

Implications of Male Teachers' Domination in Selected Primary Schools: Barriers to Addressing Drop-Out Rates of Girl Pupils in Hargeisa, Somaliland

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Abstract: Male domination remains an epidemic in the primary education teaching field. This makes girl education challenging as female teachers are less recruited to fill the gender gap. High level girls drop-out rates in mixed primary schools results from male teachers, lack of knowledge on how to address gender specific needs of girls. What worsens discrimination of female teachers recruitment are the lame beliefs held by head teachers who think that female teachers cannot handle aggressive pupils in the school. Influenced by head teachers and clan leaders, the ministry of education recruits male majority teachers without thinking wisely on the gender specific challenges of individual pupil's even then male teachers are not qualified. The major argument in this thesis needs to be balanced taking into consideration the fact male teachers are less knowledgeable and approachable by female pupils' critical or sensitively silent challenge. Girls' drop-out rates cannot be overcome without recruiting more female teachers in mixed primary schools in Somaliland.

Keywords: Domination, drop-out, pupils, Hargeisa, Somaliland.

1. INTRODUCTION

Male teacher domination is a global concept in many schools. Female teachers in most countries are either given or denied a chance to participate in the teaching profession and other work-related platforms. Primary education is among the sectors under-served by female teachers which threatens progressive participation between boys and girls in the learning process.

Nepal has been associated with the "lowest ratio of females to males in Asia at both primary and secondary levels, although overall enrolments have increased considerably, there has been little improvement in gender gaps" (Herz et al, 1991 cited in Baden & Green, 1994). Published evidence illustrate that "countries where girl child education remains a challenge, there is a dearth in female teachers ... as one of the core barriers to gender parity and equality in education" (Herz and Sperling, 2004, Kirk, 2006 cited in Kelleher, 2011). This fact can be compared to enrolment experiences in the African continent where two thirds of over 32 million out of school children girls were the majority (Lewin, 2009 cited in Thurani, 2015). Countries with respected democracies such as Western Europe, North America and Nordic region advocate for equal opportunity between male and female teachers (ibid). According to existing research, countries that have achieved Universal Primary Education (UPE) and gender parity in education, have hired more women into the teaching profession (Cortina and San Roman, 2006, cited in UNISCO, 2011). However, this may not be business as usual in most other developing countries.

Thurani also notes that Democratic Republic of Congo and Angola's enrolment gap begins from primary school level ... which disadvantage girls as educational levels progress. This could imply that the education environment in these countries is largely unlikely to graduate female teachers (2015). Muslim countries which do not respect gender equality are not likely to apply equal distribution of male and female teachers.

Somaliland is unrecognized Muslim de-facto country in the Horn of Africa with the highest and undocumented male-teacher dominance in primary education, it is very rare to get female teachers in rural primary schools while in the urban primary schools female teachers are very few according male teachers.

As a matter of fact, female teacher recruitments are largely under-estimated in Somaliland primary and higher levels of learning. It is not guaranteed that the few female teachers have the confidence to address the specific needs of girls in the primary schools they serve. If one was to consider school per school, the probability would be that none of the primary schools mentioned could have more than three female teachers while others have no female teacher at all. This reasoning can be comparable to the UNICEF finding that “the teacher distribution is very unequal as the Pupil-to-Teacher Ratio for Maroodi-Jeex is 36:1 as compared to the one in Tog-dheer which is 45:1. The percentage of female teachers’ was only 16% while Male teachers were 84 %”(UNICEF, 2011) this does not mean that Hargeisa is by any means different in terms of addressing girl pupil’s needs.

Somaliland Primary Male teachers are 81% while Female teachers are 19% (MOLSA, 2013). Girls in Hargeisa are particularly the most disadvantaged identified with high levels of drop-out rates. This could be due to absence of female teachers who could reach out to them in case of their emotionally private needs. Because of the conservative Somali culture which restrict male teachers to talk about girls issues, girls harbor private needs that they cannot share with male teachers due to shyness in the host schools. Girls would feel more comfortable to share their private needs with female rather than male teachers. This insecurity of female pupils arouses traumatizing school environments which are highly underestimated by the male teachers who dominate decision-making positions. Female pupils end up dropping out of school without completing their primary education cycle. This research was specifically aimed at; exploring the specific needs of girls, evaluate the retention levels of girls in primary schools, comprehend role of Ministry of education recruiting female teachers and profession of women’s education, identify girls’ major challenges in pursuing their primary school and suggest the possible solutions could take to minimize drop-out rates of girls in primary schools.

2. METHODOLOGY

2.1 Introduction:

Methods and techniques used during data collection have been articulated in this section. Sampling, research design and data analysis techniques as well as ethical issues were well illustrated. The study was conducted two public primary schools in Hargeisa Somaliland, and these were; 26th June (North-central Hargeisa) and Ibrahim Kodbur (Northwest Hargeisa).

Quantitative and qualitative methods were applied to present and discuss the results. A convenient sample of 40 respondents participated in the study who included teachers, head teachers, pupils (students) as well as Ministry of Education of Somaliland. Table one below demonstrates sample distribution according to the research tools used.

Table 1: Sample Size Distribution

No	Type of interview	Number of Participants
1	In-depth interviews for Teachers	2 Teachers
2	Key Informant Guide for Head teachers	2 Head teachers
3	Questionnaire for pupils	14 Students
4	Focus Group Discussion Guide for Pupils	10 Students
5	Questionnaire guide for teachers	10 Teacher
6	Key Informant Guide for Ministry of Education	2 person
Total		40

Source: From this Author

2.2 Data Collection Methods:

2.2.1 Piloting:

To realize that my tools would allow me to access the required primary data, and to make any necessary corrections about questionnaires, testing and piloting was conducted in the nearby community schools to test the strength and weaknesses of the research tools. After the piloting, some of the questions that sounded inappropriate were re-arranged by wording to make more sense and simplicity to avoid any possible misunderstandings with research participants.

On this note therefore, a good research can be compared with Sekaran's ideas when he states that "reliability is established either through test-re-test where the same test administered to the same respondents at different times obtains the same results or parallel form reliability when same test with different wordings or sequences of questions also results in the same data" (Sekaran, 2003 cited in Dikko, 2016). For the purpose of this research, my research tools were for the first time applied to a small number of participants and proved from the reality on the ground that I need to modify the questions before proceeding to the rest of the community the following days. I noticed that my next interactions with participants moved on very well as they were able to understand all the questions they were asked.

I did not have bigger challenges applying the various research tools such as; interview Key Informant Interview (KII) and Focus Group Discussion (FGD) as well as observations

2.2.2 Focus Group Discussions:

Focus Group Discussions was one of the methods that were used to gather the necessary information. According to Dawson (2002) a number of people are mobilized through the assistance of a community leader to meet in a specific area in the same community to discuss some questions facilitated or moderated by the researcher. Dawson recommends that the researcher asks specific questions, controls the group from deviation or stops the break-away conversations so that the information shared is well coordinated (ibid). People of similar characteristics from the community were asked the same questions to discover their understanding, attitudes, and perceptions towards male-teacher domination in primary education and how it affects girls' education. Different responses were obtained from different people in the group about the same questions. In this perspective, I concur with (Krueger, 1988) who states that focus groups are "carefully planned discussion[s] designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment."

2.2.3 In-depth Interviews:

An in-depth Interview is a qualitative interview that involves conducting huge individual interviews with small numbers of respondent to gain to understand a specific topic perspectives, ideas and attitudes. Gablet (2013) states that non-standard or semi-structured interview gives open freedom on the interviewer in terms of content and design he considers for capturing firsthand information. During the interviews, questions were aimed at producing relevant information that could be free from bias. Each interview took to take about 35 minutes.

2.2.4 Key Informant Interviewing (KII):

Ministry of Education Officials as well as Head teachers were engaged in deep conversation to understand the depth of their roles and involvement in the schools. According to (Goetz and LeCompte 1984), Key informants are individuals with specific knowledge, and status, on the topical area of research. I purposively selected them because of the specific information they could provide.

2.2.5 Questionnaire:

In another scholarly material, (Dawson, 2002) defines questionnaire as "documents consisting questions and other types of items designed to get information applicable to analysis." I distributed a list of closed and open-ended questions to the participants after asking the consent. They filled them at their convenience before they were returned to me.

2.2.6 Participant Observation:

Zohrabi (2013) states that "Observation is a preplanned research tool which is carried out purposefully to serve research questions and objectives." Observing the objects and body language made it easier for me to compare and contrast all the qualitative and quantitative responses.

2.2.7 Validity of Instruments:

Validity is how to measure the tools and instruments and to generate the same findings if repeated, as (Creswell and Creswell, 2018) mentioned their book. In related research, "validity is an essential criterion for evaluating the quality and acceptability of research" (Burns, 1999 cited in Zohrabi, 2013). In the validation process of this study, copies of the questionnaire were distributed to some teachers and educationists. On return of filled questionnaires, I checked and re-check, then edited and analyzed them.

3. RESULTS AND DISCUSSION

3.1 Introduction:

This section is about the analysis and interpretation of primary data. First, it presents a summary of research findings from all the research participants who included; Teachers, Head Teachers, Pupils from Axmed Dhagax Primary School and Gacma-dheere primary school as well the Ministry of Education Officials. Both qualitative and quantitative designs were applied to connect all the findings for appropriate conceptualization of male teacher dominance problem and its effects on girl education in Somaliland.

3.2 Summary of Research Findings:

- a) Head teachers walk to the Ministry of Education to convince the ministry officials to hire male teachers even if the latter have no teaching qualification.
- b) Female teachers are de-campaigned in most primary schools because of the male belief that women cannot handle aggressive Somali children.
- c) Pupils feel they are tired of being in a school without rules and regulations.
- d) The study unveiled that more female teachers are trained but they do not like primary teaching except high ranking administrative jobs in other sectors.
- e) Majority boys and girls prefer female than male teachers
- f) Concerns from pupils and female teachers were raised that male teachers do not understand the emotional needs of girls but former can easily understand the signs and symptoms of girls' poor health and address them.
- g) All schools had very poor sanitation without clean toilets. At the same time, they had no separate toilets for boys and girls in the school. This makes most girls uncomfortable that resort to seeking the help of neighboring households for natures' call.
- h) Early marriage, domestic work, lack of proper toilets, lack of motivation and scarcity of sufficient female teachers in the school do not favor girls who want to continue their education.

3.3 Demographic Information:

Table 2: Total Numbers of Participants by Gender

Category	Gender	Frequently	Percentage
Teachers	Female	5	12.5%
	Male	7	17.5%
Pupils	Males	11	27.5%
	Females	13	32.5%
MOE Head-Teachers	Females	2	5%
	Males	1	2.5%
Total	Females	1	2.5%
		40	100%

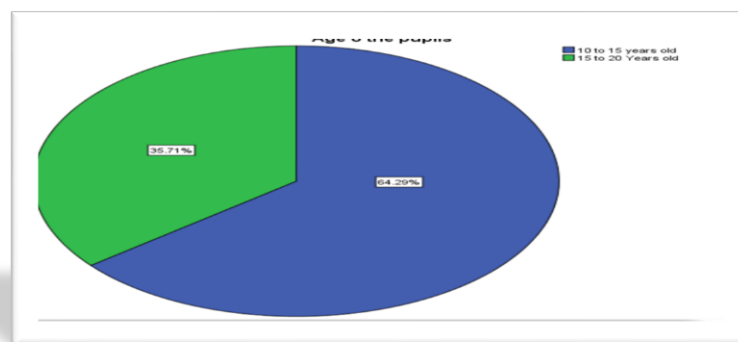


Figure 1: Age of participant pupils

This figure shows that 64.29% of the students' participants' age between 10 to 15 years old, 35.71% of the students are between 15 to 20 years old. Normally there is no big difference for primary pupils.

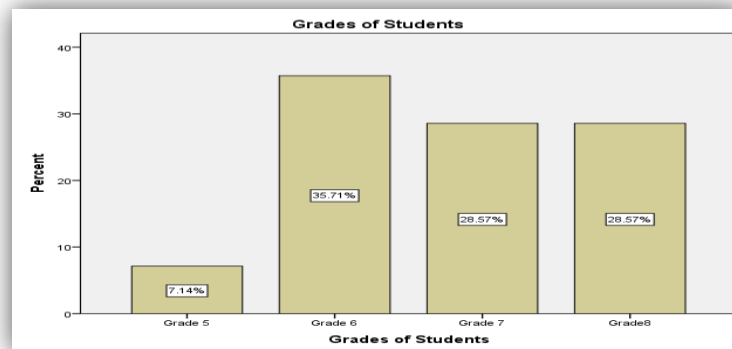


Figure 2: Classes of the students participants

35.71% of the students participated were grade 6, 28.57% of the participants were grade 7, 28.57% of the students participants were grade 8, while 7.14% of the participants were grade 5. The participants from different class, in very class equal boys and girls selected randomly participated this research. The researcher selected their grades since they were upper classes who can give their views.

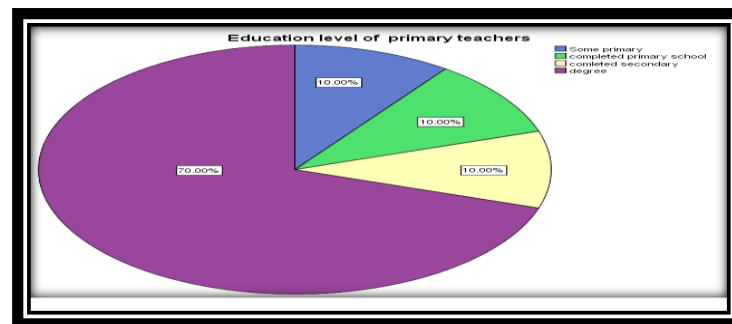


Figure 3: Education level of the teachers

In this Figure 70% of teacher's respondent have University Degree, 10% of the respondent answer that they have some primary education, 10% of completed primary school while 10% of the respondent completed Secondary education. In this figure majority of the respondent hold a University degree, even though the quality of Somaliland University are not good but numbers of teachers have bachelor degree have been increased recently

3.4 The Question of Male Teacher Dominance in Primary Schools:

Most primary schools of Somaliland have recently joined the rest of the world in promoting gender balance in enrolment of pupils in primary schools in sub-Saharan regions and around the world. More girls are continuously enrolled in primary schools in the whole country. While this national experience is true, gender balance in the area of teacher recruitment is largely underestimated. Male teachers are preferred and hired even in mixed primary schools where girls and boys study under the same roof and same classroom.

Female and male teachers were engaged in the study to find out why male teachers dominate in primary teaching where both male and female teachers shared related responses on the matter. For example a male teacher mentioned that violent students do not respect female teachers and that students fear male teachers due to their aggressive nature.

It appears, men believe that women are not fit to handle aggressive or violent children. What this implies is that Somali pupils/students are by nature aggressive due to the way they are brought up in their families. Female teachers in all schools that participated in the study confirmed that male teachers dominate female teachers even though female pupils prefer to be taught by women. In addition, the ministry of education prefers to hire male teachers at the expense of their female counterparts. Indeed, the domination of male teachers in primary teaching and other academic institutions of learning could be largely determined by the Ministry of Education and Higher Education of Somaliland.

The ministry appears to value male teachers as one of the ministry official said "... the recruitment male teachers dominate in primary schools, the head teachers of the schools are male teachers they only recommended male teachers, even though some male teachers may not be more qualified or educated than female teachers but clan barriers exist, in every clan they request to hire male teachers." She revealed that head teachers walk to the ministry by themselves to request for the hiring of male teachers rather than female teachers as well as clan leaders. The under-estimated truth is that girls prefer female to male teachers as this was disclosed by most of the teachers as indicated in Figure 4 below. It shows the responses of teachers about girls' preference of male to female teachers where by 60% agreed that female teachers are more liked by girls.

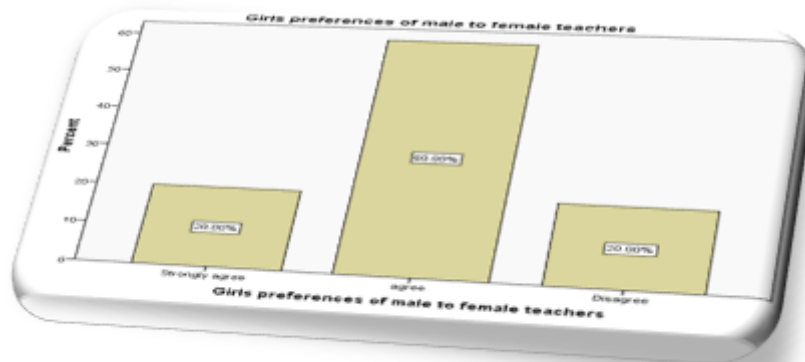


Figure 4: Teacher responses on Girls preferences of male to female teachers

Only 20% of the teachers strongly agree that girls' pupils prefer male than female teachers while the other 20% of the teachers disagreed on girls liking female teachers. In summary overwhelming majority of the respondent believe that girls prefer female teachers than male teachers.

One could tell why the performance levels in our primary schools are very low. The idea of recommending an unqualified male teacher and discrimination of a possibly qualified female teacher does not make any sense and should stop. It also indicates how far female teachers and women generally are attached to the lowest value. This is so sad. Male dominations is common is Somaliland Primary Education particularly in the rural areas, as ministry official stated only male teachers are available in the rural there are no educated female teachers in the rural, therefore, the respondent said how we can forced urban women to teach in the rural. On the other hand the ministry of education official elaborated is that some of the female teachers they trained decided not be teachers because of marriage or preferring to search other jobs.

The ministry of education officials need to think more wisely in the recruitment processes for primary schools and other schools of learning by giving an equal chance of recruitment both male and female qualified teachers but set standards requiring the presence of both male and female teachers.

The violent nature of pupils/students should not be an excuse to deny female teachers a chance of recruitment to the respective teaching opportunities. The ministry should sensitive both parents and teachers to work together in instilling discipline among the children both at home and at school. The young boys can be taught by parents and teachers to respect girls and to show them that male teachers alone may not met the educational needs of boys and girls together.

3.5 Male Domination as a Tradition:

Somali Culture doesn't welcome female participation in decision, problem solving, engaging of Social issues and involvement of big decisions in their household. The former Somali men used to punish, humiliate and treat as slaves; they didn't respect the women as human being, this modern Somali communities even though, the situation is not worst as it was before but still the domination and discriminations of women exist. Some of the Teachers participated believe that the reason male teachers dominate the female teachers in the primary school is linked traditions, one of the female teachers stated the previously women used to stay in the home while the men go outside to search family income, the male search teaching as source of income, also she mentioned that men are not dominate only teaching but all job opportunity.

In Somaliland public institutions, the majority of the staff and directors are male as one of the ministry of education female official pointed out. Only three female section directors are including out of several directors in the ministry of the education, Somaliland cabinet there are only two female ministers out of thirty two ministries. Also Private Companies mostly prefer to hire male, this related traditions and believe which consider women poor quality people who cannot handle their work tasks. In order to tackle and change male dominations as traditions we need to aware our people, the government must have policy promoting women involvement in over all decisions and opportunities to gain gender contributions to develop the country.

3.6 Specific Needs of Girls in Primary Schools:

Somaliland is unrecognized country who struggling to build good institutions and provisions of public service, even though, the government trying to address over all needs of girls but their efforts is like drop in an ocean according to needs that girls in the primary school have. Girls in the primary have a lot of specific needs which needs so be seriously take to the account such as Menstruations period, girls feel shy to share their situation for male teachers as male teacher cited "Girls hesitate to tell their specific need directly, they are saying I am sick or I want to go home, since I have health background I feel their feeling, if I ask how is your sickness? Than if the girl is silent I feel that this girl during menstruation period....."

Girls feel stress and pain during menstruation period, sometimes girls feel very stressed and they need to get rest, they don't share their situation for male teachers because they are different gender. As the female teacher told girls don't attend during menstruations in the school worry about male teachers in the school if the girls have female teachers in the school they would share and feel comfortable to consult female teachers. Some of the girls decide not to go back to the school if the feel that male teacher understand their menstruation period, Somali girls trained to be shy and cool in the house and community they feel that is shame to ask teachers or parents a questions is something isn't good or un respectable let alone to discuss reproductive and menstruation issues.

Another main specific need which girls need to address is domestic work, some of the girls work their home long hours to serve their brothers; a female teachers indicated that parents tell their daughter to prepare early food and dress of their brothers. This one of the main problems which girls face in the home and the community, girls feel that were created to serve their brothers and that their main duties is to work in the home, girls and boys together go to school, girls need to rest, solve their school exercise and to have fun sometimes like their brothers but most of the girls in Somaliland are vulnerable indirect discrimination which is domestic work. A girl pupil mentioned that former generations used to say girls have no right to go to school, they believed that girls created to do domestic work, even though situations is better than now but researcher believe that attitude still exist.

3.7 Male Teachers' knowledge of Girls Specific Needs:

Male Teachers were not aware of the specific and particular needs of the female pupils but female teachers some of the teachers share common attitudes about separating boys from girls in all the learning processes. One male teacher mentioned that it is not good to mix even when they are confronted with painful learning needs like menstruation period which is also discussed at length below. According to this believe it would not be possible male teachers to understand well specific need of the girls but instead they have general knowledge of girl's specific need as male teacher cited in Key Informant Interviews "You can feel gender specific needs, if I realize that my female students have menstruation period I give vacation through management". If male teacher feel that his pupils having girls menstruation he only give vacation but girls in this time needs extra counseling, if we compare female teacher participant in the research; she mentioned "The women have psychological problem during menstruation period, I be patient during these days, I give vacation if they request. I advise them to read their lesson to support later anything they don't understand well....." the different of female and male teachers is their knowledge of girls specific needs, female teachers have enough awareness about girl's needs and the best way to deal. While the male teacher may have less attentive about the specific needs of the female pupils.

Male teachers in the school need to train well and to give courses about girl's specific need and how to address it. I observed during my fieldwork that girls in the schools feel comfortable and very close with female teachers in the, in the break time girls gather with female teachers discussed some of their lesson and general issues.

Pupils participated in the study mostly agreed that female teacher in primary school better than male teacher in terms of teaching as below Figure 5 indicated.

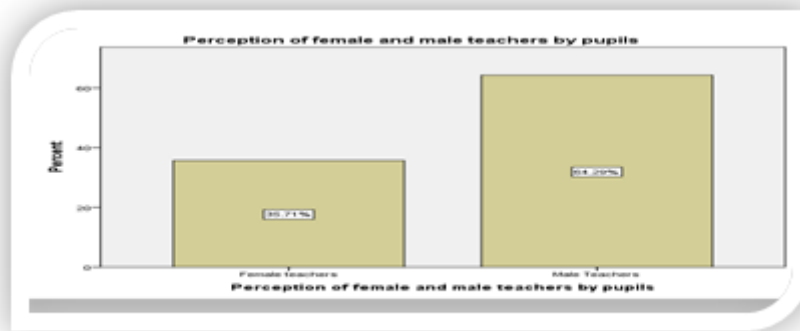


Figure 5: Teachers performance in the school

The figure 5 above shows that a large percentage of pupils (64.29%) said that male teachers teach well because they can understand their lessons. This agrees with the qualitative experiences of pupils that participated in the study as they mentioned that they prefer female teachers because they do not beat them in class. Some of them (35.71%) said that male teachers are better in teaching. The implication for this pupil analysis could be based on how best they perform or participate in classroom learning or written exams. It is also possible for pupils to make right guesses about the men or women in front of the classroom.

Female teachers and female pupils are same gender which allows them to have close relationship. Also the culture is one of the reasons which restrict male teachers to have connections with their girls pupils; for example the researcher used to be a teacher; one day the School Head Teacher called a meeting he discussed with researcher a case about girls pupils which researcher used to mentor and motivate, he told the researcher to stop discussing girls out of topic issues such as counseling, motivating and inspirations, he argued that it wasn't good and out of ethics to talk girl pupils beyond their daily lessons. This is only one example the researcher experienced but it is common in schools specifically private school to order teachers not to talk more than their lesson, when they school managements believe such kind of attitude girls pupils never get good teacher who have knowledge to their specific needs in the schools.

Since male teachers are dominating in primary school, the head teacher should train male teacher how to handle specific need of girls, male teachers must feel as parents of these innocent pupils to know their needs in order to improve their confident, health and knowledge.

3.8 Understanding of Teachers as Mentors:

Student need to have mentors to listen them and spend with time to tell their needs and ideas, most of the teachers never listen their students views and innovative ideas in the schools, the teachers always focus to give lesson, to come on the board explain the lesson than ask some questions about the lessons. A female teacher specified that teachers are not same, some of the teachers are active and students are willing to be like them but I am not sure if they give special mentor for the girls. The best teachers in the schools are the ones who well prepared for their lesson; the majority of the teachers don't spend time with the pupils to give moral support.

Pupils themselves they believe the best teachers are the teachers whose explain their lessons well. Girls have a lot of problems which need to have mentor, some girls face family problems which influence their learning as female teacher quoted "Girls are more vulnerable for family problems, may be when you explaining the lesson the girls are absent minded, than she feel shy to ask a questions about the lesson like health questions about maturity but when the class is only girls they can ask the questions to the teacher". Pupils, particularly girls need to mentor not only to give lessons in the school.

Some of the teachers give student to their personal stories to motivate them, pupils don't know more about life the current train and mentors determined their future productions. Teacher mentors play important role students attendance, the mentor teachers try to understand the students who have special needs. Mentoring the students also gives the ability to have confidence and leadership, one of the female head teachers articulated that they mentor the students to be class leaders, specifically female students, she mentioned that she recently nominated a girls class leader while the vice leader was boys, she made this decision to improve girls leadership capacity, self-confident for presentations and to compete boys in the school. Even though some of the schools trying to give students platforms to excise their leadership and activities but they are very few according majority of the schools.

I witnessed that the majority of the male teachers don't talk for their students good way which encourage the students to feel free, some of the teachers and head teachers believe if they be kind of their students that they will not respect later instead they punish and treat badly. But the female teachers are not same as the one pupils in Focus Group Discussions stated, "Both male and female teachers are like my parents, but I personally prefer to have female teacher. This modern world you can learn with fear and stick, the reason I prefer female teacher is that they are very kind, since we are human being sometimes we make mistakes, it is very difficult for male teacher to forgive you". The most of the students agreed they prefer female teachers since they are very well for them so in mentorship female teachers are the ones who better than male teachers.

3.9 Role of Parents as Educators:

Parents play important role in the educations; the parents are the first teachers start teaching the day of born, parents teach their children the language, food, dressing, discipline and etc. in early of life. Somali parents always pay efforts to get their children's food, dress and cost of the school, most of the parents are uneducated but they motivate their students to continue their educations, one of the participant of pupils Focus Group Discuss(FGD) mentioned, "Even though my parents are uneducated but even I told that I wasn't not good in the school she always motivated me to make effort, she told me to abstain domestic work and to read my lesson, she give me everything i need in my school so the parents are indispensable people". As this below figure showed students participated this study believed that their parents support them.

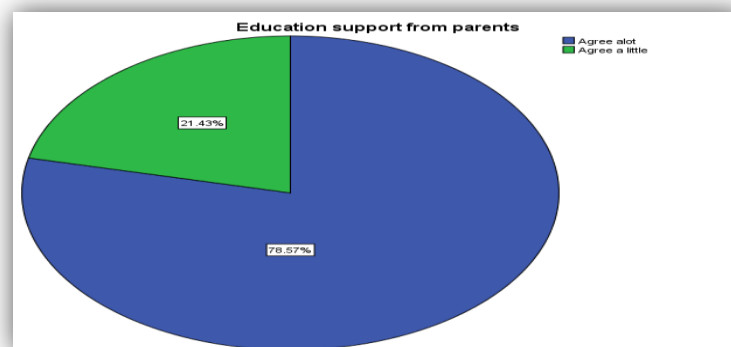


Figure 6: Education support from parents

Around 78.57% of the respondent agree that they get a lot of support from their parents, 21.43% of the students replied that they get little support from their parents. This figure shows that all the students get kind of support from their parents. Even though pupils feel that they are receiving support from their parents but more parents neglected their children, they only spend more effort searching family income instead of psychologically. Also more parents trying to support their children despite lack of education they still care their children, parents motivate the children to make effort, also they reduce the domestic work in the house to read and write therefor most of the pupils in the discussed believe that their parents are indispensable specifically mothers. Parent plaid their lesson even with lack of education, as pupils' participant identified that uneducated parents support their children through judgment, they check like how many correction and wrong in their lesson's books. Some of the parents support their children in the early grades since they have limited knowledge.

Even though most of the pupils agree the support from the parents but in reality the support the children mentioned is financially and moral, practically most of the parents in Somaliland parents don't aware what is going on in the schools and performance of their children. The researcher experienced that some of the parents even don't know the grades of their children, one of the teacher stated in the interview that they have parent contact information of their students but the relationship between school and parents is very poor.

Also the teachers mentioned that parents are challenge of their children to attend school regularly specially girls; sometimes they prefer to assign their daughters to work in the home instead going to school, if the school management make sure the reason a daughter is absent parents give poor justifications. One of the female teachers participated in the study suggested parents to send their daughters to school, to motivate girl's education, to support their children and people

because educated person can help his/her self, children and community. The girls must give time to read and write their lessons. Some of the parents don't aware that boys and girls have equal rights for educations they send boys to school and remain girls in the houses to continue housework. More parents in complaining their children joined group of gangs in the city, when they parents neglect them they search others show their intimacy then they guide the wrong directions like to start using drugs and to join gangs and street fighters. If the parents build trust and good relationship with their children their performance in the school could be better.

3.10 Drop-Out Rates of Girls (Child Marriage):

School drop-outs is one of the main challenges Somaliland primary schools face. A larger number of students drop-out before completed the basic primary education cycle. Girls are more vulnerable for to drop-out due to cultural and social barriers from the community. One of the reasons girls in the primary schools drop-out is negative attitudes because men and boys and some women in the family tell their girls that they don't need to continue the education since they will get married. Most of the female participants told me "... the community says you will be mother, so you don't need to waste time going to school as this can cause girl to drop-out early or to marry early. There are more girls who drop-out but do not get married because they are disappointed negative male attitudes or poor female role models..." Table 3 below indicates pupils' experiences on drop-out rates of girls in the primary schools.

Table 3: Pupil Experiences on Girls drop-out in Somaliland Primary Schools

Girls drop_out		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Early Marriage	8	57.1	57.1	57.1
	Poverty	1	7.1	7.1	64.3
	Menstruation Periods	2	14.3	14.3	78.6
	House works	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

Children at their age in primary witness their friends drop-out before they complete school. 57.1% of the pupils said girls drop-out because of the early marriage, 21.4% replied girls drop-out because of the housework while 14.3% blamed drop-out to girls' menstruation periods. Only 7.1% revealed that poverty is the cause girls' dropout rates. Whether it is menstruation period or housework at home or any other problem children talked about, there are worries that girls are the most affected. This is why more boys than girls complete primary schools and proceed to other levels of education.

As a matter of clarity, most of the teachers especially males appeared emotionally comfortable to mention the major reasons for girls' drop-out in the primary schools. They said that girls have to do housework and get married at a young age as illustrated in table 4 below.

Table 4: Teachers Views on Drop-out rates of pupils

Drop-out rates of pupils		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	early marriage	3	30.0	30.0	30.0
	Poverty	1	10.0	10.0	40.0
	menstruation period	1	10.0	10.0	50.0
	Housework	4	40.0	40.0	90.0
	lack of support from parents	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

As shown in the table above, 40% of girls drop-out due to housework while 30% of them become victims of early marriage. Very few of the girls (10%) may drop-out because of poverty or menstruation period. Ignorance of parents from how to help their children psychologically or morally could contribute to worsening drop-out rates of girls.

The negative attitudes of girl's education must be changed; most of the girls in the schools accept this negative attitude that is why more girls worry bad destiny of getting married. Male pupils include this study mentioned that community believe girls have two options to study or to get married and he argued that this is negative attitudes. When the girls hear

negative ideas and views towards motivating them to marry it influence their school performance think that their major duties in their life is to get marry and to have family. Girls were not only created to have got marry, girls need to understand that they can make everything men can do, and they must understand their responsibility of the country, community as well as family. One of the female teacher mentioned, “this is common in Somaliland especially when they complete primary they don't continue the education, one reason caused by family they use to say “you will be married soon so you don't need for education” when female students completed primary their attitudes easily changed motivated early marriage”. Parents need not to encourage their daughter’s early marriage. In the early age girls don’t ready to hold family responsibility, mostly early marriage affect girls health.

One of the reasons girls in the rural drop-out is early marriage as ministry of education official described “Recently I monitored Awdal region School there is no girls for several schools, when I asked the parents and the people they told me that when the girls are in grade 6(12 years old) they got married, the reason that men got married is not to have wife and family but they want to exploit, to rare their animals, to milk the livestock than the women walk around 5 Km to sell the milk and then they buy Kat and cigarette the money from milk to their husband. So the reason they got married is to slave them, because if they want to be a wife they allowed the education and to stay the home so in the rural the main challenge is early marriage and I believe that it increased recently in the rural. I observed and saw practically”.

This is shocking reality exist in the rural, men got marry a young girls to serve them, to keep their animals and to responsible their income in order to chew Kat. Girls don’t have capacity to know the fake promises men give in order to get marry, also they believe that the reason they life is to get marry so they must be herry for their final goal.

The second reason girls drop-out is the housework, Somali culture women do domestic work; they cook, wash clothes, clean home and care the children, girls have been doing all the internal duties in the home, parents assign their girls to do, this is not optional for girls. The boys never have responsibility. The only responsibility men have is to search family income, a female teacher stated that when the mothers go market they authorize their daughter’s homework and family caring due to this they don’t attend school regularly. Another factors girls drop-out is the school is lack of patient as female pupil said “Three things caused this the first is lack of patient, they boys better in terms of patient if the teacher punish they don't feel much problem....” Since most of the teachers are aggressive and punish for the students girls are more marginalized than boys they don’t patient to continue the school, also lack of female role model is another reason girls drop-out as female student mentioned girls drop-out because they don’t have female role models in the school. When male teachers dominating in the school girls think that only men are the power to controls everything.

3.11 Menstruation Period:

Menstruation period is monthly bleeding which occurs to the women and continuous seven days and it happens at the age of maturity of the women. Early signs and symptoms of menstruation is back pain, breast pain, stomach pain. During the seven days women feel stress, tired, easy to anger, vomiting or diarrhea which affects their daily work. In African society women who suffer menstruation pain is caused by the FGM that has been done when they were young which lead the area which bleeding is coming out so tiny and other space are blocked and it couldn’t out. Menstruation period is the situation which starts during maturity, menstruation is one of the challenges girls face in the school, girls feel pain and stress during period, they need to have time to rest and get consultation from parents and teachers. As male teacher stated during this period girls feel very stress and aggressions he said I try to make happy. Even though male teacher try to make happy for the girls pupils during menstruation but they don’t contribute any techniques to solve this problem. Female teachers are more experienced this let us look how the female teacher deal girls during menstruation period as researcher mentioned before female teacher give more consultations and advice during girls’ menstruations. Previously girls feel very shy since they used to worry if they bleeding in the classroom, but now you can’t even understand if girls have menstruation period as male head teacher pointed out female students use modern sanitary kits you don’t identify their situation.

3.12 Girls’ Experiences in Primary Schools of Hargeisa:

Girls in primary schools have a lot of experience inside the school, outside of the schools and in their homes, apart from home the school is most vital place girls in required more experience which lead them to enhance their future. Girls experienced that their community have been disappointing girls telling them negative stories about girls education, girls in primary school qualified the main reason girls in the schools is because of negative attitudes community believe. A girl

pupil quoted that “students don’t have motivations, the active students haven’t awards to inspire the others”, Many girls feel lack of moral support from the teachers but most of them never give up instead they decided to continue their education. The girls experienced that their parents have been supporting despite lack of education to their parents as girl pupils quoted “ My parents are illiterate but my mother always motivated to learn, she always advise me not to worry nothing, she never disappointed me”.

Some of the parents try to encourage their daughters, they try to satisfy their children with hard circumstances, they tell problems of ignorance. Some parents spend more effort to support their girls financially, but they neglect their moral support. Girls in the primary schools feel very disappointed because their health situation is at risk since they don’t have toilets in the school. Girls experienced that female teachers in the schools are very help supportive girls are very have to have female teachers in the school.

3.13 Toilets for Boys and Girls in Schools:

The Islamic context of Somaliland dictates that boys and girls should have separate toilets in schools and other places. While this is a standard treasured by government of Somaliland, it is not implemented in most primary schools in the country. The two schools I visited and observed do not have separate toilets for boys and girls. When the questionnaires were returned by pupils, it was discovered that 90% of them disclosed that boys and girls use the same toilets but only 10% study revealed that they have separate toilets. The ten percent could have given such answer out of fear because the observations I made at those schools captured girls and boys entering the same toilets at break times. The figure 7 below unveils the percentage of responses on this matter.

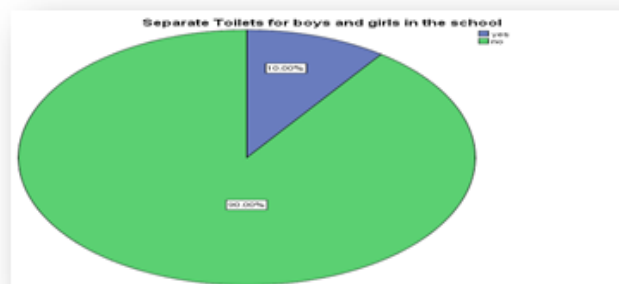


Figure 7: Separate toilets for boys and girls in the school

Lack of toilets or separate toilets in the primary is one of the main challenges that pupils face. Most girls are very uncomfortable to share toilets with boys and this could affect their interaction with boys in the classroom learning process.

One male pupil said “there are toilets in the school but it is not separate for girls and boys”, most of the school have toilets but only boys use it. Some of the boys said we have toilet in the school but we don’t use them due to poor sanitations in the school. It is very difficult to find usable toilets for girls in public schools, even if the girls have separate toilets they don’t feel happy to use because the toilets don’t have water. Most of pupils in the interview agreed that they don’t use toilet in the school as this below figure shows.

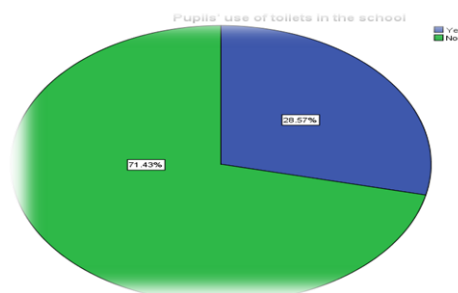


Figure 8: Students usage of toilets

Almost 71.43% of the respondent replied that they don't use toilets in the school; girls mentioned that they don't use shared toilets, others mentioned lack of sanitation in the school toilets, and 28.57% replied that they use toilets in the school.

I observed girls in the school request school neighbors to use their toilets; they told me that sometimes they refuse to use toilets. In this case girls keep urine almost 5 hours consecutive. The experience of girls in schools without separate but clean toilets raises uncomfortable questions on the hygiene standards of these schools. That mean that children could be at greater risk of contracting epidemic diseases and thus calling for immediate intervention of government to promote a healthy learning environment in the Primary schools throughout Hargeisa or Somaliland. For sure girls have been severing health problems mostly kidney and infection diseases which seriously affect the school attendance and health of the girls in the schools. How do we expect to get gender balance when girls in the schools don't find basics of the life?.

Nonetheless boys in the primary schools share same problem in terms of toilets but their situation is not as bad as girls, boys use the toilets even if the toilets don't have water while others use public toilets near their school, limited and poor toilets even affect the teachers in the school. The school management must responsible maintaining and cleaning toilets to make suitable learning environment. The ministry of education should have strategic policy to build and repair school toilets in the primary school. Poor toilets in education is one of the main challenge in Somaliland not only for primary education but also Universities, we had very poor toilets during my first degree, every time girls in the schools and universities have great problem for this issues. Parents of the students must make sure toilets quality of their children to save their health.

Also sometimes girls even shy to advocate their right to get toilets in the schools, girls believe talking about toilets isn't ethically suitable for girls due to cultural barriers which trained women not to talk. It is very rare to see a women requesting a toilet in the markets and work places in the country, we live in modern world which toilets are in everywhere, we need to propose the ministry of education and the government to address this national challenge. Also we need health awareness about problems of lack of toilets in schools and community.

3.14 Teacher-pupil Conflicts at School (Absence of School Rules and Sanitation):

Most of the public school complain conflict between teachers and pupils, the pupils don't respect their teachers, they quarrel teachers if they give order, sometimes students are more violent and they fight with their teachers, one of the boys in the interview mentioned that one of the challenges in their school is conflict between pupils and teachers; he said students are not respect for their teacher but they dispute. Teachers in the primary schools threat badly for their students in order not to understand them, some of the primary school you feel a violent zone instead of feeling learning environment, most of the teachers use stick to punish their students, while students adapt this.

Teachers holding stick is common in Somaliland primary, it is the only technique teachers can use to teach their students. The parents of children trained their children to punish and abuse in the yearly years sometimes Somali parents slap and kick for 2 years old, the children mental, the only way children's fear and learning polite is using with stick and aggressiveness, schools have no choice accept to punish as well, this hurt the physical and psychological of the children, this very effect mental growth, confidence, self-expression and critical thinking of the Somali children.

As we mentioned before children believed the aggressive and unkind teachers are the ones whose teach them well trough fear not respect and desire. The primary management and teachers don't have critical way to build trust with their students, they don't give consultations and humble discussions to get rid of school problems, but they abuse and punish severely. If the student doesn't change his/her behavior the school management dismiss from the school than students transfer another school or they drop-out all the education. When they student become teenagers they deliberately fight with their school principal and teachers because they believe them as enemy who torturing for long time so as soon as the students feel capacity to fight with teacher they fight with him one of the girl pupils said "... girls haven't patient, the boys better in terms of patient if the teacher punish they don't feel much problem, but girls drop-out if they have any conflict with their teachers...". One of the reason girls drop-out is when the girls got punished or conflict with their teachers, girls don't tolerate this than they decide to abstain the school.

The conflict between teachers and students caused absence of school rules and regulations as male teacher pointed out if the school management, teachers and students collaborated this challenge solved, there must be rules and regulations in the school, students must respect each other, management and teachers.

A friendly environment must be created in primary school and over all Somaliland educations, teachers, students and school management must feel teamwork not as attackers and defenders in war zone, the ministry of education needs to train their teachers schools code of conduct, and to teach to behave with the students in order not to create conflict between students and teachers.

3.15 Late Coming of pupils in Morning Hours:

I used to go the sample school early in the morning before students and teachers observed when the students coming in the school, most of the boys in the schools came in early while girls come late in the school, the student walk to the school there wasn't school transportations in the school, to understand the why the girls in the school come late in morning hours I ask the teachers and girls' pupils in the schools. Dozens of girls were very late, the school head teacher restrict a while to sit in their classes than in the break time I meet with than and asked the girls the reason they coming late in the morning?, one of the girls expressed her feeling saying " we are not like boys, we have a lot to do in the morning, we prepare food and clean our house before school, despite this parents and teachers never recognize our role in the family, every day we miss a lessons and important classes because of housework".

Honestly speaking more girls responsible for their houses; sometimes they are the oldest child in the family, sometimes her mother work outside and the girls life with other family, some of the families threat like slave for the relative girls in their homes, they assign all the work in the home, while they prepare their children early to attend for the schools, some of parents prefer to push her daughter to finish rather than prepare herself to early in the school. Some of the parents don't know the value of girls of education so they favor to work in the home. After school time, girls are always remain in the schools, I was in the schools until noon time to observe who is remain late after school lessons, in my observations girls are the ones who remain in the schools, I again ask some of the teachers and girls' pupils why girls stay in the school late, they all respond that girls hesitate to return quickly in their homes because as soon as they returned back to their homes more quick waiting them, they prepare family lunch, they wash dishes for the lunch, they organize rooms and they do everything the family need in the home.

Why boys never work in their homes? Let alone to work but never organize their shoes, books and school dress? This linked traditional roots which have been training for boys the superiority, some of the families have more boys and one girls, the girls is the only one who work in the home, the younger brothers of the family threatened for their sister why she don't give a cup of water. No one can change this shameful attitudes until the community change its perspectives for women and girls, the community never realize equality when women is believed servant and lower people, both humanity, religions and human rights not accept their horror attitude.

3.16 Issues of Teacher Remuneration in Primary Schools:

Lack of good salary and wages for primary teachers in Somaliland is what caused poor quality of education and poor performance of teachers, in the past Somaliland primary schools were charged later when President Silanyo was elected he announced free education. Free education decrease the quality of teaching and school needs doubled as male head teacher cited "The former government announced free primary education, the free education decrease the quality of the schools, if government announced free education it was supposed to cover school needs; school materials, school repairing, students books, teachers' salaries but that was not happened. But we expect this new government a lot ".

Previously teachers used to get salary from student's fee and wages from government payroll, the income of teachers was better according now. At the moment teachers only get \$80 for a month, this money even isn't enough student expenses. In addition to that schools repair their schools and cover their needs the fees from the students, all the qualified teachers preferred to work for private schools which pay better salary.

One of the female teachers which participated in this research elaborated that they don't support don't support for their poor girls since they don't receive enough salary, the poor Remuneration in primary schools specifically affected for female teachers as Ministry of education official quoted, "...the second reason is financial issues, the male teachers teach afternoon in the private school, all the private schools teachers are male. The non-formal education women are very involved like vocational skills but all the private formal education in the afternoon only male teach, so the male subsidize other teaching source of income. When the female teachers are mothers who received less than \$100 per month without other sources of income they feel that this is not matching their needs..." Also a school head teacher stated that the teachers don't mentor students because they don't include payroll. When the teachers don't get enough salary they don't care the students and they are not motivated.

The ministry of education make favor for female teachers, the ministry welcome If they visit the ministry offices, they give warning absent of female teachers. Also they give female teachers if they need advanced salary as female teacher cited, “Recently when I visit the ministry they welcomed me well, I asked some other teachers in this school how the ministry treat them; they told me that they treat well. For example if the female teachers are absent more they give more warnings while they dismiss soon for male teachers, if female teacher request her salary in advance they consider her”

The poor salary of Somaliland primary is one of the main causes of poor quality education, most of the rural areas unqualified teachers who even didn't complete primary teach, during my personal visit of Faraweyne District of one parents told the researcher that some of the teachers in primary school didn't complete primary school, because of that she said I send my children my relatives live in Hargeisa to continue their primary education. One of the Ministry of education senior officials stated that in rural areas quality of teachers are very poor, because a well-educated and qualified teachers never accept to take less than \$100 as salary that is why very poor and unqualified teachers are in the rural. Recently Ministry of education planning to exam all primary teachers of the country to improve quality of teaching, Somaliland government need to reform education specifically primary education.

3.17 Addressing Specific Needs of Girls:

Since there are a lot of specific need of girls in primary school I was interested how these need addressed by the teachers, head teachers and Ministry of education, everyone I interviewed shared the researcher their techniques according to their ability, a female teacher stated that she only make awareness and motivation for girls in the schools to support their needs and psychologically. Girls in primary school have a lot of needs to address. The ministry of education tried to affiliated with International funders (UK Aid) implemented organizations such as Care and ADRA have been trying to address specific needs of girls as ministry of education official cited “Students specifically female students have a lot of specific needs, in the rural female students we give Sanitary kits, there is girls education challenges (GEC project) funded by UK Aid who support 2000 female students, students in the rural don't have light to read their lessons, the boys can go tea shops to read, but girls don't get light, in the morning girls go for the school, in the afternoon they keep the livestock in the evening they milk the livestock than darkness start so they don't get light to read despite this we give Solar Lamps, we try to send back drop-out students and to make education awareness's. We tried to build secondary schools”.

Some of the international organizations specifically address girls' specific needs through ministry of educations, they support girls, they give bursary, school dress, sanitary kits, school books and other learning materials, rural girl pupils have huge needs, barriers and awareness they are very vulnerable early marriage, therefor International Organizations motivate and support in order to continue their school, despite these, there contributions is very small according the needs and circumstances in the rural pupil girls, international organizations support very small numbers in their target schools, the needs of girls beyond NGOs capacity. Somaliland government should research situations of education of the girl's particularly rural educations, since rural areas are behind the development and government service. The head-teacher of primary schools must propose ministry of educations well organized trainings and courses about address specific need of girls to trained primary teachers how to handle girls' needs and challenges. Also the Somaliland Ministry of education must utilize methods and techniques of girl's education challenges (GEC) projects implemented their projects to make tangible efforts towards girl's education. One of the specific needs of girls include text books, poor girls don't afford to buy school books, the president of Somaliland Muse Bihi Abdi promised recently free text books for the all primary students.

3.18 Capacity of Ministry of Education in improving Primary Education:

Since Somaliland is not recognized country the capacity of government institutions are very limited, they complaining more challenges which finance is the biggest challenges they face, as they as ministry female official quoted “Even though this questions towards to the director of primary education, but if I answer generally, there are a lot of challenges we are unrecognized country we don't have capacity to develop our institutions for example we don't have practical libraries for science students, we don't have ability to build modern school which serves even disable students. The budget of Ministry of education is only 7% of the government budget, so the main challenge is financial problems. If we have enough budgets we improve capacity of teachers and experience”.

Only 7% were allocated to management Somaliland educations, it is very small budget if I country willing to have quality educations, there is no practical laps for science students, both arts and science students take theory, one of the challenges the ministry of educations have uneducated teachers the ministry of officials stated the criteria of primary schools is only if they complete primary education, in the rural more teachers didn't complete primary level, the ministry of education feel if they have funds and more budget that they can improve the quality of the teachers.

Most of the rural schools receive exercise books from the ministry of education, the rural schools have free education and free books but what make the matter worst are poor teachers and poor salaries. The ministry of education mentioned that they are doing their best collaborating with International Organizations but their main challenge is limited fund for education. I asked the ministry the support they give teachers, the officials I interviewed agreed that they give training and to support if the teachers seek support for the health. Also the ministry of education granted to give teachers salary constantly. Also the ministry of education promote girls educations as this below Table 5 showed.

Table 5: Whether the Ministry of Education Support Girls' Education

whether the ministry of education supports girls education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	64.3	64.3	64.3
	No	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

Pupils participated this study agreed mostly (64.3%) of the respondent answered that they have seen a ministry of education promoting girls education, 35.7% replied that they haven't seen a ministry of education promoting girl's education. Girl's education needs committed and realistic efforts from the ministry of education in order reach equal participation of boys and girls. Also the ministry of education must promote more girls in the rural who are the most neglected and marginalized pupils.

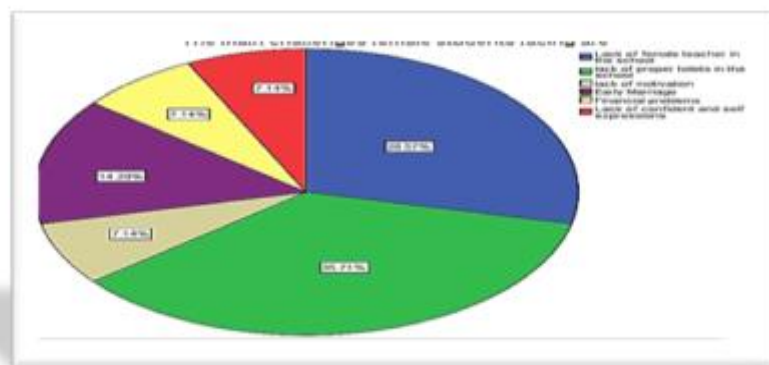


Figure 9: Pupils responses on the challenges female students are facing

According pupils participated this study The main challenges girls in the schools are facing is lack of proper toilets in the school as 35.71% answered, 28.57% of the respondent said the main challenge is lack of female teachers in the school, 7.14% replied the main challenge is lack of confident and self-expressions, 7.14% of the respondent answered the main challenge is financial problem, 14.29% respondent said the main challenge is early marriage, 7.14% answered the main challenge is lack of motivation. This figure shows that the main challenges for pupils is lack of proper toilet this proves the problems of lack of toilet in Somaliland primary, the ministry of education must address this problem seriously.

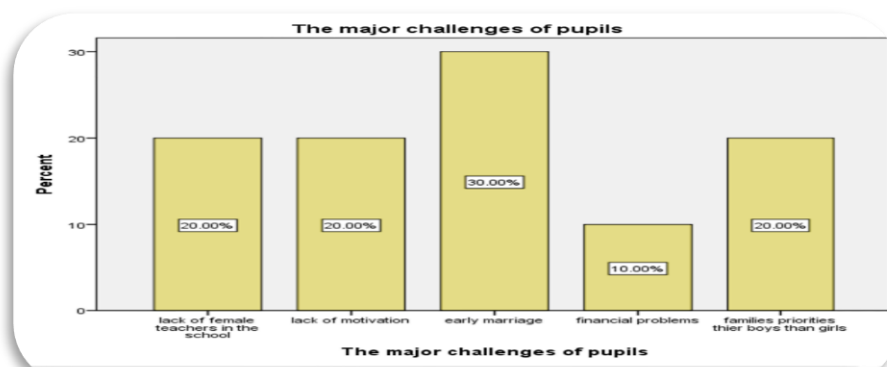


Figure 10: Teachers views on Major challenges of pupils

Figure indicated that 30% of the teachers respondent said that main challenges female students is Early Marriage, 20% of the respondent answered lack of motivation, 20% of the teacher's respondent said the main challenges that female students is facing Is lack of female teachers in the school, 20% of the respondents responded families priorities their boys than girls, 10% of the teacher's respondent replied the main challenges girls pupils is facing is financial problems. Early marriage is the main reason more girls drop-out specially in the rural areas where the very young girls marriage is common, girls sometimes times got married at the age of 12 years as qualitative findings indicated, teaching without motivation is another main challenges which Somaliland pupils are facing.

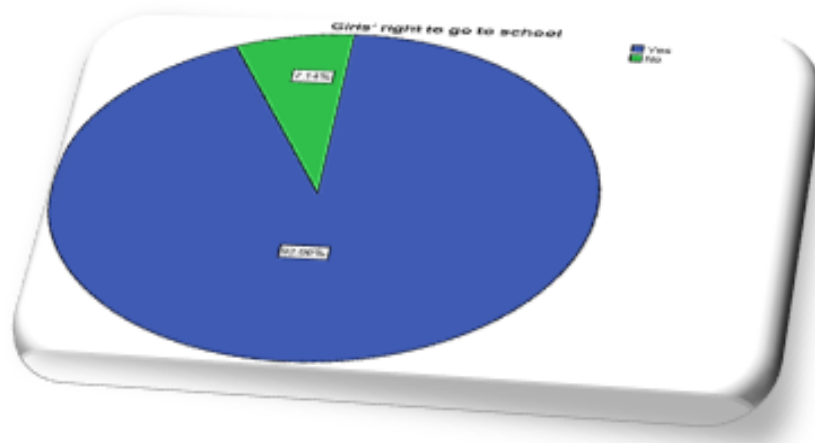


Figure 11: Student's attitudes about girls' right to go to school

Even though the Somali culture discouraged the right of girls for education fortunately the new generation believe that girls have right to go to school as 92.86% of the pupils participants replied that girls have right to go to school, only 7.14% (one respondent) which equal one respondent said girls have no right to go to school. This is hope for our girls, we are expecting that next years the community will obsolete understand the value of girls education since majority of the pupils agreed that girls have right to go to school. These pupils have fresh minds with positive attitudes towards equal education opportunity.

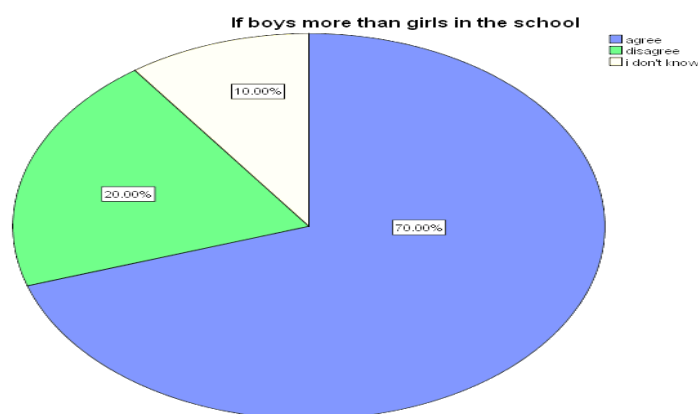


Figure 12: Teachers response about If boys more than girls in the school

According to teachers responses in the study 70% of the teachers responded that boys in the schools are more than girls, 20% of the respondent said girls in the schools are more than boys, 10% of the respondent said that they don't know which is more girls and boys in their school. This is one of the challenges most of primary and Secondary school they face. Generally in Somaliland boys are more than girls in the schools due to more drop-outs or negative attitudes about girl's enrolment in the school. Every school located in Somaliland boys are more than girls in the schools, there are tremendous reason girls drop-out, also enrollment rate for boys and girls are not equal in the beginning.

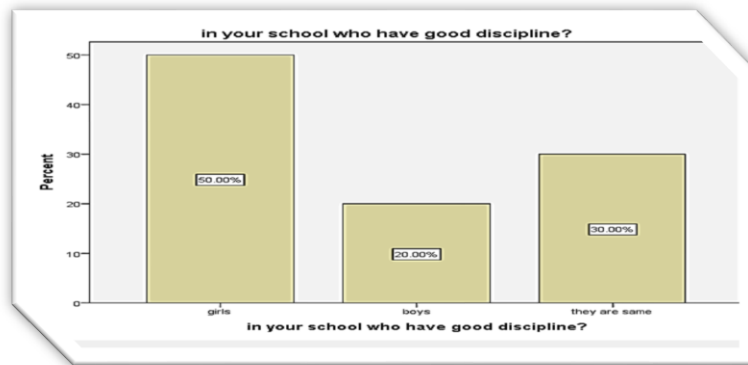


Figure 13: teachers views about pupils discipline in the schools

In terms of discipline 50% of the teachers respond girls have good discipline in the school, 20% of the teachers respondent boys have good discipline in the school, while 30% of the respondent said girls and boys are same in their discipline. According to the observations I made during fieldwork in the schools girls are more discipline in mixed primary Schools, but if they have separate classes the situation is differ, girls shy to shout in the class in boys are watching but if they are only girls in the class they are not disciplined. Also the Somali culture which motivate girls to be shy and cool causes girls to be more polite than boys in the schools.

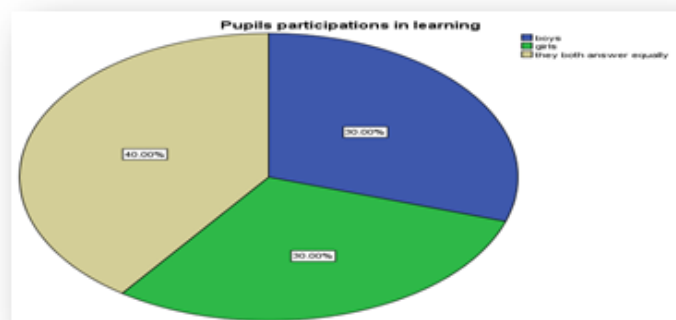


Figure 14: Teachers answers on pupils participations in learning

Figure14 about student participation in the class, 40% of the respondent said boys and girls equally answer questions I ask, 30% of the teachers responded that girls always answer the questions they ask, 30% of the teachers said boys are always respond the questions they ask. In this figure boys and girls answer equally the questions that teachers ask. This means boys and girls have equal participation in the school. But the below figure 14 displays that girls in the primary school are more brilliant than boys in the school despite domestic work and other specific needs of girls.

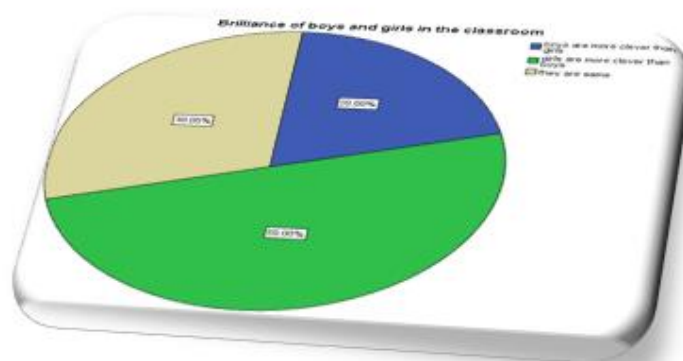


Figure 15: Teachers responses on brilliance of boys and girls in the classroom

This figure shows that 50% of teachers agreed that girls in the school are cleverer than boys in the school, 30% of the respondent replied that girls and boys are same in terms of cleverness, 20% of the respondents answered boys are cleverer than girls. Since girls work in the home and have more duties according to the boys this shows that girls are more brilliant than boys. Girls are brilliant than boys, the average exam of grade 7 girls have 41.5% while boys in grade 7 have average of 36%, this is only one subject out of 7 subject. Imagine if the girls have enough time to read and practice their lesson boys never score same as girls.

Table 6: Teachers views on having female teachers in the primary, girls pupils confidence

having female teachers in the primary, girls pupils confidence					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Increase	6	60.0	60.0	60.0
	Decrease	2	20.0	20.0	80.0
	teachers are same	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

This Table illustrates that 60% of teachers respondent said Schools having female teachers girls pupils confidence increase, 20% of them said girls pupil's confidence decrease when female teachers teaches while 20% of teachers respondent said Schools having female teachers girls pupils confidence decrease. According to this charts most of the teachers believe that female teachers support girl's confidence in primary schools. Girls pupils are very happy with female teachers they share their specific needs, their self-expression and confidence are very high, but girls pupils never feel happy with male teachers, they don't ask counseling and emotionally support to solve their specific needs.

4. CONCLUSION

Somaliland government needs to improve the quality of teachers in primary schools, specific needs of girls should take to the account in order to strength the health and education of our girls, all the search findings of this study support ministry of education, International Organization, local organizations, schools, community and over all education stakeholders to understand the situation of pupils particularly specific needs of girls in the primary education. The ministry of education collaborating the International NGOs must truly address the domination of male teachers in primary schools since the findings of this research shows that lack of female teachers in primary schools is one of the reason girls in the primary schools are dropping out. Only the ministry of education can't change the negative attitudes about girls' education but the community, teachers, organizations, religious leaders, clan leaders and the parents must unite how to change this challenge

5. POLICY RECOMMENDATIONS

Having analyzed the challenge of male domination hinders girls' learning process in the mixed primary schools of Hargeisa, this thesis suggests a number of strategies that could overturn the situation. Policy makers in Ministry of Education or government could borrow a leaf from the following recommendations in order to address operational gaps existing in primary schools.

- a) The Ministry of education should hire trained female and male teachers and make sure recruitments are gender sensitive to include both male and female teachers in balanced numbers. This could instil confidence among all children to ease learning.
- b) Ministry of Education could enforce all schools to build gender-specific toilets, so that boys have different toilets from those of girls. This initiative could enhance privacy rights among children especially girls. Teachers must emphasize hygiene both among children or pupils and the entire school environment.
- c) There is need to spread awareness of the dangers of early marriage to the community, children as well as teachers. This strategy could be made possible by lobbying for televised presentations by influential but professional people. This could improve girls' health but also minimize their drop-out rate.
- d) The ministry of education could introduce behavioral change programs such as; peer teaching which could be done by giving teaching opportunities to old girls and old boys of the target schools who are already graduates through internship programs, where they could share their voluntary knowledge to the children at school. This initiative could make children

to appreciate others or become respectful and disciplined for the common good of the whole school and the entire country. Prize giving ceremonies in front of other children could also play a good role providing mentorship programs to children in order to build confidence and creativity of the pupils.

e) All schools need to be introduced to democratic principles of inclusion and participation in the teaching profession. At least males need to realize that they need female teachers to work together in order to perform better or produce positive results.

f) Government of Somaliland needs to prioritize fair remuneration of teachers in order to motivate them take an extra mile in shaping the future of the children. These teachers whose families are traditionally extended may not be able to facilitate their own domestic needs at a monthly salary of \$100 or less. Government could allocate extra budget to the education sector, particularly in favour of teachers' financial needs.

g) The ministry of education needs to be very strict on the code of conduct for children and teachers in the schools. This should be based on the premise that society cannot exist without rules and regulations that address potential conflicts.

h) The Somali context necessitates that girls health vulnerabilities such as menstruation periods are handled with careful senior women teachers. Such teachers are required to give them individualized counselling and encouragement. Only women teachers can do this because they pass through the same experience every month. Respecting the recruitment of female teachers could minimize drop-out rates of girls with such health problems. Even though some of the male teachers and head teachers claim that the introduction and donation of sanitary kits to girls has reduced menstruation period cases, a lot of these girls in various schools that are dominated by male teachers, do not know how to hygienically apply them to their private parts which could cause serious health implications. When girls are not in good health, boys who may be originating from the same families or who are classmates may not concentrate on learning due to the possible psychological pain. This is why more women teachers are important in the learning process of all children.

i) Education policy in the whole country should be strict on the implementation of the hidden curriculum. Understanding how to design a curriculum is another thing. This policy could aid the primary school teachers on how to deliver knowledge to meet the special needs of all the children in the classroom.

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