures such as unexcused absences and better attitudes, yet it was difficult to attribute educational achievement to mentoring interventions. Mentoring also helped develop healthier behaviours (less drug and alcohol use), and improved social and behavioural outcomes such as better relationship with parents and peers. Research on mentoring educational institutions and organizations is linked to crime prevention and other broader outcomes because youth development is the most effective strategy for preventing youth problems. A basic assumption of mentoring is that the experience of a quality mentoring relationship in itself is a positive educational outcome for a young person at-risk (Bauldry & Hartmann 2004).

Mentoring programs are used as a strategy for working with people across many fields such as education, employment and career preparation, drug rehabilitation, sports, and mental health. Academic mentoring occurs primarily between a professor and a graduate student. The primary outcome in these types of mentoring is transference of knowledge. Formal mentoring of youth focuses on the mentoring relationship itself by helping youth with social problems through friendship and guidance (Klinck, J., Cardinal, C., Edwards, K., Gibson, N., Bisanz, J., & da Costa, J., 2005)

Historically significant systems of mentorship include the guru–disciple tradition practiced in Islam, Christian, Hinduism and Buddhism. Elders of the discipleship system practiced it by Mosques, Rabbinical Judaism and the Christian church, and apprenticing under the medieval guild system. History offers many examples of helpful mentoring relationships: Socrates and Plato, Aristotle and Alexander the Great, Hayden and Beethoven, Freud and Jung. Mentoring is a fundamental form of human development where one person invests time, energy and personal know-how in assisting the growth and ability of another person (Andrea, 2017).

In Africa, advocates for workplace equity in the second half of the twentieth century popularized the term "mentor" and concept of career mentorship as part of a larger social capital lexicon which also includes terms such as glass ceiling, bamboo ceiling, networking, role model, and gate keeper serving to identify and address the problems barring non-dominant groups from professional success. Mainstream business literature subsequently adopted the terms and

concepts, promoting them as pathways to success for all career climbers. In 1970 these terms were not in the general American vocabulary; by the mid-1990s they had become part of everyday speech (Andrea, 2017).

Somalia has one of the world's lowest enrolment rates for primary school-aged children, only 30% of children are in school and only 40% of these are girls. Further, only 18 per cent of children in rural households are in school. Girls' participation in education is consistently lower than that for boys. Fewer than 50 per cent of girls attend primary school, and the last countrywide survey from 2006 showed that only 25 per cent of women aged 15 to 24 were literate. The low availability of sanitation facilities (especially separate latrines for girls), a lack of female teachers or mentors, safety concerns and social norms that favour boys' education are cited as factors inhibiting parents from enrolling their daughters in school. Countries such as Somalia and South Sudan are likely to be among the countries with large numbers out-of-school and low access of enrolment and those mostly are girls due to the impact of conflict, but reliable national data are unavailable (UNICEF, 2015).

In Somalia, Mentorship is important in the educational field, particularly female mentors in higher education (Secondary and University). To achieve the Education For All (EFA) goals and the Millennium Development Goals (MDG), researchers will emphasize that attention should be focused on the provision of quality mentoring for secondary and university institutions who will be able to teach and equip the students specially girls with the opportunities they need to optimize their potentials and contribute to the growth and development of the society and humanity. In Garowe Puntland, female mentors are very important in educational fields, increment of number of female mentors and teachers in a school directly leads to higher enrollment and retention rates for girls, allow female students to have more positive educational experiences, and even mitigate cultural and social barriers that keep girls out of school. While research strongly indicates female teachers make a difference in girls' education, many countries have relatively few females in the teaching force (FAWESOM, 2010).

According to a study conducted by Wambua stated that Somali adolescent girls who come from a poor background face the added challenge of being able to afford the cost of secondary education. Reasons such as a preference for sons, child marriage, house hold chores, poor health and nutrition, menstruation management, early pregnancy, gender-based violence and

harassment, parental indifference and traditions inhibit a girl's ability to make her own decisions and can greatly influence on girl's self-confidence on education and also affects girl's academic performance and finally can result drop out from the school (Wambua, 2013).

Psychologists have different views in education and teaching fields such as behaviourists believe that the purpose in education is to produce behavioural change in the desired direction of the child and that the role of education is to arrange environment to elicit desired response, social and situational psychologists believe as a full participation in communities of practice and utilization of resources, as they also believe the role of education is to establish communities of practice in which conversation and participation can occur., while cognitivists say purpose in education is to develop capacity and skills to learn better and that the education structures content of learning activity of the pupils (Bullough, R. & V, 2003).

1.1.2 Theoretical Perspective

The study was based on the action-reflection theory. There is a consensus that the action-reflection theory has been the most influential mentoring model in Norway. The model has been developing since the 1980s with Handal & Lauvås (1983) as originators. The model became the guide for a whole generation of Norwegian mentors (Skagen 2004). The action and reflection model is a theory of guidance that addresses the guidance of teaching-related themes. Through the guidance and role modelling, one wants to raise awareness about the value base that lies behind the knowledge that it supports and thereby strengthen the applicant's professional identity. There seems to be broad consensus that the Action and Reflection Model has been the most influential model and theory of pedagogical guidance in Norway since the 1980s. In Norway, Gunnar Handal and Per Lauvås in 1990 have largely developed the model. Several terms are used, for example, both the Action and Reflection Model or "Action as Reflection of Action" (Carson & Birkeland 2009).

The theory was developed during a time when mentors were facing criticism for taking too much control over the student teachers' practicum. It was assumed that the student teachers had to follow the mentor's wishes, since the final certification of teacher candidates was ultimately the mentor's decision. As a result, some were of the opinion that the teacher education primarily produced dependent teachers (Skagen, 2004). The action-reflection model was hence developed

as a counterbalance to a hierarchical tradition of apprenticeship, which was central in the Norwegian teacher education through to and until the late 1980s. This apprenticeship model emphasized the master's work as an example to be imitated (Carson & Birkleland, 2009).

As the theory first developed in Norway, but later it became a global model of mentorship and best pedagogical guidance for education field. Thus this action reflection theory would be more important for Somalia educational programs. The pilot mentorship program in Garowe and other mentorship programs running in Somalia would be more fruitful if be based on action reflection model, because this practice theory emphasizes the values, experiences and knowledge that determine the person's actions or plan of action. It also refers to every person's subjective notion of practice and preparedness for practice.

1.1.3 Conceptual Perspective

Both psychology and common experience consider mentorship a process pivotal for the development and character formation of a young person (Eby, L.T.D. Allen, S.C. Evans, T. Ng, & D.L. Dubois, 2008). Mentor and mentee are supposed to gravitate towards each other based on compatibility and social convention, forging a bond that resembles the one between parent and child. In many ways, a mentor is a substitute parent, a figure designed to introduce a less experienced or younger individual into the world of professional competence or adulthood. The substitution of Mentor for Odysseus, however, presents us with several problems (Rayburn, 2010).

Mentorship is a relationship in which a more experienced and knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. Mentorship experience and relationship structure affect the amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors engaged. Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person

who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (Ellen, 2012).

According to Klein (1967) Men is 'one who thinks', 'tor' is the masculine suffix, 'trix' the feminine. Therefore, he gives mentor meaning a man who thinks, and Mentrix, a woman who thinks. This, however, is not a description that sufficiently verbalizes the current uses of mentoring. Debates on the concept appear to have their root within the Oxford English Dictionary definition. Such debates have forwarded mentors as role models, as counsellors, as advisors, as teachers, as nurturers, as friends and as sponsors (Smith & Alred, 1992) have put forward mentoring as a 'civilizing' process. Interest in the action of mentoring seems to have been initiated by Levinson's, D. J, Darrow, C. N, Klein, E.B, Levinson, M.H & McKee (1978) *The Seasons of a Man's Life*. Although Wynch (1986) reported a paucity of information on the theory of the mentoring role some eleven years ago, writings on mentors and the action of mentoring have since proliferated. Carruthers (1993) gives a further dimension, that "This meant that Mentor had to be a father figure, a teacher, a role model, an approachable counsellor, a trusted adviser, a challenger, an encourager."

There is difference between coaching and mentoring. The term coaching is often used interchangeably with mentoring and sometimes counseling. All of these approaches use 'helping' behaviors. Coaching is distinct in that it is a collaborative helping relationship between a coach and coachee, which is focused on working in a systematic way towards agreed goals to enhance professional performance, foster ongoing self-directed learning, increase personal satisfaction and personal growth (Grant & Stober, 2006). Mentoring typically involves two parties (a mentor and a mentee or protégé), a relationship (formal or informal), and the transfer of skills, knowledge and attitude with the objective of development and growth of the mentee (Bilesamni, 2011).

According to Chao (2009) informal mentoring tends to be more intense than formal mentoring, as the mentor and mentee will likely have approached one another of their own accord, and will thus be more invested in the relationship. In addition, because informal mentoring relationships are not mandated through an educational program, the relationship can be long-term. He pointed out that formal mentoring can work in education fields, but the process of matching the mentor

and mentee should be done carefully. Specifically, mentor and mentee should be matched based on strengths, needs, and priorities, in addition to background information.

Mentoring relationships are complex. Mentors and mentees (learner) might approach the relationship with different goals and needs. The nature of a mentoring relationship varies with the level and activities of both student and mentor. In general, however, each relationship must be based on a common goal: to advance the educational and personal growth of the student. Mentoring styles and activities are as varied as human relationships. Different students will require different amounts and kinds of attention, advice, information, and encouragement. Some students will feel comfortable approaching their mentors; others will be shy, intimidated, or reluctant to seek help. A good mentor is approachable and available (Institute of Medicine, 1997).

A mentor can provide girls psychosocial support, which is characterized by the mentor counseling, accepting, and offering friendship to the girl child (Beres & Dixon, 2014). Girl child education is a catch-all term of a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty. Also involved are the issues of single-sex education and religious education, in that the division of education along gender lines as well as religious teachings on education have been traditionally dominant and are still highly relevant in contemporary discussions of educating females as a global consideration. In the field of girl child education in science, technology, engineering and mathematics (STEM), it has been shown that girls' and women under-representation in STEM education is deep rooted. Improving girls' educational levels has been demonstrated to have clear impacts on the health and economic future of young women, which in turn improves the prospects of their entire community.

According to Asante Africa (2016) and Action Aid (2013) Mentoring should equip pupils with skills that will help them succeed in both school and life. Although mentoring cannot remove all barriers, it helps girls to:

Acquire the social skills (sometimes called “life skills”) they need to achieve academically and to transition to the world of work, deal more effectively with or prevent problems related to Female

Genital Mutilation (FGM) , avoid early marriages and early pregnancies, reduce school violence, also develop girls' leadership skills , manage menstruation while in school , avoid risky sexual behavior , address school truancy, drug abuse, and other negative behavior, and improve attendance and the number of grades that girls complete even if they do not ultimately graduate by helping them see the value of education as it relates to jobs or to their lives in general.

There are many different activities that include mentoring, although schools use a combination of several activities to ensure maximum impact. These activities include: One-to-One Mentoring Adults who provide friendship, guidance, and support for children and youth outside their own families are called mentors. Research has demonstrated that a one-to-one relationship between a child or youth and a caring supportive adult can lead to positive changes in the young person's life. Youth mentoring, as in ideal relationship, has three key functions: to carry out other duties while assuming the caregiving role, to impart societal and cultural wisdom, and to develop a long-term connection. Mentors provide support to youth by listening, being an advocate, sharing themselves, establishing structure, highlighting strengths, and making the experience unique and positive. This type mentors act as older sisters with whom the girls can confide more easily than with parents or teachers and whom they want to emulate. Such programs have helped girls in Madagascar and Nepal to stay in school. These programs' main advantage is that low-income girls are mentored by those who have faced the same issues. Their main weaknesses are that they require a large number of mentors, which may not be possible to find, and that only a small number of girls benefit (Austrian, 2012).

Group Mentoring: Group mentors serve entire groups of youth, often in schools or youth organizations. These organizations tend to have access to critical adults in children's lives such as teachers, youth workers, and others. Group mentoring appeals to youth who may be uncomfortable with meeting one-to-one with adults, these programs are where one mentor meets with several girls. It allows for more interactions and more opportunities for girls to interact with each other. Also, it works well for imparting general information, although the one-to-one approach is better when girls need more personal support (Herrera, C., Vang, Z., & Gale, L.Y., 2002).

Peer Mentoring: Young people who are socially marginalized like girls are far more likely to manifest physical and mental health problems. Students who have good friends in whom they can confide and with whom they share activities are more likely to have confidence in themselves, to be well adjusted at school, and to get along with their parents. A peer-based network of support for isolated youth is important (Kunz & Hanvey, 2000).

Schools provide space in or outside the school for girls' clubs, where girls meet with other girls to share their challenges and support each other to remain in school (an example of peer-to-peer mentoring). These spaces are also used by mentors to teach girls about sexuality and reproductive health, menstruation, and hygiene; build self-confidence and awareness; help girls discover their talents; help them to form groups; teach them how to allot time to study; build resilience; select role models; set goals and learn how to achieve them; and develop financial literacy and other skills all of which have been shown to improve girls' education (Camfed, 2016).

1.1.4 Contextual Perspective

This study took place in Garowe; the capital of Nugaal region and administrative capital of Puntland state in northeastern Somalia. The study focused on 3 secondary schools in Garowe, which were Al-waha, Gambol and Nawawi secondary schools because they were under the project of Somali Youth Leadership supported by Mercy Corps which provide school mentorship programs.

A secondary education is essential in preparing students for higher education and important life skills. Additionally, a secondary education provides the skills and tools to help meet a country's growing demands for highly skilled and educated workers in a globalized world. Besides that girls are the most important organ in development of every nation, so getting equal and quality secondary education is important.

Mercy Corps with collaboration of MoE & HE developed together a Somali Youth Leaders Initiative (SYLI) of mentorship to girl child education in secondary schools in all regions. This initiative was under the leadership of Mercy Corps for a period of five years from 2012 to 2017. It was aimed at improving access to quality secondary schools in Puntland. The objective of this

initiative was to boost enrolment and retention of secondary school students, particularly girls. SYLI has programs aimed at increasing educational opportunities for girls in secondary education through community awareness rising on importance of girl child education; create female mentors and girl forums in secondary schools. The program targeted many different secondary schools in Puntland regions, but in Garowe there were three schools under support of this program (Nawawi, Al-waha and Gambol secondary school) (Olad, 2012).

Under this project lead by Mercy Corps there was a very vital component on creating female school mentors call Women Counsel for Girl Child Education (WCGGE), it was an idea jointly mooted by MOE&HE and Mercy Corps consortium with intent to address the fundamental challenges facing girl child education in Puntland. WCGCE is a group of female mentors that primarily intended to bring together a voluntary body of professional women that will endeavor through the spirit of volunteerism to address the challenges facing girl child education in concerted and strategic manner. The council was composed of an array of women leaders and professionals of diverse background and mixes such as professional women, business women, women youths and women opinion leaders among others totaling 9-15 persons. Members of the Council work voluntarily and support initiatives geared towards promotion of girl child education. They are expected to use variety of contextually appropriate strategies/approaches in the realization of their objectives. The council or mentorship members will be given appropriate and tailor-made capacity building measures to enable them carry out their duties in a professional and strategic manner. WCGCE serves as an initiative to seek local solutions to issues affecting girl child education in Puntland especially secondary schools (Sahro, 2012).

Puntland MoE&HE in collaboration with SYLI would like to support initiatives that would increase women participation in the education of girls. This is based on the strong beliefs that women leadership of education of girls will ultimately transform the education sector. The initiative takes cognizance of the fact that it is women who know and understand the issues that affect girl child participation in education and are best suited to remove those barriers. As the adage goes, it is the shoe wearer that knows best where it pinches most. In this regard, we would like to see a scenario where women drive the agenda of girl child education and lead the campaign to increase access to secondary education and beyond. Such shift in women

participation in decision making processes is anticipated to lead to phenomenal results in terms of increased access to secondary education for girls (Sahro, 2012).

1.2 Problem Statement

Adolescent girls' in developing countries coming from impoverished backgrounds face the added challenge of societies that marginalize the value of education for girls. Complex economic, social and cultural barriers to access secondary education pose challenges and obstacles to their human rights to education, equality and dignity. It was found that reaching girls at an optimal time in their life will enhance the benefits of education, mentoring, and leadership development (Jane, 2016). Further study conducted by Dr. Lucia Gilbert of the University of Santa Clara shows that female students have valued the same gender mentor's lifestyle and values as important to their own professional development. She also stated that benefits of mentoring include improving self-confidence, leadership and communication skills for both parties (Jana, 2015).

Somalia has one of the world's lowest enrolment rates for primary school-aged children only 30 percent of children are in school and only 40 percent of these are girls. Further, only 18 per cent of children in rural households are in school. Girls' participation in education is consistently lower than that for boys. Fewer than 50 per cent of girls attend primary school, and the last countrywide survey from 2006 showed that only 25 per cent of women aged 15 to 24 were literate. The low availability of sanitation facilities (especially separate latrines for girls), a lack of female teachers or mentors, safety concerns and social norms that favour boys' education are cited as factors inhibiting parents from enrolling their daughters in school (UNICEF, 2015).

A report from Puntland Education Management Information System (EMIS) Unit indicates that in the last five years of education from 2014-2017 the dropout rate increases compared to the enrolment especially for girls the data shows the average dropout rate by girls were 20.75% in 2013/2014, 21% in 2014/2015, 27% in 2015/2016 and 25.4% in 2016/2017 (MOE Puntland, 2017).

The latter facts such as the increase of dropout and other factors that causing the poor performance in adolescent female students were been led or could be induced by the lack of

mentoring profession in secondary schools. As a result, adolescent female students from grade eight start performing poorly, their self-confidence decreases and dropout from schools. Female graduates from secondary schools and higher education are less in number compared to male. The study involve the lack of female mentoring in contributing such great problem in Putland this implication of female whereby most Puntland secondary schools do not have female mentors, some schools have a very few number of female teachers while others do not. Therefore, this study is interested in to examine the level of impact that mentorship on girl child education in Garowe Puntland.

1.3 Objectives of Study

1.3.1 General Objective

The main objective of this study was to examine the impact of mentorship on girl child education in Garowe, Puntland, Somalia

1.3.2 Specific Objectives

- i. To determine the relationship between guidance and counselling and girl child education in Garowe, Puntland
- ii. To ascertain the relationship between role modelling and parental attitudes toward girl child education in Garowe, Puntland
- iii. To find out the relationship between learning environment and girl child education in Garowe, Puntland

1.4 Research questions

- i. What is the relationship between guidance and counselling and girl child education in Garowe, Puntland?
- ii. What is the relationship between role modelling on parental attitudes toward girl's educational performance and attainment in Garowe, Puntland?
- iii. What is the relationship between learning environment and girl child education in Garowe, Puntland?

1.5 Hypothesis

H₀1: There is a positive significant relationship between guidance and counselling and girl child education in Garowe, Puntland

H₀1: There is a strong and positive significant relationship between role modelling and parental attitudes toward girl's educational attainment in Garowe, Puntland

H₀1: There is positive relationship between learning environment and girl child education in Garowe, Puntland

1.6 Scope of Study

1.6.1 Content scope

The study focused on mentorship and girl child education. The variable of mentorship was looked at in dimensions of guidance and counseling, role modeling role and learning environment, while the variable of girl child education was measured on the following constructs such as educational attainment, performance and enrollment. This was because the researcher sees this content as new area in Puntland that needs to be studied in order to get insight information on mentorship and girl child education to both psychological and educational perspectives.

1.6.2 Geographical Scope

This study took place in Garowe; it is the capital of Nugaal region and administrative capital of Puntland state in northeastern Somalia. The study focuses on 3 secondary schools which were Al-waha, Gambol and Nawawi secondary schools because they were under support of Mercy Corps which provided school mentorship programs.

1.6.3 Time scope

The research study focused on a period of 5 years (2013-2017) because it was during when MoE &HE had put a lot of efforts using many different strategies to enhance education sectors in general, and specifically for girl child education such as campaigns, offering scholarships only

for girls, create girl friendly schools and distribute sanitary kits (MOE Puntland, 2017). The study was done in prior of May-September 2018

1.7 Significance of the study

To Policy makers: The study will enable the policy makers to get contextual information on the role of mentorship on girl child education in Somalia and hence help them to make better policies with informed decisions.

To government: The study will help the government and other concerned government agencies to be fully aware of the role of mentorship on girl child education. This will also enable government to achieve its set goals and objectives on girl child education and gender equality in education.

To other Scholars: The study findings will enable other scholars in their research work for future studies. This will also enable them to increase on their context of mentorship and girl child education

To the girl child: the study will help girl child to be aware of the role of female mentors in their education, making them strong, confident, and gaining from female mentors a knowledge, skills and psychosocial support that they need to deal with both academic and future life. This research will provide girls strategies to address with personal and academic problems and gain information on girls education as general.

1.8 Definition of Key Terms

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise (Management Mentors, 2018).

Girl education is a catch-all term of a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women (en.wikipedia.org).

Guidance and Counseling: Guidance and counselling is the process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness (Nicholas, 2009).

Role Model: Role models as individuals who provide an example of the kind of success that one may achieve, and often also provide a template of the behaviours that are needed to achieve such success (Lockwood, 2006)

Self-Confidence: Self Confidence is one of the personality trait which is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth (Glenda & Anstey, 1990).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study reviewed literature from various scholars on the major variables of the study. This included; theoretical review, conceptual framework and review of related literature on mentorship and girl child education in the dimensions like guidance and counselling and girl child education, role modelling and parental attitudes toward girl's educational attainment, and learning and girl child education in Garowe, Puntland

2.1 Theoretical Review

The study was based on the action-reflection theory. There is a consensus that the action-reflection theory has been the most influential mentoring model in Norway. The model has been developing since the 1980s with Handal and Lauvås as originators. The model became the guide for a whole generation of Norwegian mentors (Skagen 2004)

The action and reflection model is a theory of guidance that addresses the guidance of teaching-related themes. Through the guidance and role modelling, one wants to raise awareness about the value base that lies behind the knowledge that it supports and thereby strengthen the applicant's professional identity. There seems to be broad consensus that the Action and Reflection Model has been the most influential model and theory of pedagogical guidance in Norway since the 1980s. In Norway, Gunnar Handal and Per Lauvås have largely developed the model. Several terms are used, for example, both the Action and Reflection Model or "Action as Reflection of Action"(Carson & Birkeland 2009).

As the theory first developed in Norway, but later it became a global model of mentorship and best pedagogical guidance for education field for the rest countries. Thus this action reflection theory may be more important for Somalia educational programs as well. The pilot mentorship program in Garowe and other mentorship programs running in Somalia would be more fruitful if the latter is based on action reflection model, because this practice theory emphasizes the

values, experiences and knowledge that determine the person's actions or plan of action. It also refers to every person's subjective notion of practice and preparedness for practice.

Louvås and Handal assume that every person has a personal, cognitive action strategy which builds on knowledge and experience with other people. These strategies and ideas are arranged according to values that we consider relevant. For most people the practice theory is rather cluttered, random and filled with discrepancies. According to Dominquez & Hager (2013) explained that mentoring studies look at three primary theoretical frameworks: developmental, learning, and social. Mentoring can take a learning theory approach which he explained as a form of adult learning, where the mentor encourages self-directed learning of the mentee. The psychological function of mentoring is to provide a role model, acceptance, counseling, and friendship (Kram, 1983).

The focus of the mentoring is on helping the mentee become better at understanding the own practice theory. The mentoring focuses on the theory behind the practice. The goal is to create awareness about core values that direct our actions. The mentee can achieve an increased understanding of these core values when asked to justify and explain their own actions. A greater awareness of what the theory consists of makes it possible to expand the mentee's repertory of actions. Since the core values in practice theory are often contradictory, it is essential to create self-awareness in the mentee

The theory was developed during a time when mentors were facing criticism for taking too much control over the student teachers' practicum. It was assumed that the student teachers had to follow the mentor's wishes, since the final certification of teacher candidates was ultimately the mentor's decision. As a result, some were of the opinion that the teacher education primarily produced dependent teachers (Skagen, 2004). The action-reflection model was hence developed as a counterbalance to a hierarchical tradition of apprenticeship, which was central in the Norwegian teacher education through to until the late 1980s. This apprenticeship model emphasized the master's work as an example to be imitated (Carson & Birkleland (2009).

Reflective practice has particularly grown and expanded its field in different professional disciplines and contexts; each with their own differences and nuances (Thompson & Thompson,

2008). It is widely agreed that the intention of reflective practice is performance improvement, manifested through analysing on strengths and the development of competence (Essays, 2013).

There are three main models of action reflective theory; the first model is Jenny Moon (1999) Model of Reflection. Moon (1999) defines a "common sense" reflection as "a form of mental processing with a purpose and/or anticipated outcome that is applied to relatively complex or unstructured ideas for which there is not an obvious solution". He takes a slightly different approach identifying five stages in learning called map of learning. To see that that learning has occurred, it is important to 'notice'. It can be successful by getting to know the material as coherent 'making sense' and the meaningless to develop a holistic view 'making meaning' which can be done by creating relationships of new material with other ideas 'working with meaning', to ensure that the new learning has been transformed, it is necessary to 'transform learning' (Essays, 2013).

The second model is the Model of Reflection by Gibbs (1988). Gibbs in his model clarifies that reflective practice deals with practitioners to reflect on their normal way to thinking and responding within the given situation towards gaining insights into self and practice. Reflection alone is not sufficient but taking action is the solution. Therefore, one needs to put their learning, knowledge and new understanding into practice; allowing the reflective process to inform the practice. He introduces experimental reflective cycle comprising of six elements of reflection which shows a clear 'description' of the situation, analysis of the 'feelings', and 'evaluation' of the experience, 'analysis' to make sense of the experience, 'conclusion' and reflection upon experience to examine what you would do if the situation occurred again 'action plan' (Essays, 2013).

The third model of theory of action reflection practice is the Model of Reflection by Kolb (1984). He identified and developed a theory of experiential learning that gives a constructive way to develop our practice. This process is called The Kolb Cycle or The Experiential Learning Cycle. The cycle consists of four different stages of learning from experience that can be penetrated at any stage. All four stages must be followed in sequence for successful learning to take place. The Learning Cycle recommends that it is not only sufficient to have a concrete experience "DO" in order to learn but also necessary to reflect on the experience "observe" to generalise and formulate concepts "think" that can be implemented to new situations. Hence, it

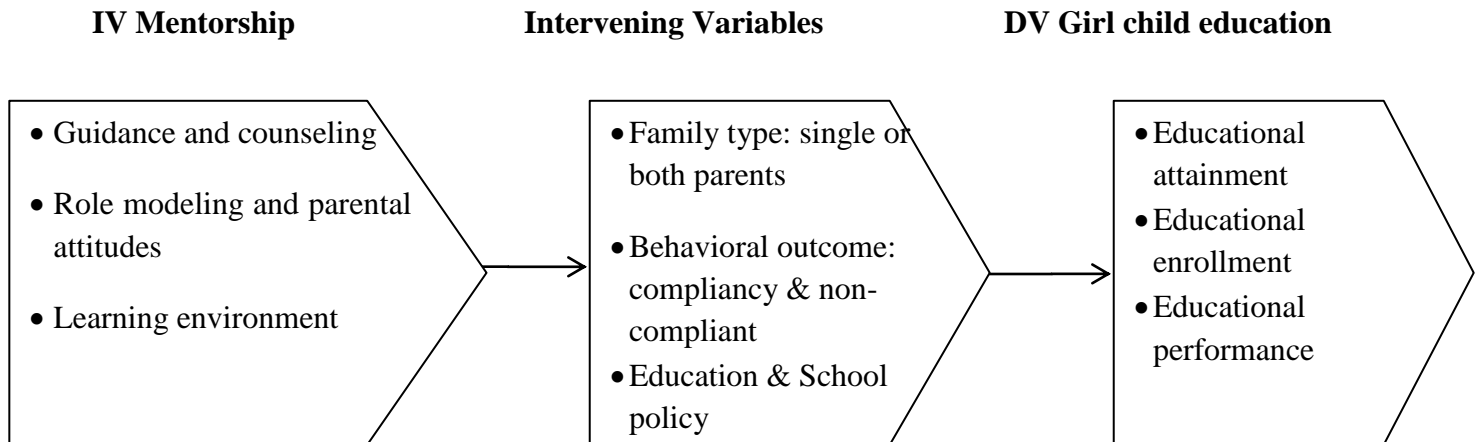
makes it necessary for the learner to link between the theory and action by planning "plan", representing back to the theory (Essays, 2013).

The action-reflection model has been criticized for several reasons. Firstly, some believe that the model serves to weaken the mentor's professional authority because of the focus on dialogue. Secondly, some question whether there is too much emphasis on individual differences and preferences, and not enough emphasis on the ability to adapt to the specific mentoring tasks. Thirdly, some suggest that the theoretical basis for the model is unclear. By emphasizing reflection, we might lose the focus on proper actions (Søndenå, 2004)

The researcher preferred this theory the action reflection practice theory is because the role of Reflective Practice in the Professional Development of Mentors and Teachers, according to Day, there are three reasons why reflective practice is increasingly being recognised as being essential to good in mentoring/ teaching and having a central role in the learning life of the effective teacher. The first concerns the nature of teaching. The assumption is that since teaching and learning are complex processes and there is not necessarily one right approach versions of good teaching and recasting past understandings and current practices are likely to lead to improvement. The second is that engaging in reflective practice is a means of helping individuals towards greater self-knowledge and self-challenge 'a useful way of achieving personal development. Finally, reflective practice is considered to be central to the growth of teachers as inquirers who engage in collaborative research with others from inside and outside the school in generating knowledge of practice rather than finding themselves as objects whose role is to implement existing theory in practice.

2.2 Conceptual framework

This is a diagrammatic representation of variables. The framework shows the linkage of variables in their measurable units.



Source: (Author, 2018)

The above conceptual framework indicates that the relationship between independent variable (mentorship) and the dependent variable (girl child education). Family and school offer the environment in which a person learns in early age and at the same time family is the first source of information. That's why it is very important that that source to be trusted and realistic. In this way are put the basis of person's education. The family is fully responsible for the future of its each member. Everything begins with the fact that children are like mirrors! They reflect everything adults do but in the way they understand it. Single parents do not have enough time or resources for their children and this will impact negatively, while having both parents contribute to get a well-developed child.

Provision of guidance and counseling, role modeling, parental attitudes and environment which a child explores is important to develop either compliance, or non-compliance behaviors, so that impacts either positively or negatively learning consequences.

2.3 Related Literature

Review of the related literature of the related works was done basing on objectives of the study.

2.3.1 The relationship between guidance and counseling toward girl's educational attainment

Guidance and counseling is a twin word that is inseparable, but for the purpose of this study, the word guidance originated from the Greek word guide meaning to direct, lead, guide, pilot, assist show, inform, control advice, help, teachers give fact facts and to instruct. According to Mr. Eduwen (1994) guidance is a process of assisting individuals to understand himself and his environment, while Eduwen also defined counseling as the interaction between a trained personnel (the counselor) and a trouble individuals (the Counselee) for the purpose of helping the Counselee to resolve his or her problems or crisis (Rawson, 2001). The history and development of guidance and counseling as a formal educational service within the system started in the late 1950s, when a group of revered sisters of the saint twenty outsiders from different works of life to advice the sixty outgoing students on the nature of the different jobs in order to direct their choice of career through the talks (Riane, 2007).

Behavior modification could be attained by resolving the physical, emotional, social and academic difficulties of the students by helping the students understand their learning strengths and weakness as a factor that will improve their study habits. In this case the greatest challenge of an educator is to maintain order in the classroom so as to achieve academic objectives, thus creating an optimal work environment (Schmidt, 2003). What is required in school today is not only discipline that ensures safety of educators, learners and creation of an environment conducive to teaching and learning, but also improving academic performance.

School counseling for secondary students is designed to address the physical, emotional, social and academic difficulties of adolescents. By resolving this, students understand their learning strengths and weaknesses hence improve their study habits leading to better scores. The guidance programme promotes academic, educational, personal, social and career development fostering positive attitude towards school, learning and work resulting to improved academic achievement. Parents and family elder members can effectively guide and counsel the child at home from early age, because family is the center of socialization, first school and source of security, love and belongingness. Thus it is important for the child to get parental modeling in order to help child to learn most effectively and perform well (Mutie, E.K. & Ndambuki, P, 2002).

Mentoring through guidance and counseling addresses problems like gender-based violence (GBV); early and child marriages; FGM; menstrual management and hygiene; risky sexual behavior; truancy, drug abuse, decrease dropout rate and other negative behavior; subjugation of girls and women in poor communities; and life skills and academic achievement (Joyce, 2016).

Human needs necessitate new inventions. Although guidance and counselling was focused on career development, contemporary socio-economic issues (unemployment, drugs, unstable families, truancy) have necessitated the incorporation of professional guidance and counselling in secondary schools. This is because guidance and counselling is safe to apply for holistic development of children, their behavior notwithstanding. Ayieko (1988) says guidance and counselling plays a pivotal role in students' behaviour management and correction in schools. Counselling can be used both as a curative measuring in addressing school discipline and to avert and/ or correct indiscipline among students. Guidance and counselling may be provided holistically in secondary schools. Vocational Guidance provides information about job opportunities and factors affecting the job market such as unemployment information technology and international relations.

Secondary School guidance and counseling especially girls is a support provided by or outside the school to student, family, and other caregivers, which focuses primarily on student educational, individual, interpersonal, and occupation modification, improvement, and attained. School guidance and counseling help Students specially girls to give solutions on how to deal with psychological problems which might affect their studies (Schlee, 2000). Through this, the students are able to develop problem solving skills which to an extent help them to deal with particular issues surrounding their lives. They also are advised on how to cope with different situations facing them in their school life. Girls can learn how to live in harmony with others in the school community. In so doing they learn to appreciate the people around them and come to harmony with their environment.

Mentoring girls' education through counseling and guidance bridges the gap between the female students and the school administration since they can channel their problems through the guidance and counseling office. Guidance and counseling in secondary schools is a very important enterprise. As much as possible ministry of Education (MOE), all implementing

agencies of educational policies and heads of senior high school should endeavor to assign counselors and coordinators with the sole responsibility of guidance and counseling. They should be made to attend to guidance and counseling. A female mentor provides guidance and counseling to school girls to eliminate school problems like performance anxiety, redundancies, anger-management problems, stress, bullying, strained relationships with colleagues, tendency to worry a lot, depression, low self-esteem and low self-confidence, so that they complete education successfully (Vishala, 2008).

Parents, teachers and society are observing and reporting a marked decline in the level of discipline and good behaviour among secondary school children. Most of these children generally lack courtesy, respect, self-control, decency, and social etiquette. The values they portray are disrespect toward authority, promiscuity drug abuse, addiction behaviour and carefree lifestyles. A learner in a new school or in a higher level of learning institution is to cope with the new environment through guidance. Learners are helped to develop a better understanding of whom they are and appreciation of their background. Learners are guided on self-awareness, peer pressure, relationships, personality differences, manners and social etiquette, social roles and responsibility, intra and interpersonal conflict resolutions. Though personal and social guidance, a pupil is helped to overcome indiscipline as a quest for 'freedom. Indiscipline among secondary school students is a result of a feeling of unfulfilment, frustration and lack of constructive freedom (Walker M. H. Ramsey E. & Gresham, M.F., 2004).

Many philosophers believe that through the use of intuition skills many can achieve high philosophical standards that can guide ones attitude, values, norms and emotions. The above points to the fact that guidance has been going on within our society, but reveals that such guidance aims at achievement of one's needs and desires, it further indicates that such guidance is more compulsive and regimented and so does not give room for one's cognitive restructuring or transformation of ideas. The traditional guidance has two weaknesses arising from modernization and industrialization. Thus, the traditional concept of guiding cannot cope with much of the complexity in our society (Schulenburg, 1998).

2.3.2 The relationship between role modelling and parental attitudes toward girl's educational attainment and performance

A research by Audrey (2017) indicates that a role model is a person whose behavior is imitated by other people. There are role models who engage in positive and constructive actions and there are those who have bad habits that can be transferred to anyone who admires that person. Role modeling is one of the most powerful tools mentors; teachers or parents have in their mentoring, teaching and parenting tool belt to influence the direction of their student's or children's character, whatever their age. When used to best advantage, they can pass on the values they want their students or children to adopt so that they become the adults role models would like them to be.

According to Asante Africa (2016) and Action Aid (2013) Mentoring should equip pupils with skills that will help them succeed in both school and life. Although mentoring cannot remove all barriers, it helps girls to: Acquire the social skills (sometimes called "life skills") they need to achieve academically and to transition to the world of work, deal more effectively with or prevent problems related to FGM, avoid early marriages and early pregnancies, reduce school violence, also develop girls' leadership skills , manage menstruation while in school , avoid risky sexual behavior , address school truancy, drug abuse, and other negative behavior, and improve attendance and the number of grades that girls complete even if they do not ultimately graduate by helping them see the value of education as it relates to jobs or to their lives in general .

Synthesizing the available evidence on the causal impact on educational outcomes of aspirations, attitudes, and behaviours (AABs) of young people and their parents, the educational outcomes considered are attainment and post-compulsory participation. Attainment is an individual's level of success in educational assessments of any kind. A key indicator might be a young child's school readiness, such as the ability to read letters of the alphabet and count to ten. Another could be the level of qualifications gained by the end of compulsory schooling. Participation concerns an individual's educational and work trajectory after the end of compulsory schooling. A key indicator might be a young person's enrolment in further or higher education (Stephen Gorard, Beng Huat See & Peter Davies, 2012).

Parental behaviour relevant to the child ranges from conception (prenatal health and risk), through preschool (interaction with toddlers) to school (involvement in homework and choices) and beyond. Possible indicators include parents reading to children, their rules about the timing of meals and bedtimes, and parents' engagement in risky behaviour such as drug use. Parental expectation refers to what an individual believes will happen in the future (Stephen, et. al, 2012).

Self-concept is an individual's perception of themselves. A key indicator might be a child's perception of the relative economic status of their family. Self-esteem is closely related to self-concept, and refers to an individual's evaluation of their own worth or goodness. A key indicator might be a child's perception of significant others' beliefs, expectations and attitudes about them. Self-efficacy is an individual's belief in their own ability to achieve something. A key indicator might be a child's belief about their cognitive abilities in a particular subject area. Locus of control is very similar in definition to self-efficacy, and refers to an individual's belief that their own actions can make a difference. A key indicator might be a child's belief about the importance of making an effort to ensure success. Aspiration is what an individual hopes will happen in the future. Motivation is both the reason why an individual makes a decision, and their strength of purpose in carrying these decisions out. A key indicator might be a child's reported belief that schooling is important for their future. Attitude (other than those 'attitudes' dealt with separately) is an individual's feelings about education. A key indicator might be a child's expression of liking or dislike for school (Stephen, et. al, 2012).

The mentor should not be in a position where any confidential issues raised could create a conflict of interests. Mentors should be aware of what they are expected to do whilst retaining a sense of realism about what is possible and desirable in terms of the mentoring relationship and the mentee's career development. In addition to knowledge and experience, the mentor will need to be patient and to help new colleagues to develop their own approaches and to make their own decisions. Mentors should be willing, and prepared to act as role model, tutor, counsellor, confidant, objective observer and friend. The nature of a mentoring relationship varies with the level and activities of both student and mentor. In general, however, each relationship must be based on a common goal: to advance the educational and personal growth of the student (Boreen, J., Johnson, M. K., Niday, D., & Potts, J., 2000).

Role models are people such as mentors who are looked up to by others. The actions of role models are emulated by those admirers. Some people may not view themselves as role models, even though they may hold prominent positions. Although the effects of some role models may not always be positive, good role models are in a position to have a positive influence on others. Teenagers especially girls who have positive role models have greater self-esteem and high self-confidence and perform better in school than teenagers without role models in their lives, according to Steroid Abuse. Children through mentor role modeling can learn how to handle life's problems and can also have the effect of encouraging people to achieve their goals despite difficulties. It is reasonable to expand the effect to younger students as well. All of these students may have mentors, teachers, or parents as role models. Positive displays of sportsmanship, determination, drive and ethics by role models can help children to emulate and adopt these positive attributes (Doug, 2017).

Role models have long been thought to shape adolescent development, aspirations, and achievement by providing positive examples of what could be. Role models can be mentors who directly and indirectly affect students' school experiences, self-esteem, and educational and occupational outcomes. Some studies emphasized the importance of a gender -matched role model such as peer to peer, female to female (Evans (1992); Karunanayake & Nauta (2004); Zirkel (2002)). These studies claim that gender-matched role models send students messages that gender-mismatched role models do not, and therefore, are more valuable. Lockwood (2006) found that women more often than men select gender-matched academic and career role models. It also emphasized the value of having a female, gender-matched role model who has achieved success in a traditionally male-dominated profession.

In Madagascar, increased attendance and retention was attributed to mentoring in the girl-to-girl strategy and the sister-to-sister strategy. In both, older girls are paired with younger ones, offering academic and psychosocial support and acting as role models (Global Action Nepal, 2016). In Kenya, the School Sanitation Improvement Project of the Girl-Child Network (GCN) improved attendance and retention rates by providing sanitary pads and functioning toilets/water, (GCN, 2016). In general, the dearth of female mentors/teachers denies girls adequate role models who can help them attain self-confidence and play a critical protective role in their lives (UNGEI & ODI, 2016).

The role model potential of female mentor is compromised if they are seen by girls as always subordinate to men and are only assigned to low status roles within the school. Moreover, the assignment of women to roles that are seen to relate to their nurturing and caring abilities and their natural affinities for young children, rather than to their intellectual and pedagogical capacities, may serve to reinforce gender stereotypes. Ironically, pastoral responsibility for girls a task which is often given to senior women teachers in schools may be precisely the sort of responsibility that is assigned to women based on stereotypical assumptions and not given the value it deserves within the school (for example, it is rare for women to be given any workload adjustment to compensate for extra time spent in this role) (Carger, 1996).

The presence of women in schools can also impact positively on girls' retention in school and on their achievement. Studies have shown a positive impact from women teachers on girls' achievement. A female role model can support and encourage girls to successfully complete their studies and maybe even continue studying to become teachers, themselves. She can also be there to listen to any problems and provide guidance when necessary. In schools where girls are in the minority, especially, the presence of one or more female teacher may also ensure protection for girls from unwanted attention from boys or male teachers, and even from sexual abuse and exploitation (Cheng & Brown, 1992).

Exposure to female community leaders, professionals and other successful role models improves everyone's perceptions of women and weakens gender stereotypes about roles and norms, when this occurs, parents' and their daughters' aspirations begin to change. For the girls, a role model allows them to see healthy relations and positive forms of femininity and masculinity. Building girls' leadership abilities through mentoring programs can have positive spillover effects (Women's Refugee Commission, 2014).

The negative response of parents/community to a girl child's participation in education puts female child at disadvantageous of access to her basic right of full participation in education. It will not end up to the individual girl who lack participation but also to the families which will be formed by those a girl child who lack participation in education, as the education of mother has the influence to the family's education especially daughters, since mother act as the role model to the family. Thus, the negative attitudes of the community on female children education will lead

to the production of the generation which will lead to the failure of attaining the vision of development on education (Clinard & Ariav, 1998).

All qualified and interested teachers are important in girls' education, not just female teachers. In this case, the female teacher is functioning more as a counselor psychologist than a teacher. That is the role that communities play; the school is a formal setting and there is nothing cultural about it. It amazes how we confuse culture with anything that not modern. In ordinary sectarian schools, learners mix and so teachers, Female teachers are normally assigned to teacher lower grades - a role similar to motherhood, while male teachers teach higher grades and in critical (for success) subjects. Teaching is a lower paid job, just like the mother' job and it is only undertaken by men when the economy is bad or still basic. Female teachers are not any more generous or caring than male teachers. In some cases research evidence shows female teachers to be the worst abusers of intelligent but pretty girls. It is a myth that female teachers are role models, (Cox, 1997).

2.3.4 The relationship between learning environment and girl child education

One of the major roles of a school mentor is to create a safe and conducive learning environment, where the school girls feel free to discuss issues openly and honestly, without worrying about negative consequences on their personal education. The learning environment provides crucial exposure for the student. During learning time a student develops his or her repertoire of skills, knowledge, attitudes and behaviour in order to meet competencies on social. So, the role of the mentor is vital within the learning environment for aspiring students. The role of mentorship is a fundamental platform for student learning, with mentors key to identifying what is conducive to learning (Vinales, 2015).

Girl-friendly' schools are schools that children want to attend. They are endowed with adequate resources to provide basic primary education and employ competent teachers who use teaching methods that provide children - girls in particular with a safe, nurturing and gender-sensitive learning environment. These schools also feature improved water and sanitation, particularly; separate latrine blocks for girls and boys an accommodation that has been shown to be helpful in promoting the attendance of adolescent girls. Gender-responsive policies that take into account the environment and the cultural and social realities of the lives of both women and men while

aiming to eliminate inequalities and promote an equal distribution of resources are the most successful at giving girls such agency. As government and international organizations rely increasingly on research to design, monitor and assess policy interventions, reliable gender disaggregated data and statistics are crucial for the development of policies promoting gender equity (UNICEF, 2011).

Low retention and irregular school attendance characterize the education sector in Puntland, Somalia. Irregular school attendance is a precursor to school dropout, and the underlying factors for both absenteeism and dropout are possibly the same. These disproportionately affect girls due to gender bias in parents' willingness to pay for education expenses, fear of gender-based violence at schools and the need for homely chores. Girls may face additional constraint associated with school sanitary conditions at their puberty. The lack of privacy and space for changing, drying sanitary materials, as well as insufficient water are often reported as important determinants of girls' school attendance. Somali girls are socialized to shy away from using publicly located toilets for fear of being seen by boys. Most schools are located in small parcels of land making it impossible to 'hide' toilets. As the result of these facts, Save the Children with collaboration of MOE initiated together to build Girl Friendly Spaces (GFS) in secondary schools and appointed to coordinate female mentors in each school. GFS provide multipurpose exclusive space for girls with toilet, bathrooms, dining rooms, living room, reading materials and prayer facilities. This GFS was aimed to reduce female student absenteeism, low performance and increase self-confidence (Save the Children International SCI, 2017).

For girls who are studying in male dominated schools, the impact of this lack of women mentors/ teachers may be multi-faceted. Although the male teachers may encourage the girls in the school, the presence of a woman teacher is particularly important for girls, as she can, for example: Act as a role model to inspire and encourage girls to continue their studies, discuss personal issues such as sexuality, menstruation or family concerns with girls, be particularly attune to the learning styles and needs of girls and be particularly attune to girls' personal safety and other needs, so, schools can hire a so-called mentor to come in to school on a regular basis to lead particular activities with female students. Furthermore, this mentor can play the important role of being a friendly, female face that girls can trust and can talk to about any of their personal or academic concerns (Camfed 2016).

Family demands are construed as strictly private and are not acknowledged in the creation of more female-friendly environments. It is to be noted, then, that although there is discourse among educational authorities in support of increased participation of women teachers, the practice as reported by the women teachers themselves is not equally supportive. Liberian teachers can benefit from a maternity leave policy, but such is granted at the discretion of their county education officer. Unmarried women do not have access to maternity leave, despite the fact that a large number of them require this benefit (Herrera, et al., 2002).

Schools provide spaces inside and outside school for girls' clubs, where girls meet with other girls to share their challenges and support each other to stay in school (eg, peer-to-peer guidance). These distances are also used by mentors to teach girls about sex, reproductive health, menstruation, hygiene; building self-confidence and awareness. Help the girls to discover their talents helping them to form groups. Teaching them how to allocate time to; study, building flexibility, selecting role models and learning how to achieve them and developing financial knowledge and other skills that have proven to improve girls' education (Camfed 2016).

A more pronounced impact of the initiatives on the enrolment, retention and success of girls was observed in the urban context than in the rural setting. This suggests that the urban school offered a more conducive environment and the initiatives interacted with the environment in a positive way to produce tangible results. This also suggests that projects or initiatives targeting girls in rural settings must be designed to offer the full range of opportunities that can be made available for the locality. However, in other schools, the findings indicate that the initiatives implemented to address the problems facing girls in school do not correspond to the scale of the problems (Vinales, 2015).

2.4 Gaps in the Literature

The action-reflection theory does not provide feasible strategies to promote girl child education. A number of studies such as that of Herrera et al., (2002); Kunz & Hanvey (2000) have been done covering the subject of mentorship however, none of them has covered the aspect of promoting girl child education through guidance and counseling, role modelling and learning environment, hence, providing a content gap that this study covered. The gaps in the literature

review were filled during field data collection, which was guided by the purpose and the objectives of the current study.

There is a great body of knowledge gap to link directly both variables in Somalia, so there is a contextual gap that the researcher wants to fill. The researcher deemed the independent variable (mentorship) to be the cause the girl child education (the dependent variable) as the effect. In another words, the existence or lack of female mentors has a great influence on the enrollment, academic performance and educational attainment of the girl child.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter elaborated on the general procedure for conducting research. It particularly spells out the research design, study population, sampling size and technique as well as data collection and analysis. This also includes research instrument, ethical considerations and limitation of the study.

3.2. Research Design

The study used a correlation research design to study the relationship between mentorship and girl child education. The study also employed quantitative approach. Quantitative methods were used through a questionnaire for data collection from the different stakeholders; selected female mentors and selected female students and some gender official from MOE and Mercy Corps involved in the study.

3.3 Study Population

The study target population involved 100 respondents under the SYLI program of school mentorship supported by Mercy Corp NGO and this comprised of Officials from Ministry of Education, Mercy Corps officials, Educationalists, Selected female mentors and selected female students in Garowe, Puntland.

Table 3.3. 1: Research Population

Type of population	Population Target	Sample size
Officials from Ministry of Education	20	16
Mercy Corps	5	4
Educationalists	5	4
Selected female mentors/teachers	20	16

Selected female students	50	40
Total	100	80

Source: MOE, 2017

3.4 Sample Size

A sample size of 80 respondents was determined through Sloven's formula by using stratified sampling, purposive sampling and random sampling methods. This was so because the nature of data to be generated requires different techniques for better understanding of the research problem under investigation. Besides this the approach is also commonly known for achieving higher degree of validity and reliability as well as elimination of biases

This sample size was gotten by the use of the Sloven's formula;

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

Where n is the sample size

N is the sample population

e² is the level of significance (0.05²)

$$\text{Therefore, } n = \frac{100}{1 + 100 (0.05^2)}$$

$$n = 80 \text{ Participants}$$

3.4 Sampling methods

The researcher used varieties of sampling which included: Purposive, random and stratified sampling.

3.5 Sampling Technique

3.5.1 Simple Random sampling

Random sampling was used in selecting respondents from the population listing by chance.

Selected respondents were randomly selected so as to get equal representation of the respondents. In that way, every member had an equal chance to be selected.

3.5.2 Stratified sampling

Stratified random sampling was applied in consideration of the categorization of officials from MOE, Mercy Corps, educationalists, selected female mentors and female students to compose an appropriate representative sample. The stratified sampling was used to make sure that specific subgroups of people of this study are adequately represented within the sample.

3.5.3 Purposive sampling

Purposive sampling involved different strata that containing officials from Mercy Corps and MoE, educationalists as well as selected female mentors and students in Garowe, because they share common characteristics that they dealt with issues of girl child education. This method was appropriate because the sample selected comprises of informed persons who can provide data that was comprehensive enough to gain better insight into the problem.

3.6 Sources of Data

3.6.1 Primary Data

The data of the research was obtained through use of self- administered questionnaire and interview to the respondents.

3.6.2 Secondary Data

The researcher used documented data from Puntalnd EMIS department which indicated the statistical figures of educational enrollment, attainment and dropout of the students in the duration of 2013-2017 based on gender.

3.7 Research Instruments

3.7.1 Questionnaires

Close-ended questionnaires were used in the collection of data and these were distributed to educational experts, selected female students and mentors to provide answers. The questionnaire consisted of three parts whereby part one focused on socio-demographic information of respondents, part two concerned mentorship and the third part which focused on girl child education.

3.8 Validity and reliability of the instrument

3.8.1 Validity

Various researchers and scholars have defined validity using different terms but a close look of these definitions brings one to the same meaning of the term validity. For example, Mugenda and Mugenda, (2003) defines validity as the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Amin (2005) defines validity as the degree to which empirical measure or several measure of a concept, accurately measures the concept. After the assessment of the questionnaire, the necessary adjustments were made bearing in mind of the objectives of the study. The researcher used the following formula to calculate the validity of the instrument was;

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$

$$CVI = \frac{25}{27} * 100\% = 92.5\%$$

3.8.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda&Mugenda, 2003). It is the degree to which the instrument constantly measure whatever it is intend to measure. Joppe (2000) noted that reliability is used as an extent to which results are consistent to research instruments and accuracy in representation.

A commonly accepted rule for describing internal consistency exists when using Cronbach's alpha coefficient (DeVellis, 2012). The below table shows the rule of the coefficient.

Table 3.8.2. 1The rule for Cronbach's alpha coefficient

Cronbach's alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: (DeVellis, 2012)

The researcher measured the reliability of the instruments using Cronbach's Alpha results as indicated below;

Reliability Statistics	
Cronbach's Alpha	N of Items
0.797	27

Source: (Author, 2018)

Therefore, with Cronbach's Alpha of 0.797 and this indicates that the instrument was reliable since it the reliability statistics were above 0.75.

3.9 Data Processing

The processing of data was done after the collection of data for verification of the information that was gathered and for attainment of completeness, accuracy and uniformity. Data editing involved checking the information for errors, which was an added advantage because it enables the researcher to delete and eliminate possible errors that were traced which in the end would manipulate the results of the study. Data was analyzed concurrently to avoid duplication thereby guiding the entire study for balanced and critical analysis.

3.10 Data Analysis

Data was analyzed through standardized statistical analysis techniques using Statistical Package for Social Sciences (SPSS). Data organized into frequency tables from which the means, standard deviations, percentages were calculated. For better interpretations and pictorial view it was further represented as bar graphs. Inferential data was analysed using Pearson's correlation coefficient to compare the difference between categorical frequencies of the research variable and answer the hypotheses.

3.11 Ethical Consideration

People face ethical dilemmas in their daily duties, so do researchers, when humans are used as study participants in a research investigation, care must be exercised that the rights of those individuals are protected. To ensure ethical considerations of the study and the safety, social and psychological well-being of the person and/or community involved in the study, the researcher got the introductory letter from the College of Humanities and Social Sciences, Kampala International University. The study also ensured the privacy and confidentiality of the information provided by the respondent which was solely used for academic purpose. On the other hand to ensure the safety of the person and/or community involved in the study the researcher got the consent of the respondent approval by their signing before the respondents filled the questionnaires (Polit & Hungler 1999).

3.12 Limitations of the study

Some respondents were too busy with their daily schedule and failed to spare time for the questionnaire. In such circumstances they were given ample time to the respondents by the researcher, this made the data collection possible to be served in time.

There were also time and financial limitations of this study, whereby the researcher had only one month to collect the data and had successfully tried to get the data within the allocated month, and further used friends' help financially through printing the number of needed questionnaires. Other challenges of the study were included the language barriers for some respondents in filling the questionnaire and found hardly to understand the used concepts of the study. Besides that, in the environment like Somalia, the importance of academic studies and researches are not publicly aware of by local people.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTEPRETATION

4.0 Introduction

This chapter covers the presentation of the findings according to the themes of the study which were: to establish the relationship between guidance and counselling and girl child education, to find out the relationship between role modelling and parental attitudes toward girl child education and to establish relationship between learning environment and girl child education in Garowe, Puntland, Somalia.

4.1 Demographic characteristics of respondents

Under this section, the researcher was interested in finding out the demographic characteristics of the respondents. The character of the respondents included aspects of gender, age, level of education and occupation filled on the questionnaire and the results are presented and analyzed in figures below.

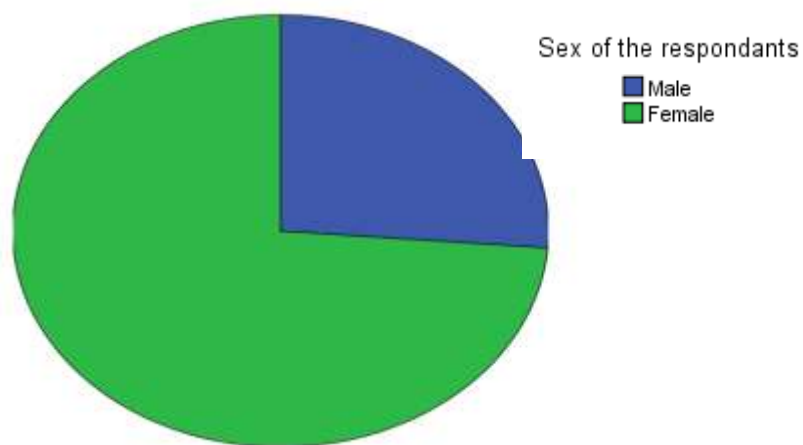
Table 4. 1: Demographic Characteristics of Study Respondents

Variable	Frequency	Percentage
Sex		
Male	21	26.2
Female	59	73.8
Total	80	100%
Age Distribution		
10-15	22	27.5
15-20	16	20.0
20-25	26	32.5
25-30	16	20.0

Above 30	22	27.5
Total	80	100%
Educational Level		
Primary	0	0
Secondary	26	32.5
Undergraduate	6	7.5
Post-Graduate	48	60.0
Total	80	100%
Occupation		
Student	26	32.5
Mentor	16	20.0
Education expert	38	47.5
Total	80	100%

Source: Primary Data, 2018

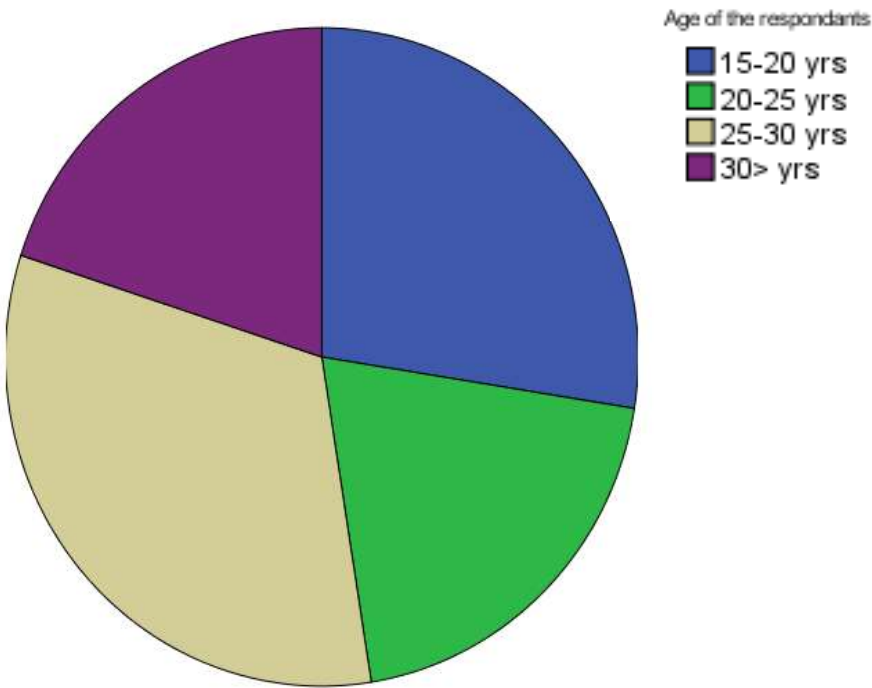
Figure 4. 1: Sex of respondents



Source: Primary Data, 2018

In the Figure 4.1 above, it can be noted that the sex of the respondents was biased towards their feminine since it was revealed that 59(73.8%) were female and the remaining 21(26.2%) were male out of the 80 respondents involved in the study. This implies that most of the respondents were female and these included; students, mentors and education experts because these were believed to have vital information about mentorship and girl child education

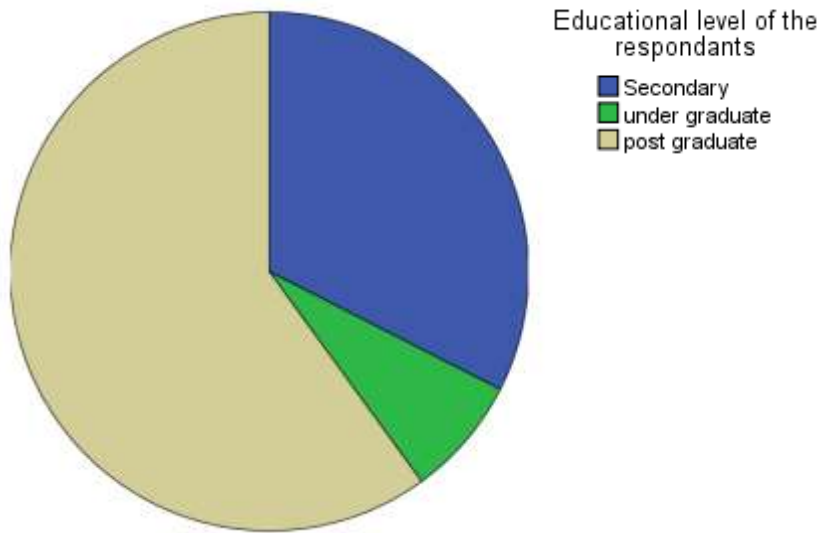
Figure 4. 2: Age Distribution



Primary Data, 2018

According to the figure 4.2 above, it was revealed that most of the respondents 26(32.5%) were between 25-30, age bracket 10-15 were 22(27.5%) of the respondents, age bracket 15-20 were 16(20.0%), and respondents 25-30 were 16(20.0%) whereas those who were above 30 years were 22(27.5%). This implies that majority of the respondents were middle aged adults who had a proper understanding about the role played by mentorship towards girl child education.

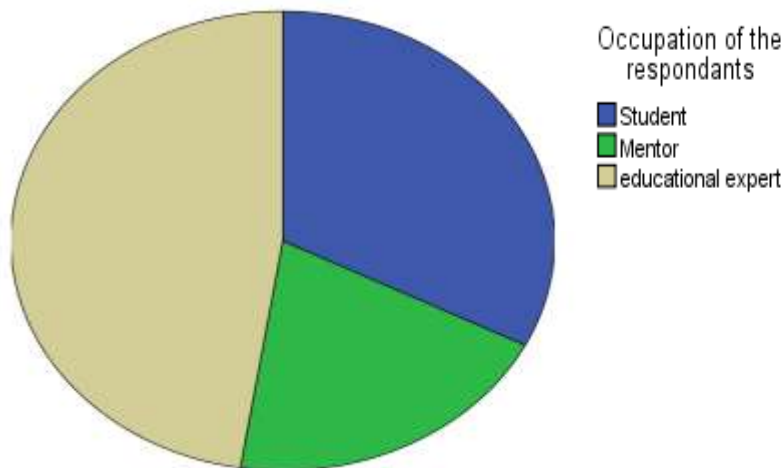
Figure 4. 3:Education level of respondents



Primary Data, 2018

The study results in the figure above revealed that 26(32.5%) of the respondents were secondary school students, 6(7.5%) were undergraduate mentors and education experts and the remaining 48(60%) were post-graduate mentors and education experts. This implies that majority of the respondents were relatively highly educated and thus had sufficient information about mentorship and girl child education.

Figure 4. 4:Occupation



Primary Data, 2018

Figure 4.4 above indicates that 26(32.5%) were students, 16(20%) were mentors and the remaining 38(47.5%) were education experts. This implies that most of the respondents were education experts because they were working in the Ministry of Education especially gender unit and Mercy Corps that initiated a number of mentorship programs in secondary schools.

4.2 Descriptive analysis of mentorship and girl child education

Descriptive data analysis of mentorship and girl child education using the mean and standard deviation are presented in details in the following.

Table 4.2. 1: Descriptive analysis of guidance and counseling and girl child education

Indicators	Mean	Std	Interpretation	Rank
Parents and mentors can build self-confidence and develop interpersonal skills like assertiveness, communication skill and problem solving skill	3.19	.393	Satisfactory	6
Mentoring help students to boost their academic attainment and anticipated their needs and interests, in order to help academic performance of the child	3.31	.518	Very Satisfactory	5
Students are given proper guidance and counselling in order to deal with psychological problems which can badly impact their studies	3.38	.513	Very Satisfactory	5
Mentors help to bridge the gap between students and the school administration, thus increase girl's enrollment	3.45	.549	Very Satisfactory	1
Through guidance and counseling students get comprehensive advice on career and understand what they can do after they are done with school	3.40	.587	Very Satisfactory	2
Mentor allows students (girls) to talk to teachers about various experiences that make them	3.39	.515	Very Satisfactory	3

uncomfortable				
Average Mean	3.35		Very Satisfactory	

Source: Primary Data, 2018

Mean range	Response range	Interpretation
3.26 - 4.00	Strongly Agree	Very Satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	Strongly Disagree	Very Unsatisfactory

According to the study, the first objective was set to establish the relationship between guidance and counselling and girl child education in Garowe, Puntland, Somalia and this was determined using six indicators.

In the first rank, it was the indicator that mentors help to bridge the gap between students and the school administration, thus increase girl's enrollment with a mean of 3.45 equivalent to very satisfactory on the Likert Scale. This was followed by the indicator that through guidance and counseling students gets comprehensive advice on career and understands what they can do after school with a mean of 3.40 equivalent to very satisfactory on the Likert scale. Mentor allows students (girls) to talk to teachers about various experiences that make them uncomfortable followed with a mean of 3.39 which was also equivalent to very satisfactory. Students are given proper guidance and counselling in order to deal with psychological problems which can badly impact their studies with a mean of 3.38 was ranked fourth.

In the fifth rank, it was the indicator that mentoring help students to boost their academic attainment and anticipated their needs and interests, in order to help academic performance of the child with a mean of 3.31 and in the last position, it was the indicator that parents and mentors can build self-confidence and develop interpersonal skills like assertiveness, communication skill and problem solving skill with a mean of 3.19 which was equivalent to satisfactory on the Likert Scale. However, the average mean was 3.35 which were very satisfactory. This also indicates that there is a close relationship between guidance and counselling and girl child education. This

is in line with Mutie, et al., (2002) who suggested that school counselling for secondary students is designed to address the physical, emotional, social and academic difficulties of adolescents. By resolving this, students understand their learning strengths and weaknesses hence improve their study habits leading to better scores. The guidance program promotes academic, educational, personal, social and career development fostering positive attitude towards school, learning and work resulting to improved academic achievement.

Table 4.2. 2: Descriptive analysis of role modeling and parental attitudes toward girl child education

Indicators	Mean	Std	Interpretation	Rank
Role modelling helps girls observe and capture the success and strong personality to enhance their self-esteem	3.46	.502	Very satisfactory	1
Role models communicate and interact with students hence helps them to be aware of their personal strengths and competences	3.44	.524	Very satisfactory	2
Lack of parental understanding of girls' needs & rights and lack of female teachers to act as role models	3.35	.618	Very satisfactory	4
Parental attitude and modelling help child to develop pro-social behaviours	3.43	.522	Very satisfactory	3
Average Mean	3.42		Very satisfactory	

Source: Primary Data, 2018

Mean range	Response range	Interpretation
3.26 - 4.00	Strongly Agree	Very Satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	Strongly Disagree	Very Unsatisfactory

The table above indicates the study results of the second objective which was to investigate the relationship between role modelling and parental attitudes toward girl child education. It was discovered that role modelling helps girls observe and capture the success and strong personality to enhance their self-esteem had a mean of 3.46 equivalents to very satisfactory on the Likert scale which was ranked first. This followed by the indicator that role models communicate and interact with students hence helps them to be aware of their personal strengths and competences which had a mean of 3.44 equivalents to very satisfactory.

Parental attitude and modelling help child to develop pro-social behaviors with a mean of 3.43 equivalents to very satisfactory was ranked third. In the last position, lack of parental understanding of girls' needs & rights and lack of female teachers to act as role models followed with a mean of 3.35 equivalents to very satisfactory.

The average mean was 3.42 equivalents to very satisfactory. This implies that role models play an important role in boosting the girl child education. Furthermore, parents attitude needs also be improved in order to encourage students especially girls to stay in schools. This is in line with Zirkel (2002) who noted that role models have long been thought to shape adolescent development, aspirations, and achievement by providing positive examples of what could be. Role models can be mentors who directly and indirectly affect students' school experiences, self-esteem, and educational and occupational outcomes. Some studies emphasized the importance of a gender -matched role model such as peer to peer, female to female. In addition, the study results in the above table are also in line with Stephen, et.al, (2012) who noted that parental behaviour relevant to the child ranges from conception (prenatal health and risk), through preschool (interaction with toddlers) to school (involvement in homework and choices) and beyond. Possible indicators include parents reading to children, their rules about the timing of meals and bedtimes, and parents' engagement in risky behaviour such as drug use.

Table 4.2. 3: Descriptive analysis of learning environment and girl child education

Indicators	Mean	Std	Interpretation	Rank
Role models help to create conducive and safe school environment for girls to enroll and stay in schools and excel in academics	3.28	.636	Very satisfactory	4
Mentors help school management to develop child (girls and boys) friendly policy, rules and regulations	3.39	.539	Very satisfactory	3
Mentors help to sensitize girls and fight against stereotypes through providing separate latrines, prayer/rest rooms and access of sanity kits	3.44	.548	Very satisfactory	1
Mentors emphasize having female teachers that help girls to be role models thus increase girl's enrolment and retention	3.40	.542	Very satisfactory	2
Text books and learning/teaching materials are gender sensitized and equally accessed by both girls and boys	2.78	.856	Satisfactory	5
Average Mean	3.26		Very satisfactory	

Source: Primary Data, 2018

Mean range	Response range	Interpretation
3.26 - 4.00	Strongly Agree	Very Satisfactory
2.51 - 3.25	Agree	Satisfactory
1.76 - 2.50	Disagree	Unsatisfactory
1.00 - 1.75	Strongly Disagree	Very Unsatisfactory

In the table above, the study results of the third objective which was to investigate the relationship between learning environment and girl child education. Mentors help to sensitize girls and fight against stereotypes through providing separate latrines, prayer/rest rooms and access of sanity kits was ranked first with a mean of 3.44 which was equivalent to very satisfactory.

The indicator that mentors emphasize having female teachers that help girls to be role models thus increase girl's enrolment and retention had a mean of 3.40 equivalent to very satisfactory and was ranked second on the Likert Scale. This was followed by role models help to create conducive and safe school environment for girls to enroll and stay in schools and excel in academics with a mean of 3.28 equivalents to very satisfactory. In the third rank, it was followed by the indicator that mentors help school management to develop child (girls and boys) friendly policy, rules and regulations with a mean of 3.39 which was equivalent to very satisfactory. This was followed by the last indicator that text books and learning/teaching materials are gender sensitized and equally accessed by both girls and boys ranked fifth with a mean of 2.78 equivalents to Satisfactory on the Likert Scale.

The average mean was 3.26 which were very satisfactory. This is in line with UNICEF (2011) which reported that child-friendly/girl-friendly' schools are schools that children want to attend. They are endowed with adequate resources to provide basic primary education and employ competent teachers who use teaching methods that provide children - girls in particular with a safe, nurturing and gender-sensitive learning environment. These schools also feature improved water and sanitation, particularly; separate latrine blocks for girls and boys an accommodation that has been shown to be helpful in promoting the attendance of adolescent girls. Gender-responsive policies that take into account the environment and the cultural and social realities of the lives of both women and men while aiming to eliminate inequalities and promote an equal distribution of resources are the most successful at giving girls such agency.

4.3 Correlation analysis Relationship between mentorship and girl child education

Pearson’s correlation coefficient and multiple linear regression coefficient were used to analyze the extent of relationship between mentorship and girl child education as well as their effects on each other, more details are presented in below;

4.3.1: Objective 1: Relationship between guidance and counseling and girl child education

Table 4.3. 1: Relationship between guidance and counseling and girl child education

Correlations			
		Guidance and counseling	Girl child education
Guidance and counseling	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	80	80
Girl child education	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2018

Findings indicated that the relationship between guidance and counseling and girl child education was computed at a Pearson Correlation Coefficient of 0.652. The significance of the relationship was within the acceptable range as it stood at 0.00 which rejects hypothesis and this signifies that the relationship between the two variables was strong, positive and significant.

With the revelation of the findings presented and discussed above, it necessitated for the rejection of the null hypothesis that had been adopted by the study all through. The alternative hypothesis was, thus, adopted that suggested that the guidance and counseling had a positive significant relationship with girl child education.

4.3.2: Objective 2: Relationship between role modelling and parental attitudes toward girl child education

Table 4.3. 2: Relationship between role modelling and parental attitudes toward girl child education

Correlations ^a			
		Role modelling and parental attitudes	Girl child education
Role modelling and parental attitudes	Pearson Correlation	1	.706**
	Sig. (2-tailed)		.000
	N	80	80
Girl child education	Pearson Correlation	.706**	1
	Sig. (2-tailed)	.000	
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2018

From table above, it can be seen that there was positive significant relationship between role modelling and parental attitudes and girl child education. Findings suggest that this relationship stood at 0.706 on the Pearson correlation scale and its significance was at 0.000. This is interpreted as significant and positive relationship between the two variables. This rejects hypothesis and thus also signifies that positive significant relationship between role modelling and parental attitudes and girl child education.

4.3.3: Objective 3: Relationship between learning environment and girl child education

Table 4.3. 3: Relationship between learning environment and girl child education

Correlations ^a			
		Learning environment	Girl child education
Learning environment	Pearson Correlation	1	.551**
	Sig. (2-tailed)		.000

	N	80	80
Girl child education	Pearson Correlation	.551**	1
	Sig. (2-tailed)	.000	
	N	80	80
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2018

Findings in the table above shown above suggest that weak relationship with a Pearson correlation coefficient of 0.551 and its significance stood at 0.000. This shows that it rejects hypothesis and thus indicating a relationship between learning environment and girl child education. With regards to the hypothesis it was rejected since reliable evidence point to the fact that the there was a positive relationship between the two variables. This further illustrates that learning environment can greatly influence the girl child education.

4.4: Multiple regressions

A multiple regression analysis was also carried out to determine the extent to which the predictors i.e. guidance and counseling, role modelling and parental attitude and conducive school environment influence girl child education as indicated in the table 4.8 below

Table 4.4. 1: Multiple Linear Regression Coefficients of Mentorship and Girl Child Education

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.024	.356		.069	.945
	Guidance and counseling	.433	.097	.416	4.480	.000
	Role modeling and parental attitude	.256	.081	.282	3.149	.002

	Learning environment	.314	.101	.258	3.121	.003
a. Dependent Variable: Girl child education						

Source: Primary Data, 2018

The model summary in table 4.8 above indicates that the three independent variables had positive significant influence on the dependent variable of girl child education. These variables were; Guidance and counselling, Role modeling and parental attitude and Learning environment. Guidance and counselling exert most positive significant influence on the girl child education as its significance value stood at 0.416 and thus the most influential variable. This indicator was followed by Role modeling and parental attitude at 0.282 and lastly learning environment was least influential variable with a beta coefficient of 0.258. This suggests that the three selected variables were highly and collectively influential on the girl child education.

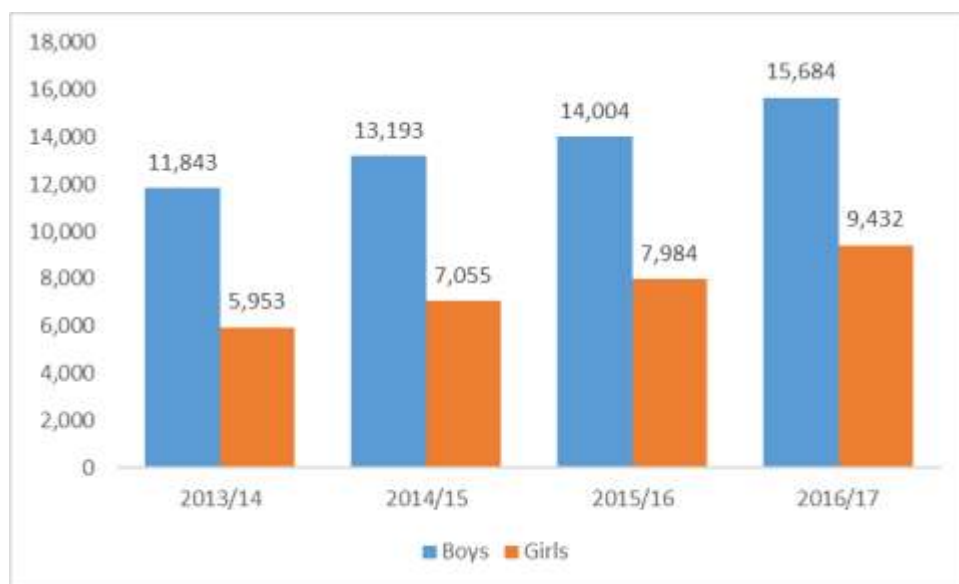
4.5 Data from Education Management Information System Unit

Table 4.5. 1: School enrollment of students in secondary schools in Puntland, Somalia

Academic Year	Boys	Girls
2013/14	11,843	5,953
2014/15	13,193	7,055
2015/16	14,004	7,984
2016/17	15,684	9,432

Source: Secondary data (2018)

Figure 4.5. 1: Trend of secondary school enrollment of students (boys and girls) in Puntland, Somalia



As revealed in the figure above, it was revealed that there was generally an increasing trend of enrollment in secondary school students in Puntland, Somalia. This is more evident among boys for instance in the year 2013/14, the school enrollment stood at 11,843 boys where in the year 2016/17, the enrollment rate increased to 15,684 boys. The trend in the enrollment of girls in 2013/14 was 5,953 whereas the year 2016/17 reached 9,432, thus the enrollment of girls in those secondary schools did not increase as much as that of boys. This was attributed by poor parental attitudes towards girl child education, unfavorable school environment and lack of mentors in those schools as well as many other challenges that girls face.

Table 4.5. 2: Dropout Percentage of Secondary Female Students Past 5 Years

Female Drop out Percentage % According to the Above Table				
ACADEMIC YEAR	FORM 1-2	FORM 2-3	FORM 3-4	Average
2012/2013	N/A	N/A	N/A	N/A
2013/2014	-25%	-24%	-29%	-36%

2014/2015	-22%	-20%	-25%	-22.3%
2015/2016	-22%	-18%	-30%	-23.3%
2016/2017	-14%	-22%	-24%	-20%
Average	-20.75%	-21%	-27%	-25.4%

Source: Secondary data (2018)

According to the above data about the enrollment of female students obtained from secondary schools, it was revealed that there was 25% decline the enrollment in Form 1 and 2, and Form 2 &3 recorded a decline of 24% whereas Form 3&4 recorded an enrollment decline of 29% in the year 2013/14. In the year 2014/15, the enrollment in Form 1&2 declined by 22%, Form 2&3 declined by 20% and Form 3&4 furthermore declined by 25%. This furthermore shows a severe decline in the enrollment of female students in the secondary schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses, concludes and recommends reflecting on the study findings presented in the previous chapter.

5.1 Discussions of findings

5.1.1 Demographic characteristics of respondents

The study found out that gender of the respondents was 73.8% were female and the remaining 26.2% were male out of the 80 respondents involved in the study. This implies that most of the respondents were female and these included; students, mentors and education experts because these were believed to have vital information about learning environment and girl child education

It was revealed that most of the respondents 32.5% were between 25-30, age bracket 10-15 were 27.5% of the respondents, age bracket 15-20 were 20.0%, and respondents 25-30 were 20.0% whereas those who were above 30 years were 27.5%. This implies that majority of the respondents were middle aged adults who had a proper understanding about the role played by mentorship towards girl child education.

The study results found out that 32.5% of the respondents were secondary school students, 7.5% were undergraduate mentors and education experts and the remaining 60% were post-graduate mentors and education experts. This implies that majority of the respondents were relatively highly educated and thus had sufficient information about mentorship and girl child education.

Study findings revealed that 32.5% were students, 20% were mentors and the remaining 47.5% were education experts. This implies that most of the respondents were education experts because they were working in the Ministry of Education especially gender unit and Mercy Corps that initiated a number of mentorship programmes in secondary schools.

5.1.2 Relationship between guidance and counselling and girl child education

The study found out that the average mean of relationship between guidance and counselling and girl child education was 3.35 which were very satisfactory. This also indicates that there is a close relationship between guidance and counselling and girl child education. This is in line with Mutie, et al., (2002) who suggested that school counselling for secondary students is designed to address the physical, emotional, social and academic difficulties of adolescents. By resolving this, students understand their learning strengths and weaknesses hence improve their study habits leading to better scores. The guidance programme promotes academic, educational, personal, social and career development fostering positive attitude towards school, learning and work resulting to improved academic achievement.

5.1.3 Relationship between role modelling and parental attitudes toward girl child education

The study discovered that the average mean of relationship between role modelling and parental attitudes toward girl child education was 3.42 equivalent to very satisfactory in likert scale. This implies that role models play an important role in boosting the girl child education. Furthermore, parents attitude needs also be improved in order to encourage students especially girls to stay in schools. This is in line with Zirkel (2002) who noted that role models have long been thought to shape adolescent development, aspirations, and achievement by providing positive examples of what could be. Role models can be mentors who directly and indirectly affect students' school experiences, self-esteem, and educational and occupational outcomes. Some studies emphasized the importance of a gender -matched role model such as peer to peer, female to female.

5.1.4 Relationship between learning environment and girl child education

It was found out that the average mean of the relationship between learning environment and girl child education was 3.26 which was very satisfactory on the Likert Scale. This is in line with UNICEF (2011) which reported that child-friendly/girl-friendly' schools are schools that children want to attend. They are endowed with adequate resources to provide basic primary education and employ competent teachers who use teaching methods that provide children - girls in particular with a safe, nurturing and gender-sensitive learning environment. These schools also

feature improved water and sanitation, particularly; separate latrine blocks for girls and boys an accommodation that has been shown to be helpful in promoting the attendance of adolescent girls.

5.2 Conclusion

5.2.1 Relationship between guidance and counselling toward girl's educational attainment

The study concludes that guidance and counseling is a twin word that is inseparable, but for the purpose of this study, school counselling for secondary students is designed to address the physical, emotional, social and academic difficulties of adolescents. By resolving this, students understand their learning strengths and weaknesses hence improve their study habits leading to better scores.

Parents and family elder members can effectively guide and counsel the child at home from early age, because family is the center of socialization, first school and source of security, love and belongingness. Thus it is important for the child to get parental modeling in order to help child to learn most effectively and perform well

It also concludes that secondary school guidance and counseling especially girls is a support provided by or outside the school to student, family, and other caregivers, which focuses primarily on student educational, individual, interpersonal, and occupation modification, improvement, and attained. School mentorship programs provide guidance and counseling to help students specially girls to give solutions on how to deal with psychological problems which might affect their studies

5.2.2 Relationship between role modeling and parental attitudes toward girl's educational attainment and performance

The study concludes that role modeling is one of the most powerful tools that mentors, teachers or parents have in their mentoring, teaching and parenting instrument belt to influence the direction of their student's or children's character, whatever their age. When used to best advantage, they can pass on the values they want their students or children to adopt so that they become the adults role models would like them to be.

The study concludes that the mentor should not be in a position where any confidential issues raised could create a conflict of interests. Mentors should be aware of what they are expected to do whilst retaining a sense of realism about what is possible and desirable in terms of the mentoring relationship and the mentee's career development.

5.2.3 Relationship between learning environment toward girl child education

The study concludes that girl-friendly' schools are schools that children want to attend. They are endowed with adequate resources to provide basic and important learning situation and employ competent teachers who use teaching methods that provide children - girls in particular with a safe, nurturing and gender-sensitive learning environment.

It concludes that gender-responsive policies that take into account the environment and the cultural and social realities of the lives of both women and men while aiming to eliminate inequalities and promote an equal distribution of resources are the most successful at giving girls such agency.

It is the role of mentor to create a safe and learning environment, where the school girls feel free to discuss issues openly and honestly, without worrying about negative consequences on their personal education. The learning environment provides crucial exposure for the student.

5.3 Recommendations

Objective 1: Guidance and counseling and girl child education

The study recommends that the Ministry of Education (MOE), all agencies implementing educational policies and senior secondary school principals should seek to recruit a counsellor with responsibility guidance and counseling to students especially for girls.

It is also recommended to have female mentors to provide guidance and counseling to school girls to eliminate school problems like performance anxiety, redundancies, anger-management problems, stress, bullying, strained relationships with colleagues, tendency to worry a lot, depression, low self-esteem and low self-confidence, so that they complete education successfully

Objective 2: Role modeling and parental attitudes toward girl child education

The study furthermore recommends that mentors and parents should be prepared, ready to act as role models, teachers, counselors, parents, close associates, objective observers and friends. The nature of the instructional relationship varies from both parents and school mentors to the level and activity of both the student and mentor.

Objective 3: leaning environment and girl child education

Minister of education and other educational stakeholders should put into priority the importance of creating conducive learning environment, so that to improve girls' education such as enrolment, retention, attainment and completion of the education.

The role of the school mentor is to create a safe and learning environment where girls feel free to discuss issues openly and honestly without worrying about the negative consequences of their personal education. The learning environment provides critical exposure to the student.

5.4 Contributions to existing knowledge

The study is quite helpful in supplementing the pool of knowledge and understanding regarding mentorship and girl child education in secondary schools in Puntland Somalia. According to an existing many schools and educational accesses in Somalia, the country still continue to grapple with low girl child enrollment, drop out and many other challenges for girls. According to the evidence, it has been realized that schools are lacking mentorship programs.

In most societies, mentorship has proved to be vital in boosting girl child education. This study has proved that the government and its partners should do more than just providing better guidance and counseling, improving learning environment and parental attitudes towards girl child education through school mentorship.

5.5 Areas for further Research

More research should be done on the following;

- Impact of mentorship on social wellbeing of the households
- The role of mentorship on academic performance of students

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APPENDICES

APPENDIX NUMBER	APPENDIX TITLE	ICON OF DOCUMENT
APPENDIX A	TRANSMITTAL LETTER	 APPENDIX A.docx
APPENDIX B	INFORMANT CONSENT LETTER	 APPENDIX B.docx
APPENDIX C	QUESTIONNAIRE	 APPENDIX C.docx
APPENDIX D	SECONDARY DATA: SECONDARY ENROLMENT (FORMS 1-4) OF SUCCESSIVE FIVE YEARS (2013-2017)	 APPENDIX D.docx