

**TEACHERS' PERCEPTION ON SCHOOL COUNSELING
IN SELECTED SECONDARY SCHOOLS
IN SOMALILAND**

A Thesis

Presented to the School of
Postgraduate Studies and Research
Kampala International University
Kampala, Uganda



In Partial Fulfillment of the Requirements for the Degree

Master of Guidance and Counseling

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February, 2013

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DECLARATION A

"This dissertation is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

SAED HASSAN HABANE

Name and Signature of Candidate



27/02/2013

Date

DECLARATION B

"I confirm that the work reported in this dissertation was carried out by the candidate under my supervision".

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Name and Signature of Supervisor

27/02/13

Date

DEDICATION

I dedicated this work to almighty Allah for his allowance us to achieve our goals and inquire. I also dedicated to my beloved mother, my wife and to my lovable children.

ACKNOWLEDGEMENT

First of all I wish to thank a lot in a countless way the almighty ALLAH who allowed me in completing this thesis. I also would like to stress my pen to thank my dear mums, Amina Sahal Liban and Shukri Ahmed Kalinle for their sending me prayers and hoping me success. I can no longer forget my wife Hodan Awale Ahmed and my dear children Fatima, Hassan and Nimo. Amoud University and Save the Children International cannot be forgotten because of their financial support and without their financial support nothing could be possible for me to complete my study.

My gratitude is supposed to my supervisor, Dr. Imbuki Kennedy, without his tirelessness efforts nothing may possible for me to finalize this thesis. It cannot be forgotten his professional assistance, exceptional devotion intellectual and guidance rendered to ensure that this work is success. I also would like to thank my lecturers in Kampala International University for their support and encouragements during the classes. Lastly, but not the least I would like to express my deepest gratitude to the whole KIU community since they were friendly people to me during classes and doing presentations with some of the students.

ABSTRACT

A clear understanding of the school counselor's exact responsibilities has been sought for years. However, even with a national, comprehensive model of school guidance counseling, perceptions of school counselor's responsibilities and effectiveness are greatly debated. Thus, the purpose of this study was to determine the perception of secondary teachers on school counseling in selected secondary schools in Somaliland. The general objective of the study was to investigate the correlation between school counseling and teacher's perception in selected secondary schools in Somaliland. The study conducted using a descriptive survey design to provide numeric descriptions of some part of the population. The target population of the study was the teacher population in Somaliland secondary schools. The target population comprised 110 teachers and head teachers that have been working in the schools for a number of years. The study selected 86 respondents from this population to be the sample population of the study by using simple random sampling. The researcher conducted the survey to collect the required data by using questionnaire techniques. The researcher analyzed the data by using frequency distribution tables, percentages and cross-tabulation techniques. When analyzing the data the researcher employed the data analyzes package called SPSS. According to the data analyzes and the presentations shown in figure 4, the level of teacher's perception on school counseling in Somaliland secondary schools is very high. This means they perceive to the school counseling positively. In a conclusion, the results of the study showed that the school counseling profession has positive perceptions from the secondary teachers in Somaliland.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

School counselors help to make learning a positive experience for every student. They are sensitive to individual differences. They know that a classroom environment that is good for one child is not necessarily good for another. Counseling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about the self, and to use such understanding to enable the person to become an effective member of society. Counseling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge (Winsome, 2000).

In another words counseling is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems. It can be seen from these definitions that counseling can have different meanings. Counseling is provided under a variety of labels. For example, there are instances where counseling is offered when a relationship is primarily focused on other, non-counseling concerns. A

student may use a teacher as a person with whom it is safe to share worries. In such a situation, the teacher uses counseling skills, but does not engage in an actual counseling relationship. The teacher counsels but is not a counselor.

Counselors facilitate communication among teachers, parents, administrators, and students to adapt the School's environment in the best interests of each individual student. They help individual students make the most of their School experiences and prepare them for the future (Herr, 2002).

The first School counselors emerged in the late 1800's (Roberts, 2004). An outcome of the American public School's response to the Industrial Revolution, the vocational counselor was often a teacher who inherited the position of counselor along with a list of duties to accomplish in this role with no relief from his regular teaching duties. Additionally, there were no financial gains to be had in the position of vocational counselor as cited in Henderson 2001 School counselors' activities were organized around six major services: orientation, assessment, information, counseling, placement and follow-up. Problems existed with this model from the onset in that it did not lend itself to School counseling in settings other than the secondary setting and it did not specify how School counselors should spend their time (Gysbers, 1990).

These vocational counselors that functioned under the services model were viewed as a mechanism by which Schools could assist in better preparing students for the work world (Gysbers, 2001). A primary role of

School was to prepare students to go to work, and vocational counselors could assist in the sorting of students into the appropriate work paths (Gysbers, 2001). Gysbers and Henderson (1997) outlined the primary 15 duties that were commonplace in the vocational counselor's position of the early 20th century. They include such items as meeting with students in grade six and above who were failing, finding out why they were failing, and attempting to find a remedy; encouraging teachers to make connections between what they were teaching and occupational problems; using the cumulative record card when advising children; consulting records of intelligence; urging students to stay in School; and interviewing and checking cards of all students who were leaving School to ensure understanding of the requirements for obtaining a work card (Gysbers & Henderson, 1997).

Dahir (1995) reported the primary duties of the School counselor during this time period to include promoting character development, teaching socially appropriate behaviors, and assisting with vocational planning. School counseling models contained elements of this approach well into the 1960s.

Gysbers wrote in 1990, the present day emphasis lies in developmental, organized programming that replaces even the more recent view of School counselor as counselor-clinical-services provider. Gysbers reported that the change from position to program as the basic organizer for guidance in the Schools represents a major paradigm shift for School counselors. As early as 1990, Gysbers outlined the five axioms upon which School counseling programs rest. Primarily, he reported, guidance is a

program; second, School counseling programs are developmental and comprehensive; third, School counseling programs focus on individual competencies rather than just on deficiencies; fourth, School counseling programs are built on a team approach; finally, School counseling programs mandate articulation; that is, effective linkages between developmental levels, exist so that program continuity is assured (Gysbers, 1990).

In traditional African societies, counsel was given in various forms, the most common of which were giving advice and sharing wisdom.

The ever growing complexity of society, coupled with social problems like HIV/AIDS and the rapid development of science and technology, place heavy demands on School. The School, as an important social institution, is required to adapt quickly to changing patterns, and help prepare citizens for tomorrow's challenges. Counselor in the educational system should help boys and girls alike, to develop their capacities to the full. These include intellectual, social, physical and moral capacities (Egbochuku, 2008).

In Somaliland and the whole Somali country the program of School counseling is a novel one and the population of the Schools both students and teachers do not obtain any kind of counseling. Though huge problems are overwhelmed to the School environments they do not have enough understanding of what is counseling. According to Somaliland Students Assembly (SOLSA, 2006) Students as the victims of this tragedy do shoulder a lot of responsibility in educating themselves and they contribute a lot to this problem. Most of the students neglected their

learning because some of them regard the School as pastime, coming only to wait for lunchtime. Others come to School to satisfy their parents who would otherwise put pressure on their children. These types of students don't focus on learning and they perform badly in exams.

Statement of the Problem

Basic needs of the human life have been vanished 1990 in Somalia because the amputation of central government from the Somali era. Most of the areas that severely damaged are the public places and the Schools are the forefront of the looted and devastated spots. After 1993, the young children got a chance of being students into the small portion of Schools resumed their work again, but the problem of getting professional counseling personnel is still present. Some of the students are the victims of the civil wars; others are desperate ones while others are from poor families. These don't get any kind of counseling who may help them to overcome their problems. In addition to the social problems of the young students in Schools they don't know what to consider when they are going to decide their future career because of the absence of proper counseling.

Although there are significant attempts to filling some previous gaps and needs, this attempt, however, has faced other enormous problems. These needs were not yet fully satisfied by the government or any other stakeholders as well. What made the problem worse is the lack of teachers whom are aware of the need of School counseling. The teachers and the head teachers of the Schools may solve these problems emerged from the stressed students to physical punishment.

Purpose of the Study

In the past decades, the effects of war in Somalia on the psychosocial wellbeing of children and the responsibility to protect children from the effects of war have become widely recognized in the humanitarian field. For these reasons, School counseling have to assume a wider role based on the process of helping children understand themselves which will lead to the better understanding of the other aspect of their lives. Simply put, counseling helps students who have experienced with certain problems to resume a normal life and to once again become effective members of their communities. Nonetheless, for students to be properly informed, they need the assistance of trained counseling personnel.

Therefore the purpose of the study was to determine the insight of the teachers in schools towards School counseling. It sought to assess the standard of understanding of the teachers for the issue of counseling and the special supports expected from the counselors by the students and teachers as well. It wanted to test out the perception of the secondary School teachers towards the School counselors.

Research Objectives

General

The general objective of this study was to investigate the correlation between School counseling and teacher's perceptions in the secondary Schools in districts in Somaliland.

Specific

The specific objectives of the study were:

1. To assess the demographic characteristics of the respondents as to age, gender, highest educational qualification and number of years in teaching experience.
2. To determine the level of teacher's perceptions on School counseling.
3. To compare the level of teacher's Perception on School counseling between male and female teachers.
4. To establish if there is a significant relationship between the level of teachers' perception and their
 - 4.1 age
 - 4.2 educational qualification
 - 4.3 number of years in teaching experience

Research Questions

1. What are the demographic characteristics of the respondents as to
 - 1.1 age
 - 1.2 gender
 - 1.3 highest educational qualification
 - 1.4 number of years teaching experience
2. What is the level of teacher's perception on School counseling in secondary Schools in districts in Somaliland?
3. What is the level of perceptions on School counseling between male and female teachers?
4. Is there a significant relationship between the level of teacher's perception and their
 - 4.1 age
 - 4.2 educational qualification
 - 4.3 number of years teaching experience

Hypothesis

Null Hypothesis

1. There is no significant relationship between the level of teachers' perception and their
 - 1.1 age
 - 1.2 educational qualification
 - 1.3 number of years teaching experience
2. There is no significant difference between the level of perception on School counseling and teacher's perception between male and female teachers.

Scope

Geographically, this study has taken place in Somaliland especially in Hargeisa which is the capital of the State of Somaliland and Borama which is the second largest and the majority of secondary Schools are there apart from the capital city. The study selected eight secondary Schools out of twenty four accessible Schools and will be drawn as a stratified random sampling technique. The same technique was used to select and sort out of the teachers and head teachers in these Schools.

Content scope

The study emphasized very new concept which is teachers' perception on School counseling in selected secondary Schools in districts in Somaliland. It intended to examine the level of teachers' perception on the School counseling in these Schools. It was also focusing to assess the significant relationship between the level of teacher's perception and their age, educational qualification and number of years teaching experience.

Time scope

The study was conducted on February 2012 which is the most convenient time for the researcher. The Schools resume their works again during this month so the researcher assumed that all the respondents are present with the field.

Significance of the Study

This study is significant to the extent that it will explore the critical School counseling needs in the country's secondary Schools with the ultimate attention to create awareness on these problems of local and international levels. Thus the findings of the study shall be used by government authorities, to secondary Schools first and to higher education system in all, to researchers and the personnel in the population of Somaliland who are willing to give support to the children growing in the paradox environments. The study will also be very important document that can help the implementation of counseling services among Somali societies to the researcher of the study which is the only counselor in the Somali region at the moment.

Operational Definitions of the Key Terms

Counseling is a process by means of which the helper expresses care and concern towards the person(s) with a problem, and facilitates that person's personal growth and brings about change through self-knowledge.

Head Teachers are the officials that administer and run the School activities continually and regulate School environment issues as a whole.

Perception is the process of selecting, organizing, and interpreting information in order to make sense out of it.

Private Schools are the ones owned by the members of the society and direct continually with the educational activities that are running in the Schools.

Public Schools are the Schools owned and managed by the government and pay the salaries to the teachers and all the other staff members in the school work setting.

School counseling is the process of implementation the counseling services in School areas.

Teacher is person whose primary job responsibility is to deliver curriculum in a classroom setting.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Millions of people throughout the world suffer from the psychological aftermath of war. Although buildings may be replaced and infrastructure rebuilt, to rebuild the hearts and minds of the affected individuals requires a different kind of skilled intervention. After a traumatic experience, people need help to overcome their isolation to mitigate the psychological consequences of the trauma and to again find meaning and purpose in their lives (The Center for Mind Body Medicine, 2006). In children, war related trauma may be of diverse origin cumulating over time thus endangering the social, moral, and healthy personality development of the child in many ways (House & Martin, 1998).

According to Ressler (1992), early research on war related trauma in children showed that over 90% of children who lived in high risk zones were exposed to severe traumatic life events. As a consequence, around 56% of the children who lived in frontline cities during the war in Croatia were in urgent need for professional help (Barath, 1996).

Some of the children in Somaliland were witnessed atrocities, saw dead bodies of friends and strangers and lost family members. To say these experiences were traumatizing is an understatement. For many of students, the traumas were absorbed, creating the need for restoration in its various cultural, therapeutic and clinical forms. There is also a

noticeable attitudinal shift among many teachers in terms of empathy and compassion toward students, and understanding their own needs.

In countries affected by war many children suffered or witnessed horrifying acts of violence and aggression which resulted into various symptoms of posttraumatic stress manifested into increased irritability, difficulty concentrating, insomnia, intrusive thoughts, images, nightmares and flashbacks, as well as persistent avoidance of things reminiscent of the trauma. According to Hatch and Chen-Hayes (2008), failures in proper adjustment to these facets affect children and expose them to environmental as well as personal problems associated with suicide, depression, anxiety, alcohol, drug abuse and other chronic health problems such as hypertension and pain syndromes. In the past decades, the effects of war on the psychosocial wellbeing of children and the responsibility to protect children from the effects of war have become widely recognized in the humanitarian field (Hardesty and Dillard, 1994).

The UN report on the promotion and protection of the rights of children made an important contribution to this recognition by pointing out the psychosocial and social needs of children and the urgency to integrate these into all aspects of relief work within a framework of culturally appropriate concepts and traditions (Machel, 1996).

Counseling therefore, has assumed a wider role based on the process of helping children understand themselves which will lead to the better understanding of the other aspect of their lives (Egbochuku, 2008).

Gysbers wrote in 1990 "The present day emphasis lies in developmental, organized programming that replaces even the more recent view of

School counselor as counselor-clinical-services provider. Gysbers reports that the change from position to program as the basic organizer for guidance in the Schools represents a major paradigm shift for School counselors. As early as 1990, Gysbers outlined the five axioms upon which School counseling programs rest. Primarily, he reported, guidance is a program; second, School counseling programs are developmental and comprehensive; third, School counseling programs focus on individual competencies rather than just on deficiencies; fourth, School counseling programs are built on a team approach; finally, School counseling programs mandate articulation; that is, effective linkages between developmental levels, exist so that program continuity is assured (Gysbers, 1990).

According to the literature, that there is need to which these services are required to formalize actions taken by the School to make counseling operational and available to students. These formalized actions typically consist of a set of processes, techniques and functions that serve to carry out the counseling needs of students of a particular educational level. Simply put, counseling helps students who have experienced trauma to resume a normal life and to once again become effective members of their communities. Nonetheless, for students to be properly informed, they need the assistance of trained guidance and counseling personnel.

The problems may stem from home, non war related causes, congenital causes and/or other disorders. Hence, the training of counselors who will serve post conflict areas, such as Northern Somalia (Somaliland), should be trained to distinguish war related from non war –related issues.

Finally, counseling in Schools brings in a broad array of values, information, skills and competencies that are needed by both war affected and non war affected children and youth. In Somaliland, the war created additional obstacles to proper child development, and the care and supervision that come from traditional family and community support structures. In this sense, School counselors are needed now to address the war related as well as non war related issues children and youth in secondary School face. Over time, as war related trauma begins to dissipate, the needs for School counseling in Somaliland, and throughout Somalia, will continue to address the developmental needs of children and youth, to foster community mindedness, enhance learning and address the world of work and career counseling needs of secondary School students.

The National Model for School Counseling

The American School Counselor Association's (ASCA) (2003) National Model promotes ASCA's primary goal of School counseling programs and highlights the emphasis on developmentally appropriate curriculum implementation (Burnham & Dahir, 2001). ASCA's National Model focuses on the enhancement and development of student achievement by focusing on three "widely accepted and interrelated areas" (Dahir, 2001): academic development, career development and personal-social development (Dahir, 2001). According to Baker (2000), the national standards should be designed to: (1) shift the focus from counselors to counseling programs; (2) create a framework for a national School

counseling model; (3) establish School counseling as an integral part of the academic mission of Schools; (4) promote equal access to School counseling services for all students; (5) emphasize the key components of developmental School counseling; (6) identify the knowledge and skills that all students should have access to as a part of a comprehensive School counseling program; and (7) provide for the systematic delivery of a School counseling program. The role of the School counselor as a member of the academic team within Schools and the School counselor's role in the academic achievement of all students are highlighted in the development of the ASCA's National Model (Baker, 2000; Campbell & Dahir, 1997).

ASCA's (2003) National Model emphasizes the School counselor's role in assisting all students to achieve academically, a systematic and developmentally appropriate set of interventions that can influence families, Schools and communities, and the use of data and research to guide the development of programs and practices and to evaluate the effectiveness of such programs (ASCA, 2003; Center For School Counseling Outcome Research, 2000). Baker (2000) predicts the 21st century School counselor will be more effective when he is working to provide proactive programs that "meet and enhance developmental needs, as well as react to demands for interventions when required".

ASCA's National Model is based on an operational structure that outlines four major systems on three levels. They include the foundation, the management system, the delivery system, and accountability (ASCA, 2003). The levels, outline the influence that the foundation places upon

both the management system and the delivery system and then how the management system and the delivery system drive the need for accountability. Finally, accountability provides for changes and restructuring of the program at its foundation (ASCA, 2003).

Encompassing ASCA's National Model are the four themes of leadership, advocacy, collaboration and systemic change. According to the National Model's description of those themes, "School counselors play a significant part in improving student academic achievement and are uniquely positioned to be student and systems advocates" (ASCA, 2003). Each of these four themes outlines part of that role that School counselors play. For example, leadership highlights the role that School counselors play in bringing about systemic change to School. Through leadership efforts, School counselors work in collaboration with other professionals in Schools to implement reform. Additionally, as a part of the leadership theme, School counselors help students gain access to a rigorous curriculum that will enhance their future opportunities. Finally, in a leadership role, School counselors work to close achievement gaps between students of color, poor students or underachieving students when they exist (ASCA, 2003).

Under the theme of advocacy, School counselors work to meet the educational needs of all students. As student advocates, School counselors work to remove any and all barriers that impede student success. Through the use of data, School counselors can recognize certain areas of the academic system that prevent students from achieving at a high level and therefore limit student options for post-secondary education and training (ASCA, 2003).

When the terms collaboration and teaming are mentioned in the National Model, the ASCA is referring to the School counselor's work with all stakeholders who have an interest in the success of students. This theme focuses on the School counselors work with professionals both inside and outside of the School to develop and implement responsive educational programs aimed at meeting student goals. School counselors recognize the contributions that teachers, parents, and community members make in the education of students and work to bring strong contributions from each party into the formal educational landscape (ASCA, 2003).

The final theme of systemic change highlights the role School counselors play in using information uniquely available to them to examine and change current policy and practice. Whether it be course-taking patterns, student placements, or student success and failure rates, School counselors are poised to be key change agents within the School (ASCA, 2003).

In 2003, Dahir and Stone began work on a survey that would examine the work of the School counselor in accordance with the concepts inherent in the ASCA's National Model. That survey, The School Counselor Professional Development Survey, has, since its development, been used in School counseling studies in states such as Florida, and others in School districts inside New York City (Bensalah, 2002). More importantly, recent adaptations of the survey have been used in statewide studies of School counseling in Alabama and Tennessee. In his study, Bensalah (2006) found that School counselors in Alabama continue to be plagued by the role conflict and ambiguity that has compromised the profession of School

counseling throughout history. For example, in Alabama, School counselors in high Schools reported levels of activities such as student scheduling and master schedule development at a much higher rate than did their elementary and middle School counterparts. Additionally, all grade levels reported responsibilities associated with coordination of statewide assessments and registration of new students; all recognized as non-counseling duties.

Counselor Roles

According to House and Hayes (2002), School counselors can “promote student achievement if they provide a well-articulated developmental counseling program with attention to equity, access, and support services”. Within this scope, School counselors engage in appropriate counseling duties that involve not only counseling, but also involve collaboration, School leadership and student advocacy (House & Hayes, 2002).

A key component to comprehensive School counseling programs as promoted by the ASCA’s National Model is a clear outline of specific activities appropriate and essential to the implementation of a comprehensive School counseling program. The process of delivering a comprehensive School counseling program includes individual and small group counseling, large and small group guidance, consultation, case management, and coordination of services (Dahir, 2001; Sink, 2005a.). All of these relevant and necessary activities are conducted under specific areas defined as individual planning, guidance curriculum, responsive

services, or system support (Dahir, 2001; Gysbers & Henderson, 1994; Sink, 2005).

Gysbers (1990) writes that appropriate duties associated with comprehensive School counseling programs include classroom guidance activities and structured group experiences for all students. Additionally, a comprehensive program "de-emphasizes administrative and clerical tasks" (Gysbers, 1990,). The very nature of comprehensive programs also limits one-to-one counseling only (Jackson, 2000) as a primary intervention for students suffering emotional and personal stress.

In addition to specific areas under which School counselors perform specific duties, ASCA (2003) has further outlined a set of activities that are most effectively performed by the School counselor who possesses the necessary academic training required. These activities include individual student academic planning; interpreting (not administering) cognitive, aptitude, and achievement tests; counseling students who are tardy or absent; counseling students who have disciplinary problems; and collaborating with teachers to present guidance curriculum lessons (ASCA, 2003; Campbell & Dahir, 1997). According to Dahir (2001), "School counselors plan and coordinate the objectives, strategies, and activities of a comprehensive School counseling program to meet the academic, career, and personal-social needs of all students".

Teacher's Perceptions on School Counseling

There has been very little written about the perceptions of teachers towards influences of the counseling programs in their Schools. Yet, teachers are the professionals who are with students for the majority of a School day and those who work with counselors to remove barriers blocking student abilities to feel academic success. Teacher knowledge, expectations, and perceptions can have great impact on students, parents, and administrators, and therefore on counseling programs (Clark & Amatea, 2004). In a study conducted by Clark and Amatea (2004), teachers reported needing help from School counselors in getting their job done. The theme of communication and collaboration emerged from this study. Teachers emphasized the importance of counselor-teacher communication, as well as collaboration and teamwork.

Interestingly, teachers also expressed their valuing of counselors providing direct services to students through both small group and classroom counseling lessons. Individual counseling was mentioned as well as an effective method for working with students, despite the recognition that this took much of a counselor's time. Additionally, teachers expressed a desire for counselor visibility and School-wide involvement. They identified counselors as an integral part of building a positive School community. Lastly, teachers talked about the special needs of students in their Schools. They mentioned that the role of a School counselor was not only being knowledgeable about their students' special needs, but also being able to point them towards resources needed when working with these students (Clark & Amatea, 2004). Two further findings

that emerged from this study were unique, but positive for School counselors.

Another study, conducted by Beesley (2004), surveyed classroom teachers about their perceptions of the effectiveness of School counseling services within their School settings. Overall, it was found that teachers were satisfied with their School counseling services and reported strengths in several areas. These areas included classroom counseling, individual and group counseling, consultation, and coordination of special School services. Through an analysis of the data collected, suggestions for improvement in services were also found. The top four areas for recommended improvement were career counseling, academic planning college preparation, community referrals, and public relations (Beesley, 2004).

Using teacher's data is a powerful way to help in the development of School counseling plan, as well as in building a support system for the program. Teachers in both studies expressed a need for counselor support. As teachers are often the first ones exposed to student concerns, it is only in students' best interests that the counselors and teachers build collaborative, working relationships in order to get students the help they may need. The reviewed data supported the perceived importance of the role of School counselors, but it also emphasized the needs of increased role School, as well as further documented research. Both the past and this present information will help guide the School counseling profession into its next steps and visions.

Teachers Perceptions of School Counselor Roles

It is not only important for administrators to have an understanding of the School counselor's roles, it is necessary for teachers to understand them as well. Davis and Garrett (1998) stated that many teachers view the School counselor as someone who sits in his or her office all day drinking coffee, interrupts their class with a note to see a student with little or no explanation, or is another administrator. Consequently, teachers are hesitant to send their students to the counselor for fear of losing valuable instruction time. As Davis and Garrett (1998) explained, their reluctance is a legitimate concern for teacher accountability is measured by grades and test scores. However, School counselors rely on teachers for student referrals. Hence, the relationship between the School counselor and teacher is one of importance.

Davis and Garrett (1998) outlined four effective strategies for bridging the gap between counselors and teachers. These methods help the counselor develop rapport with staff while improving their professional status as competent counselors. The researchers stated that it is beneficial for counselors to take the time to meet each staff member face-to-face. Too often, School counselors are simply introduced to the staff during a staff meeting without time spent on role definition. In order to do this, the School counselor can visit teachers during their planning periods. This is valuable time for teachers, so the visit should be brief and concise.

When the School counselor receives a referral from a teacher, it is helpful for the counselor to talk with the teacher to gain a comprehensive profile

of the student. Teachers can add valuable insight and often achieve a sense of empowerment when they know that they have the School counselor on their side, working with them to help the student (Davis & Garrett, 1998). Talking with the teacher can also aid the counselor in determining whether the concern is home-based, School-based, or both. Furthermore, the researchers reported that it is useful for the School counselor to sit in on a class to observe classroom dynamics and student behavior. They have found that teachers respond well to having the School counselor observe class, for it demonstrates the counselor's commitment to working with the teacher to meet student needs.

Davis and Garrett (1998) emphasized the importance of enlisting teachers as co-facilitators. Students sometimes feel more comfortable talking with their teachers regarding concerns rather than the School counselor. Therefore, the School counselor can capitalize upon this relationship by asking the teacher to help facilitate the relationship between the counselor and student. The researchers found that most teachers do want to help, and asking the teacher to attend the counselor's initial session can help the student transition from one trusting relationship to another. Additionally, this provides the teacher with an upfront view of what School counselors do.

Idol and Baran (1992) stressed the importance of identifying areas that might cause conflict between professionals within the School setting as well as clearly articulating mutually understood roles and responsibilities. Idol and Baran (1992) stated that conflict may occur when both School

counselors and special Schoolteachers are expected to provide consultation services. Both professionals consult with classroom teachers and parents. As a result, the researchers emphasized the use of collaborative consultation, which is an interactive process that enables teams of people with diverse expertise to work together to develop a solution to an identified problem. Collaborative consultation is used in many School systems today. School counselors along with special Schoolteachers, classroom teachers, parents, and administrators, meet to discuss and develop plans of action to best assist students who are not performing well in School.

Idol and Baran (1992), identified a few common dilemmas that may occur between School counselors and teachers. Parr (1991) stated that teachers sometimes displace negative feelings towards counselors because they view the counselor as a safer scapegoat to displace their frustration as compared to a principal. Additionally, some teachers envy counselors because they work with individuals and small groups, whereas teachers must manage a large classroom.

Teachers sometimes expect counselors to work magic. In other words, teachers want the counselor to fix a student. In this situation, School counselors need to help teachers understand that problems are often multifaceted and complex. Therefore, solutions take time (Parr, 1991). Despite the tensions that may occur between School counselors and teachers, School counselors and teachers develop strong and supportive relationships. Teachers often look to counselors to make their work with

students and parents more effective. The School counselor is a consultant, collaborator, and colleague, as well as an ally who understands the demands of the classroom. They serve as a source of information when making decisions (Pelsma, 2000).

School counselors focus on the relations and interactions between students and their school environment with the expressed purpose of reducing the effect of environmental and institutional barriers that impede student academic success. The profession fosters conditions that ensure educational equity, access, and academic success for all students to accomplish this function, the trained school counselor must be an assertive advocate creating opportunities for all students to nurture dreams of high aspirations. The counselor assists students in their academic, social, emotional and personal development and helps them define the best pathways to successfully achieve their dreams. The school counselor serves as a leader as well as an effective team member working with teachers, administrators and other school personnel to make sure that each student succeeds. The school counselor as consultant empowers families to act on behalf of their children by helping parents/guardians identify student needs and shared interests, as well as access available resources (Hatch & Dillard, 1994).

Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement, career and personal/social development ensuring that today's students become the productive, well-adjusted, and successful adults of tomorrow. The changing needs of students, families and schools require professional

school counselors who are skilled in current counseling techniques focusing on students' academic, career and personal/social needs. School counselors must also possess skills in the development, implementation and evaluation of professional school counseling programs, as well as an ability to work in collaboration and consultation with others in the school and community (House & Martin, 1998).

Furthermore, teachers are vital in integrating affective, humanistic education into the curriculum. They are the first-line helpers in the counseling program (Herring & White, 1995). As stated above in this section, teachers provide counselors with student referrals and comprehensive profiles. Clearly, School counseling programs are unsuccessful without the support and acceptance of teachers (Herring & White, 1995).

Ribak-Rosenthal (1994) emphasized the importance of clarifying the School counselor's role when working with teachers. Counselors can communicate what they do through monthly newsletters, distributing the American School Counselor Association role statement, and making presentations at staff meetings. Ribak-Rosenthal (1994) also stated that it may be beneficial for the counselor to post their schedule and develop a counseling services handbook. Counselors can enhance their relationship with teachers by leading teacher support groups and helping teachers to better their communication skills.

As Rice and Smith (1993) stated, many teachers have had little or no training in communication. Teachers need to communicate effectively to

their students in order to enhance student learning. In addition, School counselors need to demonstrate how helping students with developmental concerns can not only enhance academic performance, it can improve classroom environment as well. Therefore, counselors should assist teachers with curriculum development and with creating and presenting counseling lessons in the classroom. By implementing these strategies to enhance counselor-teacher relationships, counselors will "gain support for appropriate role functions within the School" (Ribak-Rosenthal, 1994).

Theoretical Perspective

The theory developed by Cuskey M. (1996) of teacher perception on counseling services says that, counselors have a clear perception of their function, but those perceptions may be very different than that of teachers, as well as administrators, students and parents. For truly effective comprehensive developmental guidance to take place, cohesion and cooperation amongst everyone in a school system must exist. Counselors depend on teachers for support and interaction. When teachers have varying expectations of the function of counselors, and expectations are unclear, the teacher-counselor relationship is sure to suffer. The result is a guidance program that is rendered ineffective.

Real teamwork among school staff cannot take place when members don't understand the roles each play. Therefore, it is paramount that roles and expectations are clearly defined for each group. The theory is especially true of teachers, as they spend most of the time with students and support to the school counseling activities in the school environment.

Adding to the confusion is the perception that school counselors place students in classes based on their personal biases. Some teachers feel that counselors reserve classroom space or counseling time for students they favor. In fact, professional school counselors examine their own biases and stereotypes and understand that they are ethically bound to avoid preferential student treatment. Ultimately, school counseling services are important duties that students are to be held responsible for all their decisions.

Related Studies

The study conducted by Olson and Allen (1993), which examined principals' perceptions of School counselors with and without teaching experience, and examined teachers' perceptions of School counselors with and without teaching experience. It has been assumed that School counselors who have prior teaching experience will be more effective. However, as Olson and Allen (1993) demonstrated, this is not always the case. A total of 152 teachers representing all levels from seven different states participated in the study. The participants' perceptions were assessed using the Teachers' Perceptions of School Counselors Questionnaire (TPSCQ). The results of the study revealed that teachers perceived type of prior work experience to be a significant factor in a School counselor's effectiveness. The participants rated counselors with prior teaching experience to be the most effective carrying out counseling functions as compared to a counselor with prior community health experience. Quarto (1999) speculated that teachers perceive counselor functions as impacting them as well as students. Therefore, a former

teacher would know how to help a student in a way that would also help the teacher.

In addition, counselors with prior teaching experience are more likely to have an understanding of the factors that contribute to academic problems. However, one may question why principals do not perceive a difference in School counselor effectiveness, based on prior or no prior teaching experience, compared to teachers who do perceive a difference. Quarto (1999) stated that teachers may be in a better position to evaluate counselors due to their day-to-day, intimate contact with counselors, which provides them with firsthand knowledge of the School counselor's role. Principals are not as likely to have the same daily contact.

On the other hand, it could be argued that teachers have not received training in evaluating School personnel, which administrators have received. Thus, administrators are better able to take on a broader perspective of the role of the School counselor, whereas teachers' perceptions are likely to be biased towards counselors with teaching experience. Overall, the relationships between School counselors and teachers are just as important as the relationships between School counselors and administrators. Ginter and Scalise (1990) suggested that teachers perceive School counselors as both helpers and consultants. Nevertheless, role confusion still exists (Ribak-Rosenthal, 1994). Effective strategies for bridging the gap between School counselors and teachers have been emphasized along with areas of conflict and tension that may arise. Understanding these factors will assist in developing collaborative



relationships between School counselors and teachers, ultimately helping School counselors and teachers gain a better understanding of each other's roles.

Somaliland as part of Somalia the civil wars which were going on for the last 20th years in the region affected it seriously. The students in the schools have been experienced a lot of difficulties and problems, such as wars, rapes, and abuses. These students who been living in that moods and perplex situations are now in the schools waiting psychological and emotional support. The students attend now normal classes and learn different subjects, but they are still lacking professional school counselors who can help them academically, socially and personal concerns.

The intention of the study was to shed light the teacher's perception on school counseling. The researchers sought to clear picture about the teacher's perception on school counseling. Though the counseling services are not practiced at the moment in Somaliland secondary schools, the researcher was interesting to know first how the teachers see the counseling services. Knowing the teacher's perception on school counseling will facilitate the researcher which is the pioneer of the counseling services to begin the services in the learning institutions.

CHAPTER THREE

METHODOLOGY

Research Design

The study conducted using a descriptive survey design from a cohort of respondents from selected secondary Schools to determine the teacher's perception towards the School counseling. A survey plan presents oriented methodology used to investigate population by selecting samples to analyze and discover perceptions. According to Oso and Onen, (2008), survey provides numeric descriptions of some part of the population.

Research Population

The target population of the study was chosen from the secondary teachers and the head teachers in selected secondary Schools in Somaliland especially the two cities where the largest number of secondary Schools exist (Borama and Hargaisa).

There are about 14 secondary Schools in the couple of towns which comprise both private and public Schools. The intension of the study was to drawn its real respondents from 110 teachers and head teachers that work permanently in these Schools. The target population has selected as the length time of being teacher/head teacher minimum of one year of experience in the field.

Sample Size

The information and data pertaining to the objectives of the survey collected from teachers and head teachers in the eight selected secondary Schools. The sample size of each School was proportional to the number of teachers/head teachers in that particular School. Ultimately, the sample comprised a total of 86 participants of which a total of 78 will be teachers and 8 head teachers from eight Schools that was actually the respondents to the questionnaire on School counseling.

Table 1
Respondents of the study

Category	Population	Sample Size
Teachers	98	78
Head Teachers	12	8
Total	110	86

Sampling Procedures

For the population of secondary Schools in Somaliland, purposive sampling and simple random sampling techniques were used to select eight out of 14 Schools. To get the sample size of this study was used simple random sampling technique to select the samples in the population. The researcher also employed the Slovan's formula shown here:

$$n = \frac{N}{1 + Ne^2}$$

Research Instrument

After selecting the sample, the next stage involved gathering information directly from teachers and head teachers. The instrument of data collection which the study intended to get the required information was questionnaire. The respondents will be handed over printed questions on papers and are requested that they will put their responses on the spaces provided. The study will set same questionnaires for the two categories of respondents (teachers and head teachers). Because the study assumes that teachers and the head teachers have same capability so, they can provide the desired information by using the same instruments.

Validity and Reliability of the Instrument

In case of validity, the questionnaire was subjected to content validity by taking into consideration the objectives of the study in the process of developing the instruments. The items of the questionnaire were assessed by experts to judge whether they are measuring what was intended to measure or not. For further validation of the instrument a pilot study where conducted using the Schools that will not include in the study sample and modified to improve the validity.

As for reliability, according to (Amain, 2005) the questionnaires was subject to test – retest reliability and the researcher was comparing the outcomes of the two tests and he has worked out the small errors that evolved.

Data Gathering Procedures

This study intended to gather its information on some time in February, 2012. The preliminary data was collected from teachers and head teachers of the selected secondary Schools mentioned above.

Analysis

The researcher analyzed the data by using frequency distribution tables, percentages and cross – tabulation techniques. Quantitative data collected using questionnaires were coded and entered and analyzed using a computer Statistical Package for Social Scientists (SPSS) programme. In presenting the study's findings, frequency tables with varying percentages were used. As for the results of interviews qualitative techniques were used to present the findings. This involved a critical assessment of each response and examined it using thematic interpretation in accordance with the main objectives of the study and then presented in narrative excerpts within the report.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

Mean Range	Response Mode	Interpretation
1 – 1.8	Have no idea	No idea
1.81 – 2.6	Strongly Disagree	Very low
2.61 – 3.4	Disagree	Low
3.41 – 4.20	Agree	High
4.21 – 5.00	Strongly Agree	Very high

Limitations of the study

Although the study strived to minimize its limitations, some confines have arisen. The major threats which the researcher was facing were:

1. *Extraneous variables* which are beyond the researcher's control and his/her ability.
2. *Instrumentation*: The research instruments on School counseling and teacher's perception are not standardized. Therefore a validity and reliability test will be done to produce a credible measurement of the research variables.
3. *Testing*: The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants will be oriented and briefed on the procedures to be done in data collection.
4. *Attrition/Mortality*: Not all questionnaires maybe returned completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher will reserve more respondents by exceeding the minimum sample size.

CHAPTER FOUR

Analysis

This chapter provides a detailed description of the results got from the primary data. Findings are presented in table forms. A discussion of the findings is made the implication of the statistics to the study.

Sample characteristics of the respondents

The researcher presents here by the sample of characteristics of the respondents, tabulations of the gender, age, level of education, and years of working experience in teaching.

Table 2: Demographic characteristics of the respondents

Characteristics		Frequencies	Percentages
Gender	Male	78	90.7
	Female	8	9.3
	Total	86	100.0
Age	15 – 20	0	0
	21 – 25	30	34.9
	26 – 30	46	53.5
	31 – 35	6	7.0
	36 – above	4	4.7
	Total	86	100.0
Level	Certificate	0	0
	Diploma	31	36.0
	Bachelor	55	64.0
	Master	0	0
	PhD	0	0
	Total	86	100.0
Experience	Less than a year	9	10.5
	1 – 2 yrs	13	15.1
	2 – 3 yrs	0	0
	3 – 4 yrs	34	39.5
	4 – 5 yrs	20	23.3
	6 yrs and above	10	11.6
	Total	86	100.0

The above table expresses the demographic characteristics of respondents. It carries four different characters for the respondents which are gender, age, level of education and years of work experience. Only 9.3% of the respondents were female while 90.7% were male. Since the target population for the study was secondary teachers, this is obvious in Somali areas, because, female teachers are very view. The most abundant secondary teacher populations are men.

In other area, the table shows the age of the respondents. The bulk of the age of secondary teachers is 26 – 30 years old which is like 53.5% of the whole respondents. It can be depicted from this number that the secondary teachers are young generations which are the new graduates from the Universities in the region.

The table also expresses the teacher's level of experience and classifies five different levels which are certificate, diploma, bachelor degree, master degree or PhD. The respondents told that 64% of them have bachelor degree. So, this quite good number which can contribute a lot to the secondary schools they are in.

Finally, the table expresses the years of experience that these teachers have been working in the field of teaching. As the table shows most of the secondary teachers are novice teachers. A big number which is 39.5% from these teachers have been working 3 – 4 years.

Table 3: Level of Teacher's Perception

n=86

Indicators	Mean	Interpretation	Rank
Teacher knowledge, expectations, and perceptions have a great impact on students.	4.49	Very High	1
Teachers are better able to present the role of the counseling to both students and parents.	4.14	High	2
Teachers report to School counselors when helping clients to overcome the problems.	4.08	High	3
Teachers view School counselors as fulfilling the dual role of a helper and a consultant.	3.81	High	4
Teachers express a desire for counselor visibility and School-wide involvement.	3.70	High	5
Teachers add valuable insight and often achieve a sense of empowerment when they know that they have the School counselor on their side, working with them to help the student.	3.49	High	6
Teachers believe that counselors only see students who have discipline problems	3.48	High	7

Teachers are hesitant to send their students to the counselor for fear of losing valuable instruction time.	3.34	Low	8
Average Mean	3.82	High	

Source: Primary data, 2012

The table above is measuring the level of teacher's perception on school counseling. In general according to the means of the responds, the level of teacher's perception in Somaliland secondary schools is very high. Respondents of the study were asked, teacher knowledge, expectations, and perceptions have a great impact on students. The mean of this statement is 4.49 which we interpreted very high and positioned the first rank.

In the next item of this questionnaire, respondents are asked to rank, teachers report to School counselors when helping clients to overcome the problems. The mean of this item also revealed that Somaliland secondary teachers have positive perception for the case of reporting to the school counselor when counseling to the students. The mean is 4.08 which are also interpreted as high and rank in the third position of the items answered by the teachers.

Table 3 carries a mean of 3.70 which came from the reply of the respondents when asked; teachers express a desire for counselor visibility and School-wide involvement. This mean is also high and rank in the fifth position of Somaliland secondary school's responds. Teachers expressed that they have an acceptance and need to the school counseling services to be implemented in their institution widely.

According to table 3, the perception of Somaliland secondary teachers is very high and they expressed their acceptance to the school counseling service. All the means in this table, there is only one mean that is lower than 3.4 which is 3.34 and were interpreted as low and rank in the eight position which the is least for all. But according to the nature of the question asked to the respondents, it cannot be taken as low. Respondents are asked to rank, teachers are hesitant to send their students to the counselor for fear of losing valuable instruction time. The meaning of this statement expresses a negative behavior of not sending their students to the school counselor to counsel them and the respondents rejected that kind of treatment.

Table 4: Comparing the level of teacher's perception between male and female teachers.

Gender of respondents		N	Mean	Std. Deviation	T	Sig. or p-value
Teacher's Perception	1.00 Male	78	3.7821	0.56387	-1.750	0.184
	2.00 Female	8	4.1406	0.39775	-2.322	

This table compares the level of teacher's perception between male and female teachers. As the table shows the p-value is 0.184 which is greater than 0.05 which signifies that gender has no effect on teacher's perception. The null hypothesis is accepted and we conclude that the mean scores in teacher's perception between male and female teachers do not differ significantly.

The acceptance of the null hypothesis declared that gender of teacher has no effect on the teacher's perception on school counseling in Somaliland secondary schools. Male and female teachers perceive school counseling in a same way not differently.

Table 5: Relationship between level of teacher's perception and their age, qualification, teaching experience.

Teacher's perception			N	Mean	Std. Deviation	F	Sig.
Age	2.00	20-25	30	3.9500	0.55959	4.609	0.005
	3.00	25-30	46	3.8397	0.50940		
	4.00	30-35	6	3.5000	0.35355		
	5.00	35-above	4	3.0000	0.66144		
	Total		86	3.8154	0.55860		
Educational qualification	2.00	diploma	31	3.9113	0.58022	1.436	0.234
	3.00	bachelor	55	3.7614	0.54394		
	total		86	3.8154	0.55860		
Teaching Experience	1.00	less yr	9	4.3889	0.24562	4.446	0.003
	2.00	1-2 yrs	13	3.9423	0.49375		
	3.00	2-3 yrs	34	3.7684	0.49537		
	4.00	3-4 yrs	20	3.7438	0.60355		
	5.00	5-above	10	3.4375	0.60739		
Total			86	3.8154	0.55860		

This table aimed to establish if there is significant relationship between level of teacher's perception and their age, educational qualification and number of years in teaching experience. The most upper raw measures the relationship between teacher's perception and their ages. As the table revealed sig.value is 0.005 which is very smaller than 0.05 or 5% of

margin of error. This means the null hypothesis is rejected and the alternative hypothesis is accepted.

The second row of the table is connecting the teacher's perception with the educational qualification of the teachers. As the study revealed all of the respondents of the study were having diploma or bachelor degree. Thus, the analysis provided that sig.value is 0.234 which is much higher or greater than 0.005 of level of significance. Therefore, the null hypothesis is accepted and rejected the alternative one.

The last row of the table is establishing the relationship between teacher's perception and their number of years in teaching experience. According to table 6, significant value is 0.003 which is much lower than the 0.05 level of significance. Hence, the null hypothesis is rejected and accepted the alternative one. This is to say that there is significant relationship between teacher's perception and number of years in teaching experience.

CHAPTER FIVE

Findings, Conclusions, and Recommendations

Introduction

This chapter covers findings, conclusions and recommendations of the study. Since previous section has presented primary data got from the field, this chapter highlights the summary of findings, conclusions and recommendations of the study.

Findings

After having seen all research questions, the researcher established that there is a great need in secondary schools towards school counseling services. This is because in secondary schools, students make remarkable development and face numerous challenges. High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them.

Secondary school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community.

Research question two

What is the level of teacher's perception on School counseling in secondary Schools?

According to the data analysis and the presentations shown in chapter 4, the secondary teachers which were the respondents of the study shown that the level of the teacher's perception on school counseling is very high. This means they perceive to the school counseling positively. For example, question 1 section B, respondents are asked to rank their perception about school counseling. Teacher knowledge, expectations, and perceptions have a great impact on students.

According to the analysis shown in table 3, the respondents are completely uttered the importance of the school counseling. Though, the counseling services are not practiced at the moment among the Somali society, this statement got the highest mean of all the items which is 4.49 and interpreted as very high. In addition to that, when assessed the teacher's perception on school counseling, the responds proved that the level of teacher's perception on school counseling in Somaliland secondary schools is very high.

Research question three

What is the level of perceptions on School counseling between male and female teachers? Table 4 carries the ordeal for the level of perception on school counseling between male and female teachers. As the analyses revealed 91% of the respondents were male while the remaining 9% were female teachers. But in terms of the mean averages both sexes have strong wiliness to the school counseling. Thus, gender has no effect on the teacher's perception on school counseling in Somaliland secondary schools.

This question tested whether the difference in gender has an effect on teacher's perception on school counseling in terms of male and female respondents. There is no any difference between the male and female teacher's perceptions on school counseling. Both male and female teachers have positive perceptions on school counseling. The only noticeable thing in the study was the number of male and female secondary teachers in Somaliland is not equally proportional to each other. Majority of secondary teachers in Somaliland are male teachers.

Conclusion

The researcher found that the teacher's perceptions on school counseling are quite positive. This means that the respondents expressed their willingness to the school counseling services. Although the school counseling is not practices in the Somaliland secondary school at the present time, the study discovered that the teachers have warm welcoming to the upcoming school counselors.

The study was trying to observe the teacher's perception on school counseling in different areas. The study focused first to assess the demographic characteristics of the respondents in terms of age, gander, level of education, and years of experience. The study also wanted to determine the level of teacher's perception on school counseling. The study compared the teacher's perception on school counseling in terms of age, gender, level of education, and years of working experience.

The purpose of the study was to determine the insight of the teachers in schools towards School counseling, to assess the standard of understanding of the teachers for the issue of counseling and the special supports expected from the counselors by the students and teachers as well. It wanted to test out the perception of the secondary School teachers towards the School counselors.

The study revealed that most of the secondary teachers are youngsters which are the mostly the new graduates from the Universities if

Somaliland. They are novice teachers and probably male teachers are the majority. Their level of education was mostly either diploma or degree. Therefore, the majority of the respondents were young generation, so you can see from the data analyses the younger the teacher the better perception he/she has on school counseling. On the other the older the teacher the negative perception on school counseling services.

Recommendations

The study provided commendations which short-term and long-term recommendations. The short-term recommendation of the study could be to commence practically the counseling services among secondary schools and other learning institutions in general. This is because the study has noticed that the teachers have positive perception on school counseling. The teachers are strongly willing to get professional school counselors who help them to teach the young students who were grown in situations of wars and devastations.

The secondary schools in Somaliland can't get sufficient number of professional school counselors, so it's needed to train some of the available teachers as school counselors. Therefore, the long-term recommendations of the study were to emphasize the importance of getting professional school counselors for the coming years. The researcher of this study was the pioneer of school counseling among Somali society as a whole.

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**OFFICE OF THE ASSOCIATE DEAN, FACULTY OF SOCIAL SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

February 16, 2012

Dear Sir/Madam,

**RE: REQUEST BY SAED HASSAN HABANE MGC/33665/111/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Master of Guidance and Counseling.

He is currently conducting a field research whose title is **"Teachers Perception on School Counseling in Selected Secondary Schools in Somaliland.**

Your Organization has been identified as a valuable source of information pertaining to his research project .The purpose of this letter is to request you to avail him with the pertinent.

Any information shared with him in your organization shall be treated with utmost confidentiality."

Very truly yours,




Dr. Roseann Mwaniki
Associate Dean, Social Sciences, (CHDR)

APPENDIX II
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a student doing for Master of Guidance and Counseling (MGC) in Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, **Teacher's Perception on School Counseling in Selected Secondary Schools in Somaliland.**

Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others. May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. Saed H. Habane

APPENDIX III
INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Saed H. Habane that will focus on **Teacher's Perception on School Counseling in Selected Secondary Schools in Somaliland.**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

Appendix IV – A

Face sheet: Demographic Characteristics

Gender (Please Tick): ☐ (1) Male

☐ (2) Female

Age: _____

Qualifications Under Education Discipline (Please Specify):

Level of Teacher education

(1) Certificate _____

(2) Diploma _____

(3) Bachelors _____

(4) Masters _____

(5) Ph.D. _____

Other qualifications other than in the education discipline _____

Years of Teaching Experience (Please Tick):

____ (1) Less than/Below one year

____ (2) 1- 2yrs

____ (3) 3-4yrs

____ (4) 5-6yrs

____ (5) 7 years and above

Appendix IV – B: Research Questions

School Counseling Questions

Please tick the answer in the table down which suits you most using the following ranking.

		Description
5	Strongly Agree	have strongly the same opinion
4	Agree	have same opinion but not serious
3	Disagree	have different opinion belief
2	Strongly Disagree	strongly have different opinion
1	Have no Idea	I don't have any idea about that

Item	5	4	3	2	1
School counselors play a significant role in improving student academic achievement.					
School counselors work to meet the educational needs of all students.					
School counselors work to remove any and all barriers that impede student success.					
School counselors work with all stakeholders who have an interest in the success of students.					
School counselors are poised to be key change agents within the School.					
School counselors engage in appropriate counseling duties that involve not only counseling, but also					

involve collaboration, School leadership and student advocacy.					
Counseling is needed to help students to cope and make appropriate decisions to manage difficult circumstances they may face.					

Please tick the answer in the table down which suits you most using the following ranking.

Description		
5	Strongly Agree	have strongly the same opinion
4	Agree	have same opinion but not serious
3	Disagree	have different opinion belief
2	Strongly Disagree	strongly have different opinion
1	Have no Idea	I don't have any idea about that

Item	5	4	3	2	1
Teacher knowledge, expectations, and perceptions have a great impact on students.					
Teachers report to School counselors when helping to cope the problems.					
Teachers believe that counselors only see students who have discipline problems					
Teachers express a desire for counselor visibility and School-wide involvement.					

Teachers are hesitant to send their students to the counselor for fear of losing valuable instruction time.					
Teachers add valuable insight and often achieve a sense of empowerment when they know that they have the School counselor on their side, working with them to help the student.					
Teachers view School counselors as fulfilling the dual role of a helper and a consultant.					
Teachers are better able to present the role of the counselor to both students and parents.					

Appendix V: Slovan's Formula

$$n = N / (1 + Ne^2)$$

Where:

n = sample size

N = Population

e^2 = degree of errors at 0.05 level of significance

APPENDIX VII: RESEARCHER'S CURRICULUM VITAE (CV)

PERSONAL INFORMATION

Name: Saed Hassan Habane

Mother's Name: Amina Sahal Liban

Birth Date/Place: 1978 – Gabilay

Nationality: Somali

Marital Status: Married

SCHOOLAR BACKGROUND

- January, 2011 till now, Student in Kampala International University (KIU) with the course of Master of Arts in Guidance and Counseling (MAGC).
- 2001 – 2004 Graduated from Amoud University in Borama and earned Bachelor Degree of Science (B.Sc)
- 1997 – 2000 Completed Secondary School in Borama
- 1992 – 1996 Completed Intermediate School in Borama
- 1986 – 1990 Completed Elementary School in Muqdisho

WORKING EXPERIENCE

From 1998 to 2004 I have been teaching English language in a private School as part time job since I was a student in the mornings.

2004 – 2008 I was a teacher in Sh.Ali Jawhar Secondary School in Borama, apart from my teaching in the School I was doing many other duties such as:

- I was an assistant of the School principle
- I was the head of exams (exam processing, administering and whole supervision)

2006 – 2008 in addition to my teaching I became the vice principle of the School

2006 till 2009 I was in a team nominated to administer Somaliland Secondary Standardized Exams with close collaboration of the ministry of education of Somaliland and the assistants of NGO called Africa Educational Trust(AET) in terms of finance. So our major duties and responsibilities were:

- Exam setting
- Administering and supervising
- And finally marking after collecting and stock up in the central examination office

2008 I have been hiring to Amoud University and became Lecturer Assistant and one of the staffs in the Office of the Faculty of School.

Under the direct supervision and support of the Dean, I'm the head of the administrative and academic affairs of the Faculty, so my duties and responsibilities are:

- Keep record of all documents of the Office such as student grades and calculate their General Point Averages (GPA)
- Handle logistical needs of the Office
- Facilitate communication with the teachers
- Record and handle student complaint and follow up their attendance
- Monitor and supervise changes in timetable
- Sing and record student registration forms
- Submit that information to the Head Faculty by weekly report

2012 till now am the Dean of Student Affairs and Counseling Services in Amoud University. Some of my duties are shown below:

- I counsel the clients both to the students and staff members
- I help them for the time field choice and overcoming challenges in the study
- I have the responsibility for the extraculcular activities running in the university

Languages

- Arabic – Fluent
- English – Fluent
- Somali – Mother Tongue

Address: Borama – Somaliand, Somalia

E – mail: habane55@hotmail.com

Tell: 0025224457510

References

Amoud University, Borama – Somaliland



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