

Influence of government supervision on teacher's performance in two selected public secondary schools of M. Haibeh and Ga'an Libaah districts of Hargeisa City, Somaliland

Mohamud Ali Geereh

Lecturer University of Hargeisa, Somaliland, Somalia

Correspondence: Mohamud Ali Geereh, Faculty of Veterinary Science and Agriculture Department, UoH.

Tel.: +252.634424281.

E-mail: drgeerehvet@gmail.com

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Contributions: MAG, interpreted this study, designed the methodology and formal data, and wrote the first draft, all the stakeholders who worked with me are interested in publishing this document, the researcher suggested formulating further supervision of performance in order to motivate the teachers. The study recommends that school principals make monitoring and evaluation activities frequently on teachers to improve the teaching and learning process.

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Abstract

Supervision was concerned with supporting and assisting teachers to improve instructions through changing their behavior. The purpose of this study was to investigate the influence of supervision on teacher performance. The problem of the study was poor supervision in the Public Secondary of M. A. Ali and Ga'an Libah schools in Hargeisa City. It was therefore necessary to ascertain the influence of supervision on the teachers' performance in these secondary schools. The study particularly investigated specific objectives: guidance, counseling, and monitoring in these public secondary schools in Hargeisa City. Guided by theory X and theory Y by McGregor (1960), the study adopted a cross-sectional survey design on a simple random sample of 55 respondents in the two public secondary schools. The study found that there were significant guidance on teacher performance [F (1, 55)=3.90, P=.000, R² = .122, R² adj. = .116,], counseling had significant influence on teacher performance, [F (1, 55)=3.90, P=.001, R² = .077, R² adj. = 0.07] and monitoring [F (1, 55)=3.90, P=.000, R² adj. = 0.09]. The study concluded that there was a significant influence of supervision on teacher performance in these public secondary schools in Hargeisa City. It was recommended that the head teachers should strive to be role models worth imitation and should make monitoring and evaluation activities frequently on teachers to improve the teaching-learning process, besides the researcher mentioned that the Ministry of Education and Science in Somaliland must make regular guidance to improve teachers' performance in these public secondary schools. This study aimed to propose other studies of supervision factors on teachers' performance in public secondary schools because without this information poor teacher performance could continue unchanged.

Introduction

Education plays a big role in the economic development of a country as a completely and as well as in producing effective, skilled human power for any given institution, to acquire all these there must be an improvement in education quality which supervision must play its role, therefore these practices are directed towards improving and maintaining the quality of teaching and learning process in a school. However, for teacher supervision to be effective some supervisory approaches are essential in facilitating the quality of teaching and learning taking place in an institution.¹

Supervision started during the colonial era, around 1654. The general court of Chusets by colony stated that the leaders of the

city were responsible for the selection and regulation of teacher's performance.² In some modern countries, such as Britain and the United States of America, more attention and instructional supervision has been carried out through the supervision of schools.³ Educational supervision was implemented by the end of the 18th century during the reign of Napoleon Bonaparte in France, and in the 19th century, it was followed by other countries of Europe.⁴ In African countries such as Nigeria, Senegal, Lesotho, and Tanzania supervision of schools started interaction with the arrival of colonialism in the mid-late 19th century, formal programs of learning were slowly but steadily established and supervision of teachers was on the agenda.¹

In Somaliland, teachers' Government supervision of teachers' performance started when Somaliland re-established on 18th May, 1991 *i.e.*, the Ministry of Education and Science (MoE&S).^{5,6} Considering the import of supervision in the education sector in Nigeria, it is for the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching and the evaluation of instruction, therefore the essence of supervision in the area of teachers' professional development and the processes that must be followed to achieve the desired educational objectives is to be highlighted.⁷

Government supervision of teachers' performance has a great impact on quality of education in terms of teaching and learning. Through the government of Somaliland, there have been various initiatives to improve quality of education in terms of teaching, learning, and performance.^{5,6} Consequently, educational supervision is not an exercise geared towards fault finding, nailing, or condemning of teachers, as was the earlier notion of some secondary public school teachers. Instead, it is an effort that helps to improve teachers' performance in areas of need and this remains the reason for pre-information about any scheduled visitation to schools for supervision.⁸ Educational supervision is "a technical process which seeks to improve teaching and learning through the care, guidance, and stimulation of continued development for not only teachers but also any other person having an impact on the education context."⁹ In view of the foregoing, holistic supervision benefits the teachers, learners, school administrators, managers of education, and stakeholders who are formidable tentacles in the secondary school system of education in all of Somaliland.⁵

There are models and theories that have become widely popular and are relevant to this study. These include Theory X, Theory Y, Theory Z, and Theory of hierarchy needs.^{10,11} While these models take different approaches to supervision, skilled and experienced managers can combine elements of each and apply different models to varying workplace situations.¹² Theory X states that most people innately dislike working; they do it because they need money, because it provides some security, or because it helps them feel safe, while Theory Y contends that some employees like working and even enjoy it.¹¹

These workers find satisfaction in a well-done job and they may have personal or professional goals that survive as innate sources of encouragement and motivation. This theory is applicable in my study since it advocates close supervision on the employees and it contends strict control and monitoring. Therefore, we can apply this theory in educational supervision practices of head teachers and any other one assigned to supervise to keep teachers as motivated and productive as possible.¹⁰ Moreover, the overall purposes of educational supervision define the concept as a collaborative process in different stages because it welcomes various views that represent the proper relationship between the supervisor and the teacher to address educational problems and find appropriate

solutions to them.⁴ Educational supervision in addition to propelling teachers' development also acts as a problem-solving device in the public secondary education in Hargeisa District. Supervision has been defined as a set of activities, which are carried out with the purpose of making the teaching and learning purpose better for the learner.¹³

Supervision is also a collaborative effort involving a set of activities designed to improve the teaching and learning process,¹⁴ therefore, supervision is the act of being in charge and making sure that everything is done correctly and safely. Supervision improves teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction.¹⁵

In my study, the effect of government supervision is concerned with supporting and assisting teachers to improve education through changing their behavior. Supervision is assistance in the development of a better teaching-learning situation.¹⁶

Supervision is a procedure to give directions and conduct a critical assessment of the teaching process,¹² which is an activity of coaching designed to help teachers and other school officials do their jobs efficiently. Supervision is defined as an activity of a supervisor that is carried out to repair the teaching and learning process. Supervision involves providing expert advice and assistance to teachers to help them acquire more skills and competencies for influencing teaching, guiding, and directing the instructional activities of teachers in line with professional conduct.^{17,18} In this study supervision is defined as an effort to stimulate, coordinate and guide teachers continuously in the schools, both individually and in groups, to provide a better understanding and ability to realize the function of learning influence, therefore in this study, supervision was conceptualized as guidance, counseling and monitoring.¹⁹⁻²¹

Guidance is defined as the systematic professional process of helping the individual through education and interpretative procedure to gain a better understanding of his own characteristics and potentialities and to relate its salve more satisfactorily to social reformat and opportunities in accord with social and moral values.²¹ Guidance was operationalized as leadership, advising, and directing. Counseling was a problem in diagnosing, selecting solutions, and professional help.²¹ Monitoring is a process that helps program implementers make informed decisions regarding program operations, service delivery, and program influence, using objective evidence.²² Counseling is an open-ended, face-to-face, problem-solving situation, with a teacher, with professional assistance could focus and begin to solve a problem or problems.^{23,24}

Monitoring was operationalized as the systematic process of collecting, analyzing, and using information to track a programmer's progress toward reaching its objectives and to guide management and as checking and continuous assessment. The relationship between these factors and teacher performance has not been examined in the context of Somaliland, yet such school performance has been poor. Performance is defined as the ability to join skillfully the right behavior towards the attainment of organizational.²⁵ Performance is described as an individual-level variable, and in public employees with these attributes will contribute to organizational performance.⁸ Performance is the observable and measurable behavior of a person in a particular situation as viewed by the teacher; performance is made up of appropriate teaching methodologies, students' evaluation, teacher preparation and class management.^{12,26}

In this study, supervision performance in the two Secondary Public Schools, M. H., and G. L. in Hargeisa District was characterized as teacher preparation, class management and lesson evaluation. Teacher preparation concerns a detailed description of the

course of instruction or learning trajectory for a lesson based on a plan, scheme of work, and syllabus.²⁷ Class management is concerned with the techniques that a teacher uses to keep students organized, orderly, focused, and academically productive in the class.²⁸ Lesson evaluation is an assessment made by a teacher of the influence of the teaching session and all aspects of the learning experience at the end of the lesson.²⁹ In this study, teachers' preparation was operationalized as a lesson plan and scheme of work. Class management was operationalized as dealing with the problem and disciplinary action. Lesson evaluation was operationalized as measuring progress and using a variety of techniques.^{4,30} The status of supervision in public secondary schools in Somaliland may not be extensively documented but the Department of Quality Assurance of the MoE&C report indicates that the teachers' performance has decreased in the secondary schools in both private and public schools;⁶ as it was confirmed in the last inspection that teachers don't make lesson preparation and scheme of work and also they don't evaluate the students' learning.^{5,6}

Materials and Methods

This study presents the research design, study area, population, sample size, sampling techniques, data collection methods and instruments, questionnaire forms, and data analysis (*Appendix*).

Research area

The study was conducted in the two public secondary schools at M. Haibeh & G. Libaah districts in Hargeisa Capital City of Somaliland.

Research design

A cross-sectional research design guided this study and data were collected from a target population at one point in time to save time. A survey was adopted in this study because it does not involve manipulation of variables; the cross-sectional survey helped in order to provide a snapshot of the supervision influence on teachers' performance in the public secondary schools in the M. Haibeh and Ga'an Libaah districts. In addition to this, the cross-sectional survey ascertained that a variety of data on the influence of supervision on teachers' performance was collected from teachers, which helps to increase the external validity of the status study.

Study population

The target population of the study comprised 55 teachers in the public Secondary Schools in M. Haibeh & G. Libaah districts in Hargeisa City.

Accessible population

The accessible populations were the same as the target population described in the target population since it was reached within the time and resources available.

Sample size

The sample size of the study consisted of 55 persons both male and female in M. Haibeh and G. Libaah districts' public secondary schools (Table 1). The sample was determined according to samples of Morgan Table, allowing the choice between different levels of margins of error and confidence levels. It recommends a sample of 55 populations at a level of confidence of 95%.

Sample techniques

The study used simple random sampling and stratified sampling techniques to select the sample. Simple random sampling was used to select individual teachers from each school for the sample which gave each teacher an equal and independent chance of being selected.³¹ Stratified sampling was used to determine the number of teachers from each school to be included in the sample and this was ensured that every school was proportionately represented in the sample.³¹ This was the domain stratified sampling once schools were stratified and 55 teachers were selected through random procedure, stratified random sampling ensured equitable representation of school teachers in the sample, and accounted for any subgroup difference.³¹

Data analysis

Data was analyzed using the regression technique method. A percentage was used to analyze demographic data. Regression was used to measure the degree of association between the influence of supervision and teacher performance.³¹ Data was analyzed at a 5% margin of error, a 95% confidence level since these values are conventionally used in social science research.

Ethical consideration

The main ethical problem in this research was the privacy and confidentiality of the respondents. In addition, the participants were given freedom to ignore the questions they did not like to answer; the researcher obtained all necessary requirements to ensure that the study did not break any ethical obligation. In addition, in my study, it was permitted by the university and other relevant offices and principals/teachers to ensure that the study did not contravene any ethical requirement.

Results

This study investigated the influence of supervision on teachers' performance in M. A. Ali and Ga'an Libah public schools in Hargeisa City. The study mainly focused on guidance, counseling, and monitoring of teachers' performance in the two selected schools. The study arose from the poor supervision of teachers in M. A. Ali and Ga'an Libah secondary schools, and this had been blamed on teachers' performance. While the performance has declined, the influence of supervision on teachers' performance has not been investigated. The study investigated 55 teachers in M. A. Ali and Ga'an Libah public secondary schools in Hargeisa City, analyzed using a simple linear regression model and reported as described in the previous chapter.

Table 1. Population sample.

Districts	Name of schools	Total population in	Sample teachers and principals taken	Sampling techniques
M. Haibeh	M. Ahmed Ali	25	25	Simple random sample
Ga'an Libah	Ga'an Libah	35	35	Simple random sample

Summary of the findings

The first objective of this study was to determine the influence of guidance on teachers' performance in M. A. Ali and Ga'an Libah Public secondary schools in Hargeisa City. Guidance was operationalized as leadership, advising, and directing. The study determined that guidance has a significant influence on the performance of teachers, $F(1, 137)=3.90, P=.000$. Guidance can account for only 12.2% of the variance in teacher's performance $R^2=122, R^2 \text{ adj.}=.000$.

The second objective of this study was to establish the influence of counseling on teachers' performance. Counseling was operationalized as problem-diagnosing, selecting solutions, and professional help. This study determined that counseling has a significant influence on the performance of teachers, $F(1, 138)=3.90, P=.001$. It accounts for only 7% of the variance in teachers' performance, $R^2=.077, R^2 \text{ adj.}=0.07$.

The third objective of this study was to find out the influence of monitoring on teachers' performance in the two selected secondary schools. Monitoring is operationalized as tracking, checking, and continuous assessment. The study determined that monitoring has a significant influence on the performance of teachers in these schools, $F(1, 138)=3.90, P=.001$. It can only account for 10% the variance in academic performance, $R^2=0.097, R^2 \text{ adj.}=0.09$. The study investigated the influence of supervision (guidance, counseling, and monitoring) together on teachers' performance. The study determined that guidance had a significant influence on the performance of teachers, $F(1, 137)=3.90, P=.000$. The study determined that counseling has a significant influence on teachers' performance, $F(1, 138)=3.90, P=.001$, and determined that monitoring has a significant influence on performance of teachers, $F(1, 138)=3.90, P=.001$.

Discussion

The study investigated three specific objectives and made three key findings. Firstly, the study found that guidance has a significant predictor of teachers' performance in M. A. Ali & Ga'an Libah Public secondary schools in Hargeisa City, $F(1, 137)=3.90, P=.000$, this finding can support this view.²⁴ Guidance involves personal help given by someone and a process of helping the individual find solutions to his own problems and accept them as his own.¹⁹ In addition to this, it is the process of helping an individual to understand himself and his world.²² Conceptually, guidance involves the utilization of a point of view to help an individual as an educational construct.²²

This finding concurs with another previous finding that has been conducted under the influence of guidance and counseling on students' discipline in public secondary schools, in Kabondo division in Kenya, which found out that the majority of the principals considered guidance and counseling services to be important for teachers' performance in secondary schools.³²

Other studies were carried out on the guidance services that have an influence on the improvement of school instruction, and on the impact of head teachers' support on the implementation of guidance and counseling in secondary schools in Mombasa district, Kenya, that found that all head teachers (100%) recognized the influence of guidance on teachers' performance.³³⁻³⁵

Secondly, the study found that counseling in M. A. Ali & Ga'an Libah secondary schools in Hargeisa City has a significant influence on teachers' performance, $F(1, 137)=3.90, P=.001$, this finding could be understood by the fact that guidance has a significant

association with teacher performance. Counseling is defined as a learning-oriented process, which usually occurs in an interactive relationship with the aim of helping the client learn more about him/her; also, counseling is explained as an enlightened process whereby people help others by encouraging their growth.^{6,36} Counseling is an interaction process co-joining the counselee, who is vulnerable and who needs assistance, and the counselor who was trained and educated to give this assistance.³⁷

This finding compared with other previous findings is conducted with the study on fundamentals of guidance and counseling observed that the school counselor was concerned with facilitating the optimum development of students,³⁶ the study on perception of the teacher counselors' role in the implementation of secondary school. Some of the most important elements of a head teacher for supporting the teachers' performance are guiding, counseling and monitoring.³⁴ Another study was carried out on the concepts of guidance and counseling in Benin City, but in Nigeria revealed that there was no statistically significant difference between students who had undergone counseling treatment and those not.^{13,38}

Finally, the study found that monitoring had a significant predictor of teachers' performance in M. A. Ali & Ga'an Libah secondary schools, $F(1, 137)=3.90, P=.000$, this finding shows that monitoring has a significant influence on teachers' performance. Monitoring is a system of activities with three critical components: it requires the regular collection of information, an evaluation of that information, and most importantly, the evaluation result to be an institutional action.^{36,37} Monitoring is a process that helps program implementers make informed decisions regarding program operations, service delivery, and program influence, using objective evidence. Monitoring is the systematic process of collecting, analyzing, and using information to track a programmer's progress toward reaching its objectives and to guide management decisions.²³

Similarly, it was found that influential schools were largely a result of an influential administration, which implies close monitoring and supervision.³

An influential administration looks after in-school factors, which affect both teacher influence and student achievement. Thus, monitoring and evaluation were said to help teachers perform better thereby affecting student performance positively.

The quality of schooling can improve only if monitoring and behaviors change within the school itself however, devolution can strengthen parental demand for greater quality and by monitoring teacher attendance, budget preparation, and implementation, it was stated that decentralization's impact on school quality depends on capacity, information, ministry of education support, and local tradition and culture, especially as they concern community initiative and participation.^{39,40} Another study was conducted in South Africa, that if the primary task for monitoring is to improve learning opportunities for teachers and if head teachers work most often at the workplace with their teachers, then a major role is that of teacher performance development.^{8,29}

Conclusions

The purpose of this study was to ascertain the influence of supervision on teachers' performance in M. A. Ali and Ga'an Libah Public Secondary Schools in Hargeisa City. As pointed out earlier, the study found that Guidance $F(1, 55) = 3.90, P=.000$, Counseling $F(1, 55) = 3.90, P=.001$, and monitoring $F(1, 55) = 3.90, P=.001$ have significant influence on teachers' performance. In reference

to these findings and the above discussion, the study concludes that supervision has a significant influence on teachers' performance in these two selected public secondary schools in Hargeisa city.

Recommendations

The study mainly focused on the influence of supervision on teachers; performance, guidance, counseling, and monitoring in M. A. Ali and Ga'an Libah Public secondary schools in Hargeisa City. Based on the findings, the researcher has reported general and specific recommendations.

Firstly, the study found that guidance has a significant influence on teachers' performance in these selected Public secondary schools in Hargeisa city. Therefore, this study aimed and recommended that the Ministry of Education and Science, Somaliland must make regular guidance in order to improve teachers' performance in these public secondary schools.^{5,6}

Secondly, the study found that counseling has a significant influence on teachers' performance in these public secondary schools in Hargeisa City. During this study, it was recommended that the Ministry of Education and Science should create counseling groups that make face-to-face, problem-solving situations for teachers and principals of these two selected public secondary schools. This helped improve the performance of teachers.

Thirdly, this study found that monitoring has a significant influence on teachers' performance in the public secondary schools in Hargeisa City. This study recommended that school principals had to make monitoring and evaluation activities frequently on teachers to improve the teaching and learning process because without this information poor teacher performance could continue unchanged.

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Appendix:

Appendix A: document analysis checklist;

Appendix B: research data;

Appendix C: tables of sample size;

Appendix D: questionnaire for teachers in public secondary schools in Mohamud Haibeh and Ga'an Libah districts, Hargeisa, Somaliland.