

The Effectiveness of Guidance and Counseling Practices on Students' Career Development in Secondary Schools in Temeke Municipality

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Abstract

This study intended to examine The Effectiveness of Guidance and Counseling Practices on Students' Career Development in Secondary Schools in Temeke Municipality using embedded research design. It was undertaken in Temeke Municipality, Dar es Salaam Region, Tanzania. The target population was heads of secondary schools, teachers, students, and ward educational officers. The sample size used comprised of 15 teachers, equivalent to 10% of the 150 teachers in the selected secondary schools, three school heads, and 120 students as 10% of 1,200 students from Forms III and IV. Probability and non-probability sampling tactics were employed in the selection of respondents from the targeted population. Observation method, documentary review, interview guide and questionnaires were used to collect primary data while secondary data were obtained in the documents. Data were analyzed both quantitatively and qualitatively. The findings reveal the existing lack of specialized personnel in the field of career guidance and counseling. Instead, teachers are randomly picked to hold that position; a teacher seen to be morally upright and religious is appointed and tries to do the best possible to support these students. Through the study, there was glaring evidence that the tight school timetable does not give room for students to consult their teachers –particularly the time table for extra-curricular activities. It has been established, according to the survey, that guidance and counseling practices face limited teaching and learning materials, counseling offices, negative perception from students and limited support from the government. The findings also show that students experience little support from parents and teachers. Schools in the sample lacked special counseling rooms and even confidentiality from teachers. It is, thus, recommended that special in-service training and seminars should be provided to teachers expected to be school guidance-counselor and there should be financial support from parents, government and the community at large.

Keywords— Guidance and counselling students' career development, career choice, school support.

I. INTRODUCTION

Guidance and counseling practices in schools are important aspects in career choices, talents development and discipline. Guidance and counseling bring about self-actualization and development of human potential (Njeri, 2007). Guidance and counseling began in America at the dawn of the 20th century as a reaction to changes in Western countries during the Industrial Revolution. It started as a way of matching employees and jobs due to the increase of diversity of occupations and unemployment during the Great Economic Depression of the 1930s (Barwick, 2000). In the present world, G&C practice becomes an important programme in schools as it helps students to handle social

and psychological challenges happening from family background, transition from childhood to adulthood and modern problems afflicting the society (Ondima et al., 2013). According to (Mikaye, 2012), G&C practices in education are aimed at assisting learners in harmonizing their interests, abilities and values that helps them to develop full potential. Therefore, school guidance and counseling practices have been introduced to help students to overcome challenges experienced at schools and homes and what remained unclear for some time.

In Tanzania, G&C practices in schools were introduced following Circular No. 11 of 2002 (URT, 2002). The Circular was addressed to Regional Administrative

Officers, Principals of Teachers' Colleges, Inspectors, and Heads of Schools in Tanzania Mainland. Currently, the Circular acts as a guide in the provision of G&C practices in secondary schools in Tanzania. According to the Circular, absence of G&C practices in schools has increased the rate of youth inability to cope with the rapid changes in the community environment at large. Since there is no effective guidance and counseling, there have been indiscipline in the form of truancy, poor talent development, drug abuse, and involvement in crime by some students. The Circular says that absence of school guidance and counseling services in schools has led to a dramatic change on students' behaviour and the inability to identify their personality and talents. The Ministry of Education and Vocational Training realized this negative trend and observed that there is a necessity to introduce G&C practices in secondary schools.

In implementation of the circular, the Ministry of Education and Culture provided guidelines related to the provision of guidance and counseling. The guidelines suggest that school heads must select teachers who can maintain confidentiality in carrying out guidance and counseling. School-counselor is a teacher who possesses psychological skills and passionate to assist students to grow mentally and in their personality. Guidelines also suggest that a male and female teacher should be selected as the guidance-counselor, and the selected teacher should have a reduced workload to be effective in carrying out guidance and counseling activities. In relation to that, a teacher-counselor should use forms attached with this Circular when G&C is carried out in a school. One of the objectives of the G&C in education is to seek solutions of challenges facing students (Vishala, 2012). Guidance and counseling in schools seek solutions and solve teaching and learning problems among students. They are crucial aspect when educationalists consider personality development of students. Schooling age is a critical stage which needs close supervision and monitoring not only to nurture talents but also to solve adolescence challenges such as delinquency. Guidance and counseling can protect students from absenteeism, truancy, drug addiction, early sex, and unrest. Temeke has school leavers who cannot value self-employment even if this is a national problem. Urban places like Temeke are expected to have youths who use their talents, those nurtured from schools to earn their living independently

The problem in Temeke emanates from the fact that for the past six years (2015-2020), the performance of students in national Form IV results is ranked 5th out of the five districts of Dar es Salaam region. From the researcher's experience, many school leavers, are not nurtured in terms of what they could be after completing their studies. As a result, some school leavers involve themselves in crime like the once

popular Panya Road youth gangsters. Consequences of ineffective guidance and counselling services are terrible and far-reaching. Thus, students need effective guidance and counseling in facilitating their learning and career choices. This means research on the effectiveness of the guidance and counselling services provided in the schools is of paramount importance given the increasing risk behaviors among school leavers. This research is an attempt towards that direction.

II. STATEMENT OF THE PROBLEM

Guidance and counseling practices in schools are facilitated by the few chosen teachers and sometimes by the school disciplinary committee. Achieving educational goals is not an easy task as it requires not only ensuring that students attend classes, write notes or carry out their assignments, but also it requires the need to address future career choices, development of talents and the monitoring of biological changes among students. The main concern of this study was the effectiveness of guidance and counselling practices in improving the self-image of the students and facilitating better achievement in the learning process. Little information was available to explain the extent to which G&C services have been used to assist in raising the academic performance, identifying talents and future careers of secondary school students. The paucity of empirical information on how guidance and counselling promote students' learning may lead to sustained psychosocial problems that may hinder their learning outcomes in terms of effective knowledge acquisition, skills, norms and values needed in the society. For the past five years the performance of National Form IV results is poor as the municipal ranked 5th out of five municipalities. The dropout for the three years 2018, 2019 & 2020 is about 785 students due to a number of reasons; cases of indiscipline -- 125 students, pregnancies -- 72 girls while the majority ended up in truancy (MoEST, 2021). Although the system of guidance and counseling in Tanzania was established to assist students develop competencies needed to overcome academic, career, talents and personal challenges, there are indications that students in secondary schools in Temeke municipality are unable to nurture their talents when they are in schools (Ntilisinda, 2017). It is this reason that this study assessed the effectiveness of G&C practices in developing talents and careers among secondary school students in Tanzania, based on experiences from the Temeke Municipality. Guidance and counseling practices in secondary schools have, however, been implemented in all schools sampled for the study. The problem then is; have school guidance and counseling practices been effective in developing students' career, talents, and personal character?

This study sought to assess the effectiveness of guidance and counseling practices on student's career development in secondary schools in Temeke Municipality.

Study Objectives

1. To examine the status of guidance and counseling practices in selected schools in Temeke municipality.
2. To investigate the challenges facing selected secondary schools in Temeke municipality in the provision of guidance and counseling practices.
3. To examine measures for improving the provision of guidance and counseling practices towards student career development in secondary schools in Temeke Municipality.

III. LITERATURE REVIEW

Personal-Centered Theory

The study was guided by the theory developed by Carl Rogers in 1950s. Carl Rogers believed that, Counseling must be delivered in a best way, so that a person to improve or change, Carl Rogers believed that each person is potential competent individual who could benefit from guidance and counseling, the purpose of it, is to increase a person's feeling, and help an individual to become fully functioning. Personal-centered theory emphasized on the interaction among individuals to have personal meaning of life. The theory is well understood as a process of helping a person who needs assistance and help client to discover their personality, talents and future career. Client should find out positive role model from whom they are inspired with. In the aspect of G&C practices, guidance-counselor demonstrates unconditional positive regard, empathy, and warmth to the client. The strength of the theory is allowing a counselee to overcome depression and stress, achieve better self-awareness and find the balance between idealized self and actual self. Guidance and counseling practices provide an opportunity to student to explore freely their feelings, thought, solve own problem, discover potentials and nurturing personality. In school, students express their feeling on failures and sometime personal character and therefore they experience low self-esteem. From there, school supervisor can encounter such feeling by working towards a particular student, by encouraging them and provide hope that they are able to combat and overcome the situation and discover hidden potentials.

Therefore, effective provision of guidance and counseling practice in school provide positive change in students' mindset; however, inadequate provision of G&C brings the state of no hope to the student's mind.

Empirical Literature Review

Empirical literature review focused on the following areas; The status of school guidance and counseling, challenges affecting the provision of guidance and counseling and the measures to improve guidance and counseling in secondary schools.

The Status of School Guidance and Counseling in Secondary School

In this study, the status of guidance and perceived in school has been conceptualized through different concepts;

Provision of the Guidance and Counseling Practices at School

Tanzania and many developing countries in Sub-Saharan Africa, G&C practices at secondary education and higher learning institutions is incredibly significant and is needed due to its perceived implication for future life(Biswalo, 1996) . In most of the developed countries, G&C is well organized in the whole school system(Varalakshmi & Moly, 2009). Though not a developed country, Guidance and Counseling practices in high schools in Zimbabwe had proper planning(Mapfumo, 2001). Whereas in Tanzania, Selestin (2013) argues that there is partial practice of G&C practices in secondary schools in Kilimanjaro region. G&C practices in secondary schools have become an essential and integral component of Nigeria education system for every student progress through education system(Oye, 2012). In the present day, guidance and counseling practices in Nigeria has gained prominence and many scholars and educational stakeholders are interested to see youths especially learners are counseled in making wise decision in educational vocation and social areas(Oye, 2012). In the Asia-Pacific countries, researchers confirmed that there are fundamental differences towards implementation of G&C practices between west and Asia-Pacific regions as well as states themselves (Mangal, 2007)

In the same vein, in Uganda G&C practices have been implemented by teachers and guidance-counselor and enable adolescents to discuss freely and express personal problem to parents, authority and themselves in a very free manner(Rutondoki, 2001).In this base of various literatures, it is evident that guidance and counseling practices is conducted in different states worldwide (Mapfumo, 2001 & Rutondoki, 2001, Oye, 2012, Selestin, 2013).

Availability of Trained Counselors

The effective implementation of G&C programme in any school requires guidance-counselor to be intensively trained both in theory and practical to be effective in the expected service (Njeri, 2007). Mapfumo (2001) asserted that training is the key factor to the effective implementation of student G&C. Training equips teachers with necessary skills

and knowledge which provides confidence and positive attitude inside and outside classroom (Songok et al., 2013). To have effective guidance and counseling program in schools, there should be a trained counselor who will be the coordinator of G&C activities in the school.

Availability of Facilities for Guidance and Counseling Services at School

According to Orege (2011) for effective G&C practices in school, there must be availability of facilities that enable guidance-counselor to perform their duties.

The facilities may include; office, book shelves, tables with drawers, pamphlets storage cupboard, time, and psychological test materials. Handbook published by UNESCO (2002) on career guidance and counseling has suggested the availability of resources in schools such as books, journals, videos, and computer-based information are essential materials for effective guidance and counseling activities.

Orege (2011) support this observation by arguing that provision of G&C facilities would certainly influence effective delivery of quality G&C practice in schools. Njeri (2007) made a study in Nakuru Kenya on the role of school guidance and counseling on academic performance. The study found out that school head teachers provided reference materials, availed student records, and invited guest speakers to speak to students about several matters. Head teacher also provides a special room for guidance and counseling service and there are extra-curricular activities in school where guidance-counselor observe different talents.

Chivonivoni (2006) made a study in Zimbabwe and revealed that failure to allocate funds for guidance and counseling department has resulted into difficult to run and monitor school G&C. In the same vein, Selestin (2013) purported that there were no special room and materials for provision of conducive G&C activities in several secondary schools in Tanzania, at schools there were no or few materials such as manuals to guide counselors; neither there was any primary/secondary school with a constructive plan of establishing room special for provision of G&C practices. This challenge of lacking of guidance-counseling resources to meet learners counseling needs has been noted at secondary schools at Nyamira district in Kenya Nyamwange & Nyakan (2012) When schools have facilities, guidance and counseling practices will be well conducted.

Frequency of the Guidance and Counseling Practices Provided to Students in Schools.

Gudyanga et al., (2015) study on the implementation of guidance and counselling activities in secondary schools in

Chinhoyi Urban in Zimbabwe revealed that the programme was implemented differently in schools, as head of schools and guidance-counselor teachers were not aware of how it was supposed to be done. The data collected from four schools indicated that, head of school in school A, had G&C scheduled for an hour per week. In school C and D school heads indicated timetable and G&C is taught as like other subjects. In school B, the head teacher argued that students were visited in the class or during morning assembly time. In Zimbabwe (1991) asserted that headmasters appreciated the value of G&C activities, but the challenge is how to fit it in the school timetable. Setting the timetable for G&C program is a major setback in secondary schools, administrators did not give enough time for the guidance and counseling activities (Chivonivoni, 2006; Mapfumo, 2005).

The Commitment of the School Counselors

The responsibility of school guidance-counselor is to unchain opportunities for pupils and nurture their behavior and characters to adjust to the society, make them able to interact with others, and be physically and mentally healthy. All these demands call for commitment of the school guidance-counselor for effective G&C (Gudyanga et al., 2015) Guidance-counselor teacher who is committed becomes a link between community and school through follow up of studies of school learners to achieve knowledge of the job and prepare current learners for future adjustments in the society as well as dealing with pupils' personal issues and developmental needs besides educational and vocational roles (Kurebwa et al., 2014). Teachers who were responsible for implementing G&C did not have a general understanding of guidance and counseling since they had not attended any seminar, workshop or received any training.

These school counselors were not greatly confident and committed in implementing G&C practices (Gudyanga et al., 2015). It was researched that the administration usually appointed a teacher to provide learners with G&C practices but in most cases, such teachers spend a year without counseling a single student concerning their academic performance, self-understanding, career choice. This indicates poor sense of commitment of appointed school guidance-counselors (Nweze & Okolie, 2014)

Career guidance and counseling

Career Guidance provides information about job opportunities and the factors affecting the job market such as unemployment information technology and international relations. Mutie and Ndambuki (1999) look at the aims of career guidance and counseling as having an expanding function, to aid in placing talents where it is needed. Through education guidance, a learner is better informed

about the subject they study and subject choices; and that to attain success in students' academic, requires learners going an extra mile in their studies the kind of Knowledge to the students. Students are deemed to learn about career and life planning by the direct involvement in the activities that help them to acquire the competencies necessary in exploring career possibilities and opportunities (Shayo, 1997). The skills acquired will enable students to investigate the world of work, and promote the knowledge of self and well informed career decision.

Challenges Affecting the Provision of Guidance and Counseling Practices in Secondary Schools

Chivonivoni (2006) concurred that there is failure on distributing resources to the guidance and counseling departments in various schools. It is found by Biswalo (1996) that many urban and rural secondary schools in Tanzania lacked the necessary resources for effective implementation of school guidance and counseling practices (Nyamwange, C & Nyakan, P, 2003). Lack of time is a setback in the provision of G&C services, stating that most teachers are overloaded with periods and other school activities and often suffer from professional burnout. Nyamwange & Nyakan (2012) also view that shortage of G&C offices and less sufficient career resources affected the provision of appropriate G&C practices in schools. According to Ngumi (2003) the provision of G&C practices in secondary schools is riddled with numbers of challenges with structural, attitudinal, human, and cultural orientations. It includes failure to engage in a careful diagnosis of the school problems that G&C was designed to solve. There is shortage of trained school guidance-counselors in primary and secondary schools, shortage of time, facilities, and reference materials for use. (Kiragu, 2002) revealed that most school guidance-counselor is office do not have G&C facilities such as reference books, G&C manuals, and career resources materials. This contributed to lack of sufficient skills and knowledge on the roles of G&C department among heads of schools, heads of departments and teachers in general Ngumi (2003). They perceive that the function of school guidance and counseling is like that of school discipline committees.

In Kenya for instance, schools lack trained personnel in the field of guidance and counseling which makes poor school G&C. most schools do not have sufficient resources to carry out guidance and counseling activities effectively Mutie & Ndambuki (2003) Mutie also asserted that teacher counselors are overloaded with teaching lessons and therefore unable to give proper guidance and counseling in schools. School teachers who are involved in career guidance and counseling are thus leaving out other aspects required in G&C like social relation and discipline.

Gudyanga et al., (2015) claimed that the findings that once teachers were overloaded, some areas of their tasks would fall below standard as teachers tend to dwell on areas of interest.

As regard to learners' lack of awareness towards G&C services (Amani et al., 2015), argued that learners in secondary schools in Nairobi province had negative attitude towards G&C practices, due to lack of confidence among guidance-counselor teachers, lack of teacher professionalism in the services and scarcity of time for G&C practices.

This implies that substantial number of G&C practice providers were untrained (Nyamwange, C & Nyakan, P, 2003). It is argued that even teachers who undergo training do not cover sufficient courses in G&C to enable them to render school G&C effectively (Ngumi, 2003). Makinde (1984) reported that inadequate training in guidance and counseling hindered the provision of the guidance and counseling.

Furthermore, lack of parents and teachers' association has posed threat to guidance and counseling services in schools. Parents tend to neglect the attendance of meetings whenever invited; as such they cannot understand the problems and achievements of their children in schools (Oye, 2012). Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. Parents expect the school to provide solutions to the indiscipline caused by their children in secondary schools.

Suggested Measures to Improve Guidance and Counseling Practices

Collaboration is one of the best tools for effective guidance and counseling practices in secondary schools. Educational stakeholders in the educational sector including teachers, parents, policy makers, scholars and school administrators need to cooperate each other and share strategies for effective guidance and counseling. Without a private accommodation, deliverance of G&C services in schools will be poor (Achieng, 2003). Nyamwange & Nyakan (2012) noted that any successful G&C activities in schools will depend on stakeholders' support. Therefore, financial support from stakeholders is important to ensure availability of basic resources and facilities needed for guidance and counseling, the facilities like, well-equipped room, reading

books, career resources, facilities for extra-curricular activities, to name a few.¹

IV. METHODOLOGY

This study used embedded research design. It is the mixed approach where the researcher used one form of data to provide additional details or supplement data which are not provided by another source of data (Cresswell, 2012). Through interviews and documentaries, the researcher, first collected qualitative data from respondents who were teachers, heads of schools and WEOs. In depth information was obtained using this tool as some additional questions would be asked when the respondent failed to capture the objective well. Also, respondent's feelings would be captured to help the researcher to weigh truth in their explanations. Qualitative data were analyzed, then after, quantitative data collected through questionnaires were also analyzed to add meaning to the qualitative data, so the study used qualitative - quantitative approach. The questionnaires were made of open-ended questions at the arousal entry point of the questionnaire and then questions

that followed, each was assigned numerical scores (Likert Scale) from 1 to 5 on the degrees of strongly agree, disagree undecided, agree, and strongly disagree. However, before distributing the instruments to the respondents, researcher used formula developed by Kerlinger (10% - 30%) to identify schools, teachers, and students. This study included 3 (10%) out of 32 secondary schools in Temeke municipality and the selection was done by using stratified sampling. Teachers whose total number was 150 were represented by 15 (10%) whereas students whose total number was 1200 were presented by 120 (10%) students were selected by using random sampling technique, Heads of schools and WEOs, who were purposively sampled were interviewed by using guided interview questions to find the information on status, challenges, and ways forward to improve school guidance and counselling practices. For the case of teachers and students, simple random sampling was applied in selection of this sample. Both closed and open-ended questionnaires were used for teachers and students to understand the status, challenges, and ways forward to improve guidance and counselling practices.

V. FINDINGS

The status of guidance and counseling practices in secondary school

Table 4.1. Teachers' Responses on the Status of Guidance and Counseling Practices in Secondary School

Items		SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
i	Career guidance and counselling practices the school is well organized.			9	60			6	40		
ii	Teachers have exceptional skills for career guidance and counselling practices							15	100		
	There is time table for guidance and counselling session.	2	13.3	7	46.7			6	40		
iv	School head encourage teachers to assess student talents and discipline.							15	100		
v	I integrate career skills in my teaching subject							11	73	4	26.7
vi	It is my obligation to support students who demonstrate talented skills	-	-	-	-	-	-	15	100		
vii	Guidance and counselling help student change behaviour and identify themselves.	-	-	4	26.7			10	67	1	6.6
viii	Normally student consult teacher to seek assistance.	11	73.3	-	-	-	-	4	27		
ix	I am aware about guidance and counselling circular and I read it			6	40	2	13	5	33	2	13.3

Source: Researcher 2021

¹ Cut down verbous sections on this lit review and try to bring down the whole manuscript to around 16 pages.

Table 4.1 presents teachers' results on the status of guidance and counseling practices in selected secondary schools in Temeke Municipality. The study displayed that 60 percent of the participants disagreed with the statement that Career Guidance and counselling practices in the school is well organized while 40 percent agreed with the statement. This implies that schools lack effective management of guidance and counseling practices. For effective implementation of

guidance and counseling organization, allocation of activities and monitoring is particularly important.

Questionnaires were distributed to students and one of the questions asked if career guidance and counseling is well organized in school. The figure below illustrates the result of 120 students.

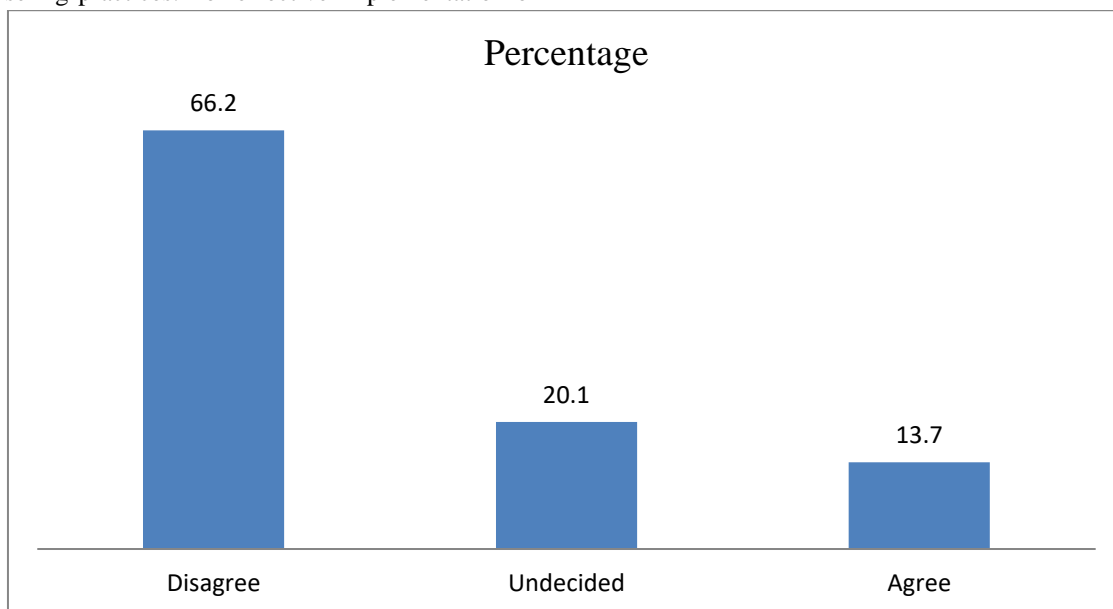


Fig.4.1 Students' Response on whether Guidance and Counseling is well Organized.

Source: Research Field (2021)

From figure 4.1, it showed that 13.7 percent of the respondents agreed that career guidance and counseling practice at school is well organized, 20.1 percent were undecided and 66.2 disagreed.

Teachers were asked in the interview to explain how guidance and counseling is organized in school. One teacher explained that; "We teachers through our departments conduct sessions to call students and talk to them about academic performance as well as other skills. Also, through extracurricular activities like sports, games, and other activities, we assess students. Another teacher added that; "There is no formal organization but teachers are automatically guidance-counselors. Our duty is directly connected with taking care of children and assessing their progress, through that we can identify different potentials and characteristics of students."

Heads of schools were interviewed about presence of guidance and counseling activities in schools. Most heads of schools stated that there is no formal guidance and counseling practices in schools, since there are no professional teachers who are specialized in guidance and counseling, rather, teachers who have basic counseling

skills, one head of school was asked if there is guidance and counseling practices in the school and replied that; "There is no special programme for guidance and counseling practice instead, there are teachers who have been appointed as students' counselors whose role is to monitor students' discipline."

Another head of school was quoted; "Yes, there is guidance and counseling in school and teachers guide students and talk to them about life after school."

This study observed that the concept of guidance and counseling practice is not well understood to some of heads of schools. Those heads of schools who stated that there is no guidance and counseling sessions in their schools are, regarding guidance and counseling as special program rather than teachers' activities.

During the interview with ward education officers (WEO) it was observed that there is no direct link between heads of school and WEOs on career guidance and development of students. When WEOs were interviewed about their perception on guidance and counseling practices in schools and career development, WEOs stated that; "I believe teachers in school are more effective in dealing with

students than me. My duty is to coordinate and share information between head of school and municipal education officer”. Another WEO added; “Since I am dealing with more than one schools including primary schools, it is difficult to make follow up on students’ behavior. I contact school head if there is any issue related to students we discuss with students and teachers “Another question was posed to WEO about the status of school guidance and counseling with the ward and the following was the response; “Teachers play their part to monitor and supervise students in case there is a need for my assistance, I am here to help. I am sure every teacher knows their obligation in guiding students” Another WEO was quoted; “I receive several cases from head of school relating to students’ misconducts. I am a member of school board and during the meeting, we exchange experiences about students’ supervision, guidance, and counseling”.

From the interview, WEOs were questioned why most student’s complete secondary schools without development of carrier skills? “WEO 1: the problem is students themselves; they are not ready to study. Most of students nowadays are not serious about school”. WEO 2: “There is a gap between teachers and parents on monitoring of students. This is a reason majority of students lacks close supervision”.

Schools carry out G&C because students, teachers, heads of schools and Ward Education Officers believe it to be a

Table 4.2 Teachers’ Special Skills for Career Guidance Practices (Student's opinion)

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Teachers have specific skills career guidance and counsel practices					81	67.5	39	32.5		

Source: Researcher 2021

From the table 4.2 it showed that 81 respondents (67.5%) are not aware whether teachers possess career guidance and counseling skills or not, while 32.5 agreed that teachers have special training on career guidance and counseling.

From open ended questionnaires, students were asked to share their experience on how school guidance-counselor is selected among teachers? Respondents stated;

- A very calm teacher is selected (student 1)
- Teacher who is more religious person (student 2)
- A teacher who is very friendly to students (student 3)
- Teacher who has no bad conduct (student 4)
- Teacher who is older than others and wise person (student 5)

helpful activity towards disciplining students. Organization of guidance and counseling practices in school involves setting of goals, presence of timetable and appointing school guidance-counselor. Well organized G&C in school helps to solve educational challenges to students and assist learners to identify their talents and interests.

They all concur with the facts that the lack of G&C teachers, has made the situation in schools to go tougher and even tougher to the school leavers, this finding is in line with Varalakshmi & Moly (2009)who argued that most of developed countries, G&C are well organized in the whole school system. Similar view from Mapfumo(2001)who described that Guidance and Counseling practices in high schools in Zimbabwe had proper planning. Unlike in Kilimanjaro schools where there are partial G&C practices in secondary schools (Selestin, 2013)

The study examined if teachers have specific skills for career guidance and counseling.

All respondents (100%) agreed that they have guidance and counseling skills necessary to implement guidance and counseling practices to students.

Unlike, from students’ questionnaires where more than 50 percent of students as it was revealed are unaware whether teachers possess specific skills about career guidance and counseling. Findings from students’ questionnaires are summarized in the table 4.2 below;

During the interview, teachers were asked how the skills they possess make them more professional guidance-counselor.

Teachers were quoted; “I was trained when I attended college, no more training I received after college”. Another teacher added that; “Guidance and counseling practice is like a parent and their kids, it is inborn professional. In-service training is important but when you become a teacher you must have such skills”.

Head of schools were interviewed and asked if there are professional trained teachers with career development skills.

In my school all teachers have guidance and counseling skills because every teacher has attended college and in college, they learn about child psychology including

guidance and counseling. There is no special trained teacher who is expert in career guidance but the skills they acquire from college are useful.

Another head of school added that; “It is impossible to find teacher who has specialized in career guidance and counseling only. There are teachers who have degree in psychology, these teachers are believed to be more competent in guidance and counseling”.

This implies that there are teachers with guidance and counseling knowledge just because they have attended Teachers Training College but not special training course for career guidance and counseling. During the interview, one head of school also was asked how often teacher guidance-counselor go for in-service training and he replied that “There is no program or policy to take teachers in in-service program unless teachers themselves apply for further studies”.

The absence of training to teachers on G&C has become inherent problem that offer challenges to schools and school managements. Because of its criticality in schools, educational G&C requires teachers who are well equipped in the profession of guidance and counseling. It is therefore in the researcher’s opinion, to a greater degree imperative to allot enough time for the G&C programme and systematically organize and coordinate it well in schools if the wish is to nurture good future personalities and talents.

Guidance and counseling require confidentiality so that students’ problems should not be divulged to other teachers and students, yet this requires professionalism, privacy, and ethics. Getting teachers to do this just by virtue of their exposure to G&C courses at university or collage of education would not be meaningful to the effective G&C activities in schools. In the findings it was noted that the heads of schools appoint a teacher for the of G&C just as they demonstrate some moral ethics.

And thereafter they are not subjected to refresher courses that would otherwise motivate them to do the G&C in a better way.

The findings concurred with Mapfumo (2001)who asserted that training is the key factor for effective implementation of students G&C practices. Training equips teachers with necessary skills and knowledge which provides confidence and positive attitude inside and outside classroom(Songok et al., 2013). To have effective guidance and counseling program in schools, there should be a trained counselor who will be the coordinator of G&C activities in the school.

In Tanzania, all teachers who teach in secondary schools have guidance and counseling skills obtained from colleges and universities. According to teacher education curriculum, guidance and counseling is one of the core courses that every student-teacher must learn. Therefore, all respondents have guidance and counseling knowledge from colleges and university.

The study intended to investigate if there is a timetable specific for implementing guidance and counseling session in the school. Teachers were given questionnaires and it was observed that 13.3 percent (2) of the respondents strongly disagreed, 46.7 percent (7) of the respondents disagreed while 40 percent (6) of the respondents agreed that there is timetable for guidance and counseling session in school. It has a clear indication that some schools have session for conducting guidance and counseling while others do not have. This implies that career guidance and counseling in secondary schools is not seriously taken and most schools prefer extra-curricular activities such as sports and students’ government as a guide for career guidance and counseling.

Similar view from students who responded that School timetable does not provide room to talk with teachers. Table 4.3 illustrates the result;

Table 4.3 School Timetable does not Provide Room to Talk with Teacher (Students Opinions)

Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
School timetable does provide room to talk with teacher.	F %	F %	F %	F % 78 65	F % 42 35

Source: Researcher 2021

From table 4.3 above it shows that 65 percent of students agreed that school timetable does not provide enough time for students to talk with teachers. The researcher observed the school time table and it shows that the only time where teachers have conversation with students for career

guidance is during break time and sports and games session, in most schools it is indicated on Friday from 12:30pm. This is the time when most Muslim students and teachers attend Friday afternoon prayers which interfere the effective counseling sessions.

Similar view from students who responded extra-curriculum activities and classroom sessions are activities that enable teachers and students to interact and share experience,

personal characteristics, and talents. Figure 4.3 below provide a summary;

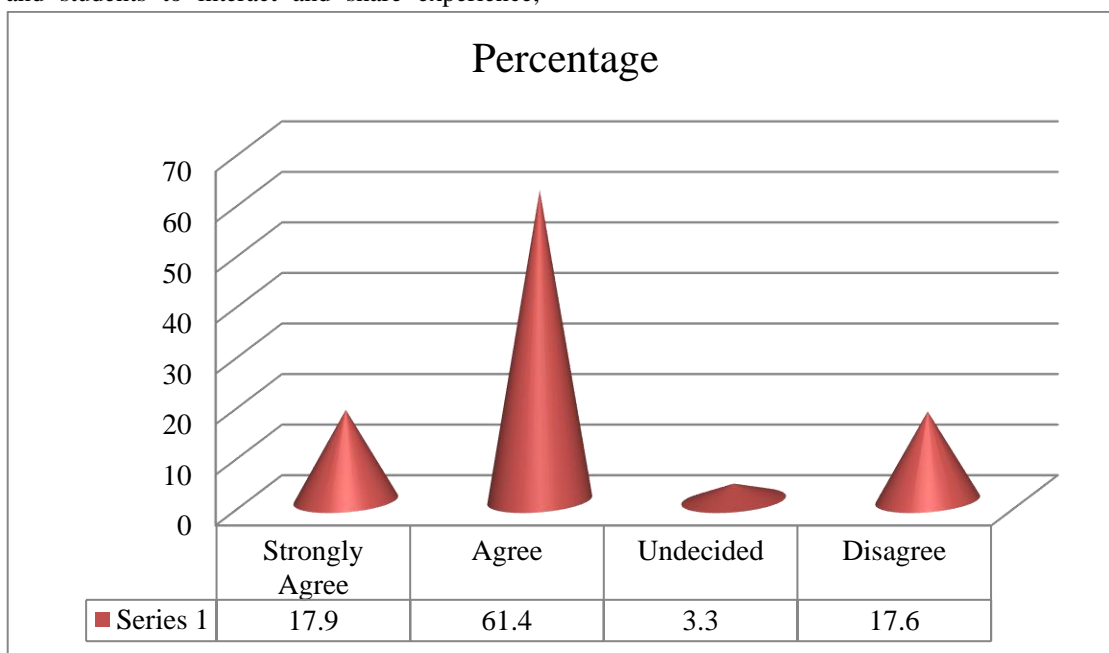


Fig.4.2 Extra-Curricular is the only Way for Teachers to Identify Talented Students (Students Opinions)

Source: Researcher 2021

Figure 4.2 shows that, 61.4% agreed that extra-curriculum activities is the only way for teachers to identify talented students, 17.9% strongly agreed, 3.3% neither agreed nor disagreed and 17.6% disagreed. This justified those extracurricular activities such as students’ leadership, morning speech, debate and sports have provided platform for students to demonstrate their skills and therefore teachers can use that platform to identify students’ characters, personality, and talents for career development.

In the interview with head of school, the question was posed to see how often guidance career and counseling practices are provided and the responses were; “Most teachers sit with students when there is a need to do so. When students behave inappropriately or are frequently absent from school, discipline master or any teacher speak with such students”.

Another head of school explained; “There is no timetable exactly indicated for career guidance and counseling but teachers talk to students several times inside the classroom during teaching and learning processes and outside classroom during extra-curriculum activities”.

School timetable for guidance and counseling is significant as it creates awareness to both teachers and students. Students, teachers, heads of schools and WEOs all agree that G&C programmes have slim time allocated due to failure of separating sports and games from G&C as they

share a day. Friday which is a day for sports and games and for Moslems a day for prayers has in the sampled schools been assigned G&C programme leading to its ineffective deliverance. Many writers agree to the fact that if the schooling age undergoes meaningful G&C there is likelihood to construct a future responsible personality(Vishala, 2012). School age is an extremely critical age when considering about personality development of learners. He continues by saying that educational G&C is the only process that can protect students from liquor and drug addiction, sexual experience and school leaving and unrest during early age.

There is a time for teachers and students to discuss on how to overcome academic and personality challenges as Njeri(2007)stated that guidance and counseling practice in schools are important aspects in career choice, talent development and discipline. Unlikely in Zimbabwe where some schools have no school time tables for guidance and counseling practices (Chivonivoni, 2006).

Besides, teachers were asked in the questionnaires if school heads encourage them to assess student talents and discipline. It was found that 100 percent of the respondents (15 teachers) agreed that head of schools in separate occasions talk with teachers to assist students monitoring students’ behavior and their ambitions.

During the interview, teachers were asked to state how they encourage students to identify their careers and solve their academic challenges. One teacher stated that;

“It is not easy for students to come to you and seek help especially on career development but as a teacher I advise them to think about their future”.

Another teacher explained that;

My obligation is to guide them into a better future. I talk to students when I observe inappropriate behavior demonstrated by a student such as truancy, poor performance and sexual behavior. Sometimes students come to me and share their ambitions and I advise them accordingly.

When students are monitored and supervised, they develop positive attitude toward their career. Guidance and counseling practices is needed to every learner not only to those who experience behavior related problems or learning difficulties but also to all students who are indeed to grow and understand their careers (Khan, 1998).

Head of Schools (HOS) were interviewed and asked how would they describe the commitment of the school teachers in the provision of guidance to students? Head master was quoted;

My role as school head is to make sure that teaching and learning activities are well implemented by developing action plans, monitoring teachers, and students and ensure friendly environment for both teachers and students. It is not an easy task but as school leader I must work hard to fulfill that.

Another school head added;

I must utilize all resources I have to make sure that teachers and students collaborate. Staff meeting and one to one conversation is the best way to speak with teachers. Teachers who have been appointed as school guidance-counselors are provided job description that guide them. I also intervene when there is misunderstanding among teachers or between students and teachers.

This implies that head of school apart from being instructional leader within the school, they are motivational and transformative leaders who unite every school member. As Mapp and Robinson (1987) concluded that effective leaders serve as catalysts for the specific actions that in turn drive the success of school actions and build leadership capacity. Focus on students, staffs and fostered safe, healthy, and supportive teaching and learning environment. Therefore, effective school heads have better position to determine nature of guidance and counseling services provided to students and give out the best strategies which

deal with student career development. Mapp-Robinson(1987)added that there is a positive relationship between school leadership and school performance.

From table 4.1 the result indicates that teachers agreed that guiding students towards career development is one of the teachers' responsibilities. Results from table 4.1 illustrated that 100 percent of teachers (15 teachers) agree that students who demonstrated talents must be guided into the best way for better performance. This means that, teachers are key actors who shape the learning environment and whose main tasks include motivating students to learn.

In the open questionnaires, teachers were asked about their interventions to students who demonstrate extra-ordinary skills or particular talent in the school. Teachers responded that;

When student has specific skills such as in sports, social skills, academic performance, and other skills, we normally talk to them about their career and provide some guidance on how to nurture it. We also advise them to search for special place where they can obtain extra help.

Another teacher said; “We talk to their parent and advise the best way to make such talent to grow”.

In the interview with ward education officers about their roles on nurturing students' career and monitoring students' behaviour. One WEO was quoted;

I do not work directly with students but through staff meeting and school visiting I sometimes get an opportunity to talk to students and teachers about academic performance, discipline, and character development. This way helps students and teachers to have good relationship and enhance teaching and learning processes.

Another WEO responded that:

I am the coordinator and supervisor of all schools within a ward. Therefore, it is my obligation to use all my skills to make sure that education goals are achieved and everyone plays their roles. My responsibility is to make sure that teaching and learning activities are implemented effectively, when I visited schools, I normal shard experiences with teachers and even students.

WEO were further asked on the program that they have introduced in secondary schools that facilitated

career development to students. WEOs responded that; “No special program I have introduced specific for career guidance. Most strategies are introduced for better academic performance and reducing higher rate of truancy”. (WEO1), “For me, academic performance is my priority, and this can only be achieved through monitoring students, reducing

absenteeism rate and establish different plans to increase academic performance to students” (WEO2).

Teachers, heads of school and other education administrators can differ in the way in which they try to motivate students to learn and their motivational strategies can vary from person to person (Mapfumo, 2001). It is the role of the teacher to pave the way for students in career development.

The study was interested in knowing whether teachers integrate guidance and counselling in regular classroom teachings. Results from questionnaires distributed to teachers show that 100 percent of teachers agreed. It was found that 73.3 percent of teachers (11) agreed while 26.7 percent (4) strongly agreed that they integrate guidance and counselling during normal classroom session. This means, guidance and counselling practices has no specific session, room, or specific time. It is about teaching and talking to students anytime and anywhere.

From the questionnaire, it was found that teachers agreed that Guidance and counselling helps students to change their behaviour and identify themselves. Table 4.1 indicated that 66.7 percent of the respondents agreed, 6.7 percent strongly agreed while 26.7 percent disagreed the statement that guidance and counselling helps students to change their behaviour and identify themselves. During the lessons, teachers spend some minutes to talk to students about their career, counselling them about life after school, through group counselling approach. Therefore, career development is taught unlike Chivonivoni (2006) who pointed out that many educators take it for granted that, students know how to succeed in life when in fact many never learn about attitudes, behavior and other factors that contribute to achieving success. Teacher guidance and counselling practice is part of teacher's responsibilities.

The result implies that changing behaviour, attitude and personality is not attributed by guidance and counselling itself. There are other factors such as peer pressure, school environment, school curriculum, teachers' willingness, and intrinsic motivation of the students.

In the open questionnaire, teachers were asked to state whether there is a special room for counselling sessions. 100 percent (15) teachers disagreed that there is a room for counselling session. It means there is no special place or room for guidance and counselling session. From the interview, teachers were asked how counselling session is practiced. “I use classroom sessions to talk to students and when there are misconduct I talk to them. During morning parade and teachers-students conference I use that time to advise them about life”.

Another teacher stated that; “There are students who seek assistance from teachers and they come to the office or sometime I talk to them outside, normally under the tree”.

From this aspect, it is clear that, there are students who consult teachers for discipline matters and there are students who consult teachers for career development issues and academic matters. For Guidance and Counseling to be comprehensive, according to Njeri (2007), it should also be relevant for the client, and not merely maintain a status quo. It must be purposeful, and designed to meet the priority needs of the clients. These needs should be met in an efficient and effective manner. It should be stable and unaffected by the loss of personnel, as this determines the extent to which it meets the desired goals and objectives.

In the interview, head of school was asked how does school environment support or not support career guidance and counselling practices. The response from school head:

Our school is surrounded by offices and residents as you can see there is no fence; it is difficult sometimes to monitor all students all the time. Teachers play their part but surrounding can interfere or affect students' personality's ad interests.

Another school head added;

Students are coming from different family backgrounds and geographical area, supervising them need different technique depending on their background. In our school there is no special program for guidance and counselling and therefore every teacher counsel's student depending on the situation.

Guidance and counselling practices in school helps students to identify themselves, it solves academic and personal challenges by developing student competence. This finding is like that from Gudyanga et al., (2015) who purport that the responsibility of school guidance-counselor is to unchain opportunities for pupils and nurture their behavior and characters to adjust to the society, make them able to interact with others, and be physically and mentally fit. All these demands and call for commitments of the school guidance-counselors for effective guidance and counseling.

Furthermore, the study sought to examine the nature of consultation between students and teachers. From table 4.1, it was shown that 73.3 percent of the respondents disagreed that student normally consult with teachers to seek assistance. Only 26.7 agreed with such statement. This implies that most of guidance and counselling practices in schools are dominated by teacher-centred approach where a teacher provides direction and solution for students'

problems. One reason can be inadequacy of information about G&C practice in school and unhealthy relationship between teachers and students which lead to barrier of communication. The need for guidance and counselling in school is due to students' indiscipline. To settle problems related to career development, student-centred approach, encourage students to express their fallings.

Findings in table 4.1 indicated that teachers were not aware about the guidance and counselling circular which was published by the ministry responsible for education. The data collected from the teachers' questionnaires revealed that 46.6 percent of the respondents agreed that guidance and counselling circular is not a new thing and they have read it. 40 percent of the respondents stated that they have never read the circular while 13.3 percent are not sure whether they have seen it or not. The variation of responses implies that most schools practice guidance and counselling without proper guidance and rules. In the interview, teachers were asked where they read the circular. One teacher was quoted; "I read it when I was undergraduate student and from there, I have not seen it "Another teacher was quoted; "I read once from the internet about 2002 circular of guidance and counselling in secondary schools".

Likewise, heads of school were interviewed and asked if they are aware of 2002 circular of guidance and counseling. They stated that; "Head of school 1: Yes, I am aware and I

read it. Implementation is done by teachers through teamwork and I always insist my teachers to monitor and talk to students about school, academic performance, and life after school". Head of school 2: "I read it some years back but I did not present it to teachers".

In Tanzania, guidance and counseling practices in schools were introduced after addressing circular number 11 of 2002 (URT, 2002). Currently, the circular act as guideline in the provision of Guidance & Counseling practices in secondary schools in Tanzania.

The objectives of this study were; - To examine the status of guidance and counseling practices in the selected schools, to investigate the challenges facing schools in the provision of G&C practices and to examine measures for improving the provision of guidance and counseling practices towards student career development in secondary school in Temeke Municipality. Thus, the following discussion on the findings is in alignment with the specific objective of the study.

The Challenges Facing Secondary Schools in the Provision of Guidance and Counseling Practices

In this part the researcher intended to identify challenges facing teachers and students in three selected secondary schools toward provision of guidance and counselling practices.

Table 4.4 Challenges Facing Secondary Schools in the Provision of Guidance and Counseling Practices

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
School has enough facilities to support career guidance and counseling practices	4	26	11	74						
Overcrowded classroom is the big limitation in assessing students' talents			6	40			9	60		
Parents attend school to make follow up on students' progression			13	86.7			2	13.3		
I have attended special in-service training on guidance and counselling.			15	100						
Students perceive counselling as a friendly and collaborative practice			5	33.3			10	66.7		

Source: Researcher 2021

Table 4.4 provides findings related to challenges facing guidance and counselling practices in secondary schools. Questionnaires were distributed to teachers to respond toward Likert scaled questions. From the table 4.4, it was revealed that most secondary schools in Temeke municipality have limited facilities such as sport equipment, special room for counselling session and arts facilities. This

can be seen from the responses 74 percent of the respondents who disagreed that schools have enough facilities that support guidance and counselling practices. The researcher observed the availability of facilities such as TV, library, playground, special room for guidance and counselling sessions and action plan.

Table 4.5 Availability of Guidance and Counselling facilities - Observation checklist

ITEMS	OBSERVATION
-------	-------------

	SCHOOL Z		SCHOOL G		SCHOOL Y	
	Available	Not available	Available	Not available	Available	Not available
Counsellor’s office		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Counselling action plan		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Student/counselee perso records.		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Minutes for guidance ; counselling activities.		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Guidance-Counsellors mont report.		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Time table for counselling.		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Motivational Textbooks.	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
Counselling Facilities (TV Modules)						
Playgrounds.	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Library	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Source: Researcher 2021

From table 4.5 above, it revealed that most of secondary schools failed to establish mechanism to implement guidance and counseling practices for students’ career development. As it was shown in table 4.5, necessary facilities such as counselor room, personal records, motivational books, TV, and other counseling facilities. From the table it was found that no school has counseling office, no school has counseling action plan, no school has timetable for career guidance and counseling practices. It was also found that only two selected secondary schools

have motivational textbooks. However, all selected secondary schools have playground for sports and games, library, and school leadership.

The similar response from students as figure 4.3 below illustrate that there are limited facilities for implementing effective guidance and counseling. Data collected from 120 students’ questionnaires are summarized in figure 4.3 below;

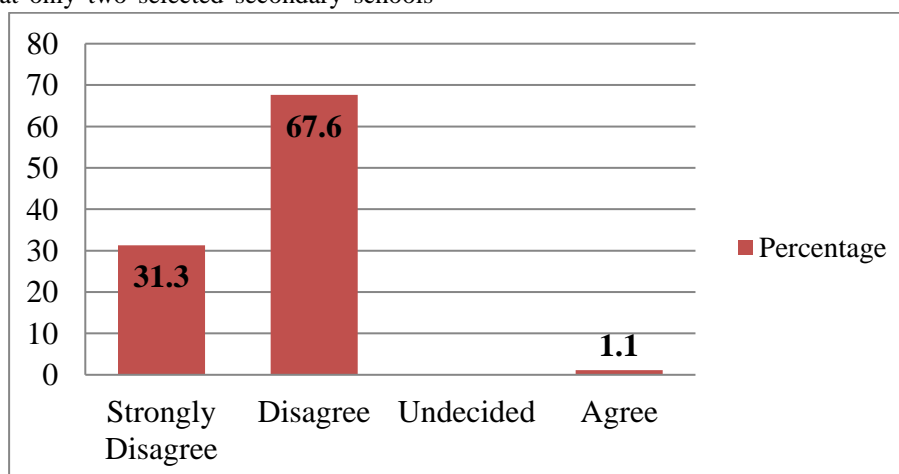


Fig.4.3 School has Enough Facilities to Support Career Guidance Practices (Students Opinions)

In the open-ended questionnaires, teachers were asked to mention challenges facing guidance and counseling practices in the school. Most of challenges are associated

with management, school environment and collaboration. The figure 4.4 below quantified challenges mentioned by 15 teachers.

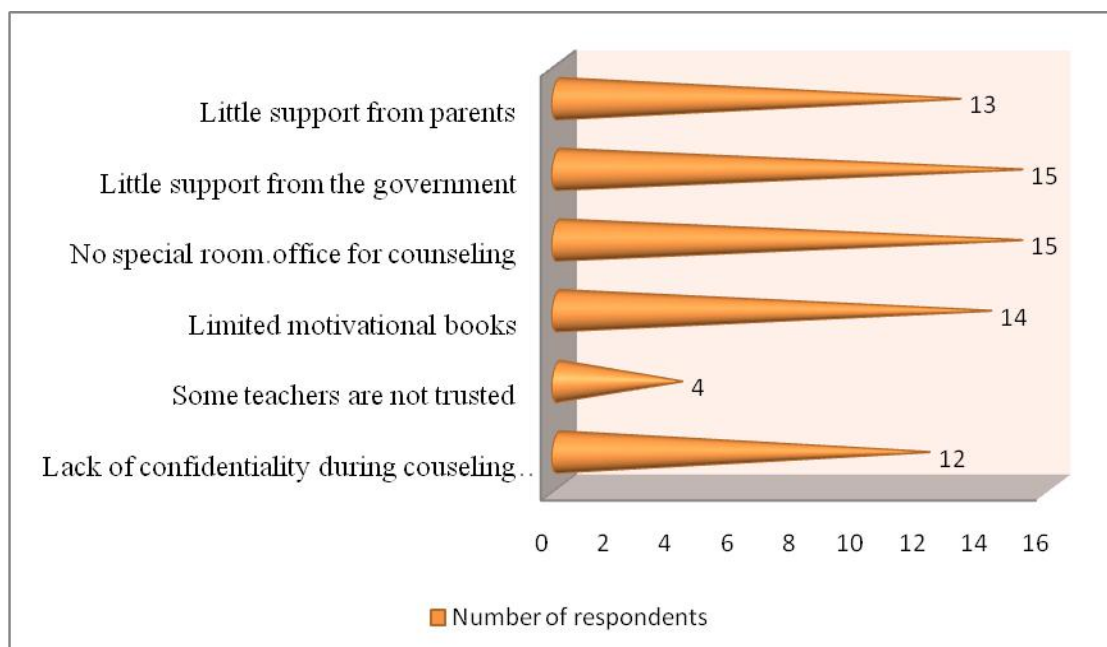


Fig.4.4 Challenges Facing Guidance and Counseling Practices (Teachers Opinions)

From figure 4.4, 13 respondents which is 86.6 percent stated that, there is little support from parents that hinder effective implementation of guidance and counseling practices to nurture career for students. When parents are neither directly nor indirectly involved in student guidance practices, there is a great danger that student might develop negative attitude towards school and this might affect their career.

Head of school has same perception on the parental participation in guiding students for career choices. Head of school explained that;

Parents are so busy when it comes to the issue of students' academic achievement; very few parents who make follow ups on their children. They only attend school when there are parents' meetings or when they have official letters from teachers.

Another head of school added that;

I cannot say that parents are not participating but their participation is exceptionally low to the extent that it seems that they are not participating. I used to communicate with parents when there is a need to do so and sometime parents call me when there is contradicting issue concerning their child, but mostly parents communicate with teachers more than head of school.

Ward education officer (WEO) from two wards had similar view that there is a communication gap between parents and teachers when it comes to the issue of monitoring and supervising students. In the interview WEO was quoted; "I only attend school for special visit or board meeting. I get time to speak with some parent and teachers and parents

lack mutual understanding on how to deal with students' personality development".

Another WEO stated that;

It has been experienced those parents are involved to solve discipline cases of their children but not in assessing student development in other areas such as career choices. This is a challenge. It is a normal thing to find that in a four academic year, parent never visit school to make follow up of their child.

Collaboration between family and school has higher positive effect on students, among those are; improve grades and test scores, positive attitude towards school, increase participation in classroom activities and improve positive behaviour (Virginia Department of Education, 2002).

Evidence from figure 4.4 shows that guidance and counseling is affected by limited support from the ministry responsible for education. 15 respondents (100%) stated that challenge. Since the introduction of circular in 2002 on how to practice guidance and counseling at school, there has been no in-service training for teachers or employment of special trained counselor. Most of counselors are teachers who have skills in psychology but not specially trained in career guidance and counseling.

Table 4.5 indicated that teachers have no special room or office for counseling session, 15 teachers have mentioned it and it is a big challenge in secondary schools. Worse still, teachers staff office is used as counseling chamber. This affect effectiveness of the guidance and counseling practice since it lacks confidentiality. Confidentiality between

guidance-counselor and client is inevitable. In table 4.5, this challenge was mentioned by 15 respondents (100%).

Likewise, 14 respondents stated that schools lack motivational textbooks such as books from motivational speakers, rich people, celebrities, achieved individuals and supplementary books relating to career development. These books are very few and sometime they are not available in schools. Effective guidance and counseling service need to be based on a complete understanding of student experience. Thus, effective guidance and counseling services are not only crucial for those students who deviate from the norms, but for all students as noted by Mutie & Ndambuki (2003). Therefore, all students would require guidance and counseling service to develop their academic, social, and personal competence. Guidance and Counseling is also a method of behavior change.

Only 4 teachers said that one of the challenges that affect guidance and counseling is honest from teachers. Some teachers are not trusted by students and therefore it is difficult for student to consult a teacher seeking for an assistance.

This is an indication that school guidance and counseling is not effectively observed in the aspects of implementation and management. Career guidance and counseling practice is considered as extra-curricular activities where teachers and students collaborate in numerous activities such as morning parade, morning speech, students' government election, sports, and games, arts, and environment protection.

According to Orege (2011) the facilities needed by the school counselor to carry out quality guidance and counseling practices in the school are numerous and some of these are; accommodation in terms of offices, bookshelves, tables with drawers, cupboard for storing pamphlets, finance, time, and psychological test materials. The UNESCO (2002) handbook on career counseling has added and suggested the availability of the following

resources for effective career guidance and counseling programmes, books, videos, journals, and computer-based information.

This observation is supported by Orege (2011) that the provision of adequate guidance and counseling facilities would certainly influence effective delivery of quality guidance services in schools. The study from Nakuru in Kenya on the influence of guidance and counseling programme on academic performance revealed that the head teachers provided reference materials, availed students' records, and invited guest speakers to talk to students on various issues, provided a special room for counselling services and facilitated referral counselling services (Njeri, 2007)

In Zimbabwe it has been observed that failure in allocating fund to the G&C services department has resulted into difficulties in monitoring and running of the G&S services in various schools (Chivonivoni, 2006). In the study done by Egbochuku (2008) on "the realities and assessment of the quality of guidance and counseling services on students' adjustment in Edo State Nigeria", it revealed that there were inadequate counseling facilities which significantly affected the prediction of students' adjustment.

Moreover, it was found that overcrowded classrooms in schools are the big challenge for students' assessment. From the table 4.4, 60% (9) of the respondents agreed that overcrowded classroom is the big limitation on assessing students' character and talents development while 40% of the respondents disagreed. The findings entail that there are factors such as overcrowded classroom that limit teachers to practice career guidance and counseling. Effective teacher is the one who understands the strengths and weakness of every student in the classroom.

Data collected from students' questionnaires tallied with teachers' responses that overcrowded classroom is a limitation towards implementation of effective guidance and counseling. Figure 4.5 shows the results.

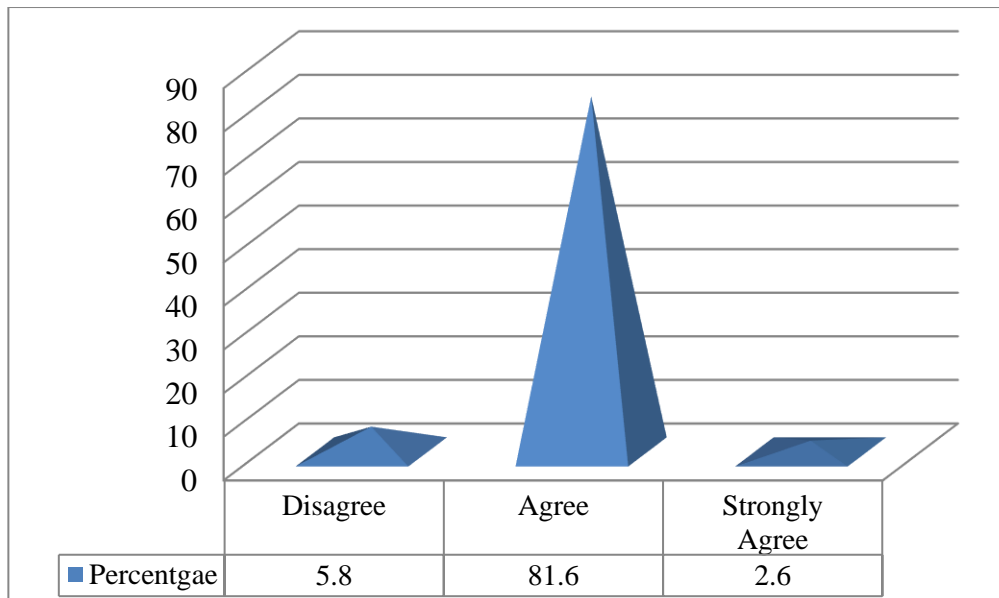


Fig.4.5 Overcrowded Classrooms is a limitation to Implement Effective Guidance and Counseling (Student Opinions)

Source: Researcher 2021

Figure 4.5 Illustrated that 81.6% of the respondents agreed that overcrowded classroom is the limitation toward effective guidance and counseling practices while 5.8% disagreed with the statement. This means that both teachers and students are negatively affected by overcrowded classrooms.

During the interview with the heads of schools on the effectiveness of teaching load with guidance and counseling practice, head of school said; “I appointed two teachers as the school guidance-counselor, male and female but they are still teaching their normal subjects. I do not know if their responsibilities as school guidance-counselor affect their normal timetable”.

Another head of school; “Everyone is guidance-counselor here although there are teachers who have been appointed as school counselor. Provision of counseling to student does not happen every time. Therefore, teaching load has no direct effect on other duties as counselor”.

Traditionally, teaching can be described as process of imparting learners with skills, knowledge, and wisdom in the school situation (Sing and Mishra, 2017). In modern definition, teaching process is an act of causing students to acquire and learn skills and knowledge and ways of living with other community. It is where teacher, learners and curriculum are organized in a psychological and systematic ways to achieve educational goals. Good teaching is characterized by life preparation, professional activities, matters of adjustment and causing to learn(Kolb, 1984).

There have been changes from traditional perspectives of teaching into modern perspective of teaching process.

Traditional concept of teaching holds that teacher is the source of knowledge while students are the receivers of the instructions (Teacher-centered). In the modern 17 perspectives, teacher is the facilitator and student are the participant in problem solving. Modern teacher is viewed as the effective teacher and facilitator who assists learners to learn for themselves, and understand their career. Modern teacher in teaching process assigns students to sit in a group and do practical activities. Sport and games can be part of teaching process that help learners to develop innovative ideas and enjoy the study (Marzano & Kendali, 1998). Marzano perspective implies that without collaborative teaching, it is difficult for the teacher to discover students' talent or behavior and make appropriate approach to handle it.

Furthermore, response from table 4.4 shows that 86.7% of the participants disagreed that parents attend school to make follow up on students' progress while 13.3 agreed with the statement that parents attend school to make follow up on students' progress. These findings indicated that there is no or limited relationship between school and parents and therefore students miss comprehensive monitoring. This finding is linked with a study conducted by Katatumba (2007), who showed that parents in Dar es Salaam were challenged by not having sufficient time to share with their children after school hours and even during non-school days. The study found that 32.1% of Dar es Salaam day school witnessed that students never had opportunity of sharing with their parents about issues related to education, filling school reports and plans.

A family is a fundamental factor which contributes to child development. Family is the first social and educational environment. Therefore, a family that begins right is the one that makes the most important part of children’s education. Family engagement in supporting career development of the child is necessary. Family engagement provides motivation and raise students’ behavior and personality when there is close relationship between parents, teachers, and students, this enables the students to learn different things from them such as sharing ideas about the world today, getting guidance and counselling, and learning how they can make decision. Lemmer & Van Wyk (2004)revealed that sharing views between parents, students and teachers can reach better solution not only for school development but also for students’ academic progress and career development.

It was found from table 4.4 that schools have no programme that upgrade teachers to have more technical skills on career guidance and counseling. It has been found that 100% of the respondents disagreed that they have undergone special guidance and counseling training. It means that teachers have guidance and counseling skills they learnt from teacher’s colleges and universities. Guidance and counseling skills is incredibly significant to teachers as

teachers will have modern and best approaches to handle students' matters.

Finding above concurs with Ngumi (2003), who asserted that, the provision of G&C practices in secondary schools is riddled with numbers of challenges with structural, attitudinal, human, and cultural. It includes failure to engage in a careful diagnosis of the school problems that G&C was designed to solve. There is shortage of trained school guidance-counselor in primary and secondary schools and shortage of time, facilities, and reference materials for use by counselors (Ngumi, 2003)

From the table 4.4 teachers agreed that students perceive guidance and counselling practices as a friendly and collaborative practice. This complies with 66.7% of the respondents who agreed with the statement that student perceive counselling as a friendly and collaborative practice and 33.3 disagreed. Student relationship paves the way to students to trust teachers and this provides an opportunity to share ideas and opinion.

Students also were asked to analyze challenges facing them when they consult with teachers or when they need assistance. Figure 4.6 indicate the results;

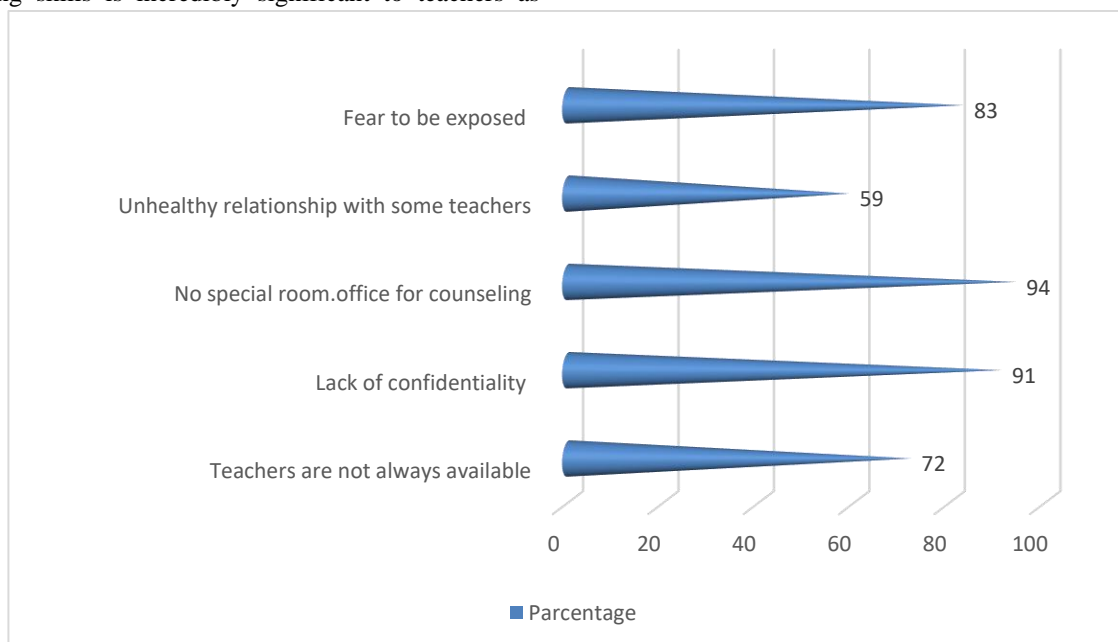


Fig.4.6 Challenges in Provision of G&C in schools (Students Opinions)

Source: Researcher 2021

Figure 4.6 indicates that, there are challenges that face both teachers and students towards

implementation of guidance and counseling. 83% of the students mentioned that, they are afraid to share their problem because they do not want to reveal their weakness to other people.

It is the client who must facilitate his own change. And there must be a built relationship between client and counselor in which the counselor succeeds to empower the client to act towards change in the solution finding process. Students are

skeptical about seeking guidance and counseling services because they do not want to reveal their problems to their teacher counselors.

Figure 4.6 also indicates that, 59% of the respondents stated that there is unhealthy relationship between teachers and students. It is expected that, when students experience difficulties in learning or school life, teachers should be there to help. The teacher is a second parent and counselor. This finding indicates that there are students who wish to share their challenges and curiosity with their teachers but due to communication barriers such as teachers disregard, lack of attentiveness from some teachers, it has become difficult for some students to consult teachers. Harsh treatment like corporal punishment, bullying from teachers is another indicator of unhealthy relationship.

From figure 4.6, students mentioned another challenge that teachers are not available. This is 72% of the respondents. This means that the only time where teachers speak with students is during break time, in the class during lesson time and when there are sports and other events on Friday, since there is no specific timetable for guidance and counseling sessions, conversation has become like *hide and seek game*.

Nowadays teaching and learning has become an art of understanding students, their needs, weaknesses, strength, mental stage, their stress, and happiness Kolb(1984), teacher has third eye that can forecast students' needs.

Guidance and counseling services are designed to help an individual student analyze themselves by relating their capabilities, achievements, interests, and mode of in secondary schools. Table 4.6 below quantified opinions from teachers' open questionnaires.

Table 4.6 Ways to improve guidance and counseling (Teacher's opinions)

	Responses	Frequency	Percentage
1	Good rapport between teachers and students	8	53.3
2	Presence of facilities	15	100
3	Training and seminars to teachers	15	100
4	Building of school physical infrastructure and school fence	15	100
5	Establishment of guidance and counseling department	11	73.3
6	Students should learn career choice as part of subject topic	6	40

Source: Researcher 2021

Table 4.6 above teachers commented that, the best way to make career guidance and counseling more productive, there must be a good relationship between teachers and students. This suggestion has been listed by eight teachers (53.3%). Good relationship implies effective communication, students must feel free to talk to teachers, and teachers must be available to assist students.

adjustment to what new decision they must make Gichinga (1995). These services are overly critical for the students because they need it to solve career, study, personal and social problems they encounter in life. The school is supposed to provide time, place, and personnel required for skilled assistance of individual students in working out solutions to their personal problems. The services are designed to facilitate self-understanding through individuals or group relationships.

Measures for Improving the Provision of Guidance and Counseling Practices towards Students' Career Development in Secondary Schools

Guidance and counseling when effectively delivered, helps to develop an individual who is more productive, happier, and well-adjusted to the environment, thus when orientation and adaptive services are provided, they assist students to adjust to their school environment during the transition period. According to Dondo (1996) well-adjusted students who developed positive affiliation on social bond with their school are more likely to remain academically engaged thus, less likely to become involved in school misconduct and other anti-social behavior than students who develop negative affiliation. Therefore, effective guidance and counseling practices in secondary schools is incredibly significant. The study examined measures for improving the provision of guidance and counseling practices towards students' career development.

Teachers presented best ways to improve guidance and counseling practices

It was also proposed by teachers that school administration must purchase necessary facilities such as sports and games kits, prize for winners in certain school competition, office for counseling, television, and motivational books to be utilized by teachers and students. All teachers (100% of the respondents) recommended this. These facilities are facilitating smooth implementation of guidance and

counseling practices since some will be used as references and supplementary resources.

In the interview with head of school, it was found that availability of facilities is incredibly challenging since the school budget does not allocate fund to buy guidance and counseling facilities. Head of school said; "Guidance and counseling in school is not about creating unique environment due to the nature of our school, but I believe when we prepare ourselves, we can achieve this. Parents can be involved to buy some of the facilities if agreed together".

Since the introduction of fee free education in Tanzania, parents' participation in school development has become a challenging phenomenon as parents believe that their participation in education is just fund contribution (Mwananchi, 2019).

Parental engagement in their children's education can also contribute to successful students' outcomes. Students with parents who have lofty expectations and offer support to schools, their children attend and earn higher grades, enroll in more difficult courses, maintain regular attendance, have better social and emotional skills, adapt well to school, complete lower secondary schools, and pursue post-secondary studies (Mintrop and Trujilo, 2007). Schools can support parental involvement by scheduling parent-teacher meetings, sending materials home, and communicating with parents about students' progress. A culture of respect and appreciation for diversity within the schools can also support parental involvement.

From 4.6 teachers have identified the issue of training to produce professional guidance-counselor, 100% of the respondents have stated that trainings and seminars are necessary to produce qualified school counselors.

Since school counseling is unique and has multifaceted roles across different specialization, the process of training school counselors gains vital importance. This is because school professional counseling includes the application of mental, health, psychological or human development principles through cognitive, effective, behavioral or systematic intervention strategies that address wellness, personal growth, or career development.

Professionally, an effective counselor needs to possess the qualities needed for that work. Many scholars in the field of counseling such as Corey (1996) and McLeod (1998) have identified qualities of a good counselor to be self-respect and appreciation of themselves towards their counseling duties and responsibilities they are engaged. Furthermore, it has been argued that the extent to which teachers implement any curriculum is dependent upon and influenced by their attitude and perception towards it (Diemer, 2007)

Findings from the table indicated that 73.3% of teachers advised the building of school fence and improve other physical infrastructure as mechanism to avoid interference with outsiders and reduce rate of students' misconduct such as truancy and absenteeism during lesson hours.

In the interview, ward education officer was asked if absence of school fence is the challenge and what is the best way to improve school guidance and counseling practices;

Yes, absence of school fence is the big challenge that affect monitoring and supervision of students. As a member of school board, we are working with community to make sure that school compound is respected and soon wall will be built to enclose the school.

Poor facilities and low quality also affect teachers' motivation and indirectly affect teachers and children education (Mintrop & Trujilo, 2007). Teachers will feel valued and motivated for working when they have access to good infrastructure, significantly improving their working performance affecting children's academic outcomes.

Table 4.6 indicated that, 73.3% of teachers advised the establishment of guidance and counseling department in the school. It means students will be aware about guidance and counseling at school and be able to consult with guidance-counselor, whenever they have problems.

There is similar opinion from students who suggested that there should be special office where students can seek consultation instead of using staff office where there is absence of confidentiality.

Students advised that, there should be special teacher who is friendly and has great concern for students. Ward education officers had similar view on the fact that guidance and counseling is incredibly special activity and therefore there is a need to train teachers to perform that task. WEO was quoted;

Those teachers who are appointed as guidance-counselors should have specific skills in psychology, career guidance and counseling. A teacher who is appointed should know how to talk with students and should be friendly to students, this will make students feel free to speak.

Additionally, it was suggested that students could be taught about career choices, character development and life skills as part of subjects taught in secondary education. Teaching students about career development might enable students to develop self-awareness, assertiveness, creativity, and confidence. Career development skill to help students to develop positive attitude toward school and hence high academic performance which later create productive generation to the society.

Teachers proposed that management, should construct infrastructure and purchase necessary facilities to enable

effective G&C in schools. It was clear that teachers are not aware of the slim coffers that schools receive monthly from the central government.

The coffers come with embedded rigid expenditure instructions. From the point of view of the teachers, they are conservative to the extent they do not provide room for eclectic techniques which emphasizes on flexibility thus, they opine against Biswalo (1996) who urges that counselors should be flexible to accommodate a counseling situation Parents are less involved in the G&C of their children, although they are a primary and basic unit responsible for the orientation of their children. The literature opines that student with parents who have lofty expectations and offer support to schools, their children attend and attain higher grades (Mintrop & Trujilo, 2007). This is in line with what most teachers (100%) commented as they agreed with the fact that, students who demonstrate talents must be guided into the best way for better performance. The non-involvement of parents in the G&C of their children was said to be one of the reasons for delinquencies among students in Temeke municipality. Parents mutedly find it to be purely a role bestowed to teachers. As such, to improve the G&C in schools, parents must for no reason, however best it may be, put themselves aside and act as spectators. They must be involved directly in the education process of their children, since G&C have become essential components of the education system (Oye, 2012).

VI. CONCLUSIONS

Based on the findings of the study, the following conclusions have been drawn;

Guidance and counseling practices in secondary school are vital to the well-being of learners. The current prevailing status of guidance and counseling practices in selected secondary schools in Temeke Municipality is not professionally managed and as such students lack professional support from teachers

Teachers who are appointed as school guidance-counselors have not attended any professional training and seminars and the selection does not consider skilled teachers who are considered friendly, religious, and disciplined are appointed Students perceive guidance and counseling as discipline regulator and not career development support from teachers. This limits effective participation of teachers and students towards career development. Most of student careers are not well nurtured because teachers concentrate on teaching and learning and pay little attention on other skills to develop. This is attributed by fixed school timetable that focus on subject teaching and not career development teaching. Guidance and counseling practices in secondary schools

faced challenges which can be minimized by comprehensive efforts between teachers, school management, parents, and ward education officers.

Recommendations for Action

Basing on the findings, the study recommends that;

Special in-service training and seminars should be provided to teachers who are expected to be school guidance-counselors. It was observed that teachers are rotating in performing school guidance-counselor and therefore no consistency and sustainability of the guidance and counseling services provided. Well trained guidance-counselors will have skills on how to handle students' matters but also ability to train other teachers. There should be special room or office that will be used as special place for counselor and counselee to discuss and share experiences. There should be a parents committee that will deal with identifying students who are demonstrating not only immoral conducts but also exceptional talents. Parents committee will work with school administrations to deal with such circumstances. There should be financial support from parents, government and community that will work together and provide necessary facilities in schools for effective guidance and counseling practices. The 2002 Circular on Guidance and Counseling services in schools should be distributed to all secondary schools and so that teachers must be aware of it. Further studies might be conducted in best guidance and counseling approach for effective teaching and learning.

Research can be done to examine the effectiveness of guidance and counseling approaches on teaching and learning process. Researchers also might investigate the role of local authority on improving school guidance and counseling. Moreover, this study can be done in other education level such as primary and university levels of education.

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