



Importance & Impact Of Guidance & Counseling Programme In The School Curriculum: A study conducted in public secondary schools of Kinondoni Municipality in Tanzania

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Abstract

This study aimed to contribute guidance and counselling approaches to character building among students in public secondary schools in Kinondoni Municipality, Tanzania. The study used a mixed research approach and a cross-sectional survey design. A sample size of 528, including secondary school teachers, students, heads of schools, and parents. From the findings, it is evident that 60% of the teachers employed dynamic interactions of a group of students' approach, which aids in shaping and managing the behavior of students. Therefore, teachers tend to impose things on the students rather than making use of dialogue since they do not understand the environment created by students. The challenges recognized by the respondents were found to be the lack of separate counselling offices and necessary equipment, the absence of professionally trained guidance and counselling personnel, clear rules and guidelines and the lack of support from stakeholders. Last but not least, the study revealed that guidance and counselling are important to students and teachers; hence, they create a good relationship between students and teachers in school.

Keywords: *Guidance and counselling approaches, character building, students, public secondary schools, Kinondoni Municipality, Tanzania*

INTRODUCTION

Counseling services represent a crucial component of educational support systems, and educational objectives cannot be completely achieved without their presence (Gysheers, 2001). Research has demonstrated that counseling programs offering students vital information, competencies, and services during their initial academic years effectively prevent future educational challenges (Bergin et al., 1990). Counseling serves as a fundamental aspect of behavioral management across all communities, including the most basic societies that emerged from the need to direct individual conduct for collective benefit. No society can operate effectively without implementing disciplinary measures.

The application of counseling for character development requires consistent implementation to enable individuals to collaborate effectively toward shared objectives. Hendrikz (1986) emphasizes that educators and school administrators bear the obligation to ensure students develop progressively according to their individual pathways. Students constitute invaluable resources and represent the most critical component of education. It is crucial to guide students toward displaying appropriate attitudes and conduct both within educational settings and beyond.

The establishment of counseling services holds significance in both industrialized and developing nations. In the United States, for instance, a program called "the enabling component," alternatively known as "the effective counseling programme," was implemented to minimize psychosocial and academic obstacles for students (De Angelis, 2012). This initiative aimed to enhance counseling services in middle and high schools throughout America. Furthermore, across Europe, guidance and counseling (G&C) services receive appropriate recognition within educational systems and broader social contexts. The Department for Education and Skills has identified counseling as a vital support element for children and adolescents experiencing emotional and behavioral challenges (McGinnis & Jenkins, 2006). Ireland was noted as among the first nations to create a National Forum and participates as one of twelve European countries in networks of similar forums.

Risk behaviors in African nations also present situations requiring intervention. Oliech (1991) noted that in Kenya, the majority of smokers are teenagers aged 13 to 18 years, representing the primary age group of secondary school students. Research conducted in Ugandan educational institutions revealed that psychosocial difficulties resulting from inadequate or absent counseling directly affect students' capacity to perform effectively in academic environments, family contexts, and social interactions (Nsereko et al., 2014).

Additionally, Abdulahi (2009) found that G&C services in Nigerian secondary schools operate according to national educational curriculum guidelines. Specially trained counselors work in both government and private institutions to deliver G&C services to students during their adolescent phase, when they experience both physical and psychological development. Due to peer influence, insufficient parental guidance, personality issues stemming from socioeconomic circumstances, and drug availability in communities, most secondary school youth encounter psychosocial difficulties, creating the demand for G&C services.

By the Education and Vocational Training Policy of 1984, the government of Tanzania allowed the provision of counselling services to its educational institutions. According to the policy statement, counselling and advice are needed for all students, teachers, and trainees and are crucial to the welfare and motivation of students at all levels of the educational system (URT, 1995; 2009). According to Biswalo (1996), G&C practices in secondary education and

higher learning institutions are extremely important and necessary due to their projected implications for future life in Tanzania and many other developing nations in Sub-Saharan Africa. However, Selestin (2013) contends that counselling principles are only partially implemented in secondary schools in the Kilimanjaro region.

When examining the delivery of school counseling services in Tanzanian secondary schools, research has identified several obstacles, with one prominent issue being the insufficient counseling expertise and competencies among teacher-counselors, along with challenges in transitioning from their teaching role to a counseling position. This difficulty stems from the lack of adequate counseling proficiency and understanding among educator-counselors (Nkuba & Kyaruzi, 2015). Research conducted by Nkuba (2010) examining career counseling services in Tanzanian educational institutions similarly reveals significant deficiencies in counseling abilities among school counselors. Therefore, this finding highlights the importance of equipping school counselors with proper knowledge and competencies through diverse training initiatives. Multiple research studies demonstrate the existence of behavioral problems in numerous schools within the Kinondoni district.

Within Kinondoni Municipality, counseling services are not universally available across all educational institutions. While some schools offer these services, others operate without them. For instance, Malian (2017) conducted research in Kinondoni Municipality, with results showing that the absence of counseling support for children led to problematic behavior, absenteeism from school, academic underachievement, and psychological trauma, which negatively impacted their developmental progress. Conversely, another study found that students in Kinondoni Municipality recognized that counseling support was available in their educational institutions. The services they obtained from their educator-counselors encompassed guidance and recommendations for problem-solving, personal awareness development, instruction about HIV/AIDS, educational and professional guidance, and communication channels with instructors and peer students (Moshi, 2013).

Literature Review

Counseling represents a professional discipline encompassing a wide spectrum of activities, programs, and services designed to help individuals gain self-awareness, understand their challenges, comprehend their educational environment and surroundings, and build sufficient capability for making informed choices and decisions. Experts concur that counseling consists of three primary elements: educational, vocational, and personal-social components (UNESCO 2000).

Noting that counseling services are not globally standardized, Olanyika (1999) and Biswalo (1996) remarked that African counseling should assist students in valuing school policies, cultivating responsibility, preparing students for adulthood, enhancing their academic abilities, providing information about post-secondary opportunities, investigating employment and career options, offering general self-management skills, and supporting them in designing their academic programs. Therefore, the education and support provided to learners enables them to perform effectively in school while gaining self-understanding and recognizing how their capabilities can be enhanced.

Students face numerous challenges in their domestic environments, educational institutions, communities, and peer circles, all of which impact their educational journey. These

difficulties encompass substance abuse, psychological pressure, sexual issues, drug dependency, cult involvement, worry, and academic dishonesty. Additional problems include self-harm tendencies, low self-esteem, frustration, mental distress, social exclusion, failure, behavioral issues, peer influence, misconduct, experimentation, information gaps, economic hardships, media effects, decision-making difficulties, absence of goal-setting, lack of direction, problematic relationships, bereavement, isolation, and numerous other concerns (Sima, 2006). These adolescent issues can be significantly troubling. When personal-social counseling is properly executed, it may assist in preventing behavioral maladjustment that disrupts the educational process.

Effective organization of G&C services guarantees a systematic approach to addressing students' personal, social, academic, and career requirements. Comprehensive G&C service plans encompass all counseling activities, classroom interactions with students, one-on-one counseling, administrative meetings, parental conferences, collaboration with support organizations, and orientation programs. In the United States (Reynolds & Cheek 2002:93; Schmidt 1993:42) and Ireland (NCGE 2003:4), G&C service planning occurs annually at the start of each academic year. Gibson (1990:255) suggests that American G&C service plans identify target populations, information to be communicated to these groups, the rationale for sharing this information, and the delivery methods to be employed.

School counselors providing quality services begin by gathering essential information necessary for making suitable and precise decisions. Thompson, Loesch and Seraphine (2003:35) contend that in American educational institutions, thorough evaluation of students' counseling requirements is a fundamental element in delivering effective G&C services. Rye and Sparks (in Lusky & Hayes 2001:29) indicate that in America, needs evaluation serves as the initial phase in developing goals and objectives for which G&C services are held responsible. Competent school counselors perform needs evaluations to identify student capabilities and areas for improvement in American schools (Borders & Drury 1992:493). According to Leviton (1977:244), examining student needs in American educational settings enables school counselors to better understand student preferences for G&C services.

METHODOLOGY

The study used a mixed research approach and a cross-sectional survey design. The target population was obtained from secondary schools in Kinnondoni municipality. The sample size comprised 528 secondary school teachers, students, school heads, and parents. The study used a sample size of four (4) school heads, (20) teachers in four schools, 502 of form three and four students in four schools and 2 psychologists, for a total of (528) five hundred and twenty-eight participants. The sample size for teachers and students was determined by Kerlinger's formula based on selecting 10%-30% of the entire population, and the researcher used 10% of the population. The researcher visited five secondary schools in which questionnaire guides were administered to gather information from teachers and students, while relevant data from the heads of schools were gathered through interview guides.

This study used two main sources of data, namely, primary data and secondary data; secondary sources of data were obtained from documentary reviews, including journals, books, and empirical evidence relevant to the study. The primary source of data was obtained from the field by using a structured question, observation schedule, interview guide, and document analysis guide. Quantitative data collected through questionnaires were coded, categorized and

ordered according to the emerged categories of the responses. The coded data were analysed by using descriptive statistical techniques, giving frequencies and percentages. Statistical Package for Social Sciences (SPSS) and Microsoft Excel were used in the data coding and analysis process. On the other hand, the qualitative data collected through interviews were analysed using content analysis.

RESULTS AND DISCUSSIONS

The role of the psychodynamic approach in enhancing students' character building

The first research objective sought to describe the psychodynamic approach used in counselling and its role in enhancing students' character building in secondary schools. Open-ended questionnaires were administered, and interviews were conducted. The data collected were obtained from students, teachers, the head of school, and psychologists. The findings of the study revealed that most teachers used a mixed approach in shaping students' character building.

This section focuses on the approaches used in counselling. Through counselling, students are given solutions on how to deal with psychological problems that might affect their studies. Through this, the students are able to develop problem-solving skills that, to an extent, help them deal with particular issues surrounding their lives. As a result, it was important to establish the approaches used in counselling in secondary schools in Kinondoni Municipality.

Table 1. Approaches Used by Teachers in Dealing with Students' Behavior in School

Variables		S.A	A	N	D	S.D
I employ dynamic interactions of a group of students approach	Frequency	14	6	0	0	0
	%	60	40	0	0	0
As school counselor use small-group counselling approach	Frequency	0	5	0	15	0
	%	0	33.3	0	66.7	0
I use therapeutic interventions approach	Frequency	4	8	0	5	2
	%	20	40	0	33.3	6.7
I use student-focused interventions	Frequency	2	6	0	5	7
	%	6.7	33.3	0	26.7	33.3
As a counselor I understand and respects the society created by student	Frequency	0	4	0	7	9
	%	0	20	0	33.3	46.7
Am sensitive to all levels of	Frequency	2	10	2	4	2

communication being used by the student being counselled	%	6.7	60	6.7	20	6.7
I make counselling office an enjoyable	Frequency	6	6	3	2	3
	%	33.3	33.3	13.3	6.7	13.3
I use one-to-one sessions	Frequency	9	11	0	0	0
	%	46.7	53.3	0	0	0
I use Nondirective Counselling	Frequency	6	9	2	3	0
	%	26.7	53.3	0	0	0
I employ open-ended questions to help the child-clients enter into a dialogue	Frequency	2	3	0	5	10
	%	6.7	13.3	0	20	60
I use of online systems to provide individual and group counselling	Frequency	2	3	0	5	10
	%	6.7	13.3	0	20	60

Source: Field Data, 2023

Based on the results presented in Table 1, it is clear that 60% of educators utilized dynamic group interaction methods with students that helped in molding and controlling student behavior (Mutie and Ndambuki, 2002). However, 66.7% of the educators disagreed with using small-group counseling methods. Additionally, 40% of the educators confirmed their use of therapeutic intervention strategies, while 33.3% indicated they employed student-centered interventions. Conversely, 46.7% of the educators strongly disagreed that they comprehended and valued the social environment established by students. Consequently, educators tend to dictate to students rather than engaging in meaningful dialogue, as they fail to grasp the student-created environment (Musembi and Siele, 2004). Nevertheless, 60% of the educators acknowledged being attentive to all communication levels used by students receiving counseling. Educators also work to make the counseling space welcoming, as demonstrated by 33.3% of the teachers. Moreover, 53.3% of the educators validated their use of individual sessions and non-directive counseling approaches. Furthermore, 60% of the educators rejected having used open-ended questioning techniques to encourage client students to engage in conversation. Likewise, 60% of the educators strongly disagreed with utilizing digital platforms to deliver individual and group counseling services. From these results, it is apparent that various strategies have been implemented to tackle student-related issues, though these efforts remain inadequate. Additionally, guidance and counseling provides students with direction on managing emotional struggles and personal difficulties both within the educational setting and in their everyday lives, highlighting the necessity to improve the methods employed in guidance and counseling services.

During an interview that lasted for 25 minutes, one of the heads of school in school A responded to the following question:

“Counselling for students is a very good and important thing, many teachers believe in guiding the student, but we do not have enough methods and education about counselling and counselling, with the government having a policy of education and a guideline about education, the challenge is still very big. First, there is no special office/room or counselling curriculum, perhaps only for teachers' colleges. There is no special room to provide this service to students, and even the teachers themselves do not have enough power, which is why the problems of discipline are so great. These children go through many things that hurt their feelings, their health, their minds, and their relationships with the community, but they lack the right people to listen to them and lead them well. Even those who have counselors in the street are ineffective and completely misleading counselors, it must come to a place where this profession is given its place and importance, too many schools they have discipline teachers who wear the turban of advice, believing more in the use of force and punishment than sitting and talking with children about their behavior and behavior in order to facilitate teaching and maintain good morals”. (June 20,2023).

Another head of school in school B, when responding to the same question, responded that:

“There are very negative perceptions about counselling for students and teachers; students believe that counsellors are only old teachers or school mistresses, and teachers know that counsellors are elderly. In knowing the importance of this cadre, here, we start at the student government level to have a colleague who is a counselor, that is, a Guidance and Counselling prefect who cooperates with the discipline office. The importance of this cadre is very evident with the many strange events that students encounter and even cause many of them to drop out of school. To build the students behaviorally and morally, the counselors in the school must be well empowered” (Interview conducted on June 20, 2023).

Moreover, another head of school in school C, when interviewed, replied that

“From what we see, it seems students do not know the importance of the counselling services. I say this because most of them face a lot of problems such as academic and personal problems, but they do not inform their teachers. When we ask them why they do not report the respective problems to the teachers, they fear that their problems will be exposed to their fellow students” (Interview June, 2023).

The statement mentioned above suggests that insufficient counseling infrastructure, including dedicated counseling spaces, results in compromised privacy that hinders the provision of counseling services. Additionally, the research found that many educators lack the essential competencies and understanding needed to provide services in educational institutions, which might account for students' unfamiliarity with guidance and counseling services available in their schools.

"I feel uncomfortable providing student counseling because I rely on my teaching background, which is sometimes ineffective. It would be beneficial to participate in comprehensive workshops and professional development to learn the principles and techniques of guidance and counseling" (Teacher-Counselor, 3rd June 2023).

These findings demonstrate that insufficient professional guidance and counseling expertise among teacher-counselors restricts the delivery of counseling services to students. Frequently, these educators employ conventional methods to conduct counseling sessions. Supporting these findings, another teacher-counselor stated that *"I find it difficult to participate in student guidance and counseling because I lack knowledge of the protocols and standards, since as a counselor, I must understand the guidelines that govern the counseling process..."* (Teacher-counselor 3rd June 2023)

The feedback in this area indicates that teacher-counselors in numerous Tanzanian schools require comprehensive training to acquire knowledge, understanding, and competencies for effective counseling delivery in the nation's educational institutions. Moreover, participants acknowledged that school counseling activities should be conducted by qualified counselors rather than any educator assigned by school administrators or students. Furthermore, professional development is crucial for teachers in schools to enable them to function as school counselors. Interviews were also conducted to examine the function of general guidance and counseling in educational settings. The teacher-counselors were requested to describe their responsibilities in guidance and counseling, and they outlined various areas and methods through which counseling serves essential functions. One such function was to offer necessary guidance to students in their areas of concern, as expressed by a psychologist at AMREF:

"They remain in their adolescent phase and require practical, explicitly communicated directions regarding boundaries, principles, and appropriate conduct. These young individuals may lack sufficient information or experience to make sound and practical decisions. They might not comprehend decision-making procedures and require knowledgeable adults like educators or guardians to listen and provide direction as they discuss their career choices, options, advantages and disadvantages, and experiment with alternatives. (Youth Counselors, AMREF, Kinondoni, 2023)

The contention implies that these students need to hear adults stating some of their perspectives to understand their expectations and the acceptable limits and reduce stress for these students. Furthermore, they do not have enough life experience, so they need loving concern and guidance to help them make the right decisions, and this is where counselling comes in. These findings in objective number one supported the idea of De Angelis (20120), who asserted that the provision of counselling services is important in both developed and developing countries. In the USA, for example, there is a programme named "the enabling component", also known as the "effective counselling programme", initiated to reduce the psychosocial and educational barriers to students. This was a strategy to improve counselling services in junior high schools and high schools in the USA. Moreover, in Europe, G&C services are given due weight in school systems and social life in general. The Department for Education and Skills has stated that counselling is one of the important elements of support to consider for children and young people with emotional and behavioural difficulties (McGinnis & Jenkins, 2006). The implications of these findings for the government are that in Kinondoni Municipality, counselling is still a problem; hence, students have no freedom to express their problems to teachers for fear of being exposed.

The Challenges Facing Guidance and Counselling in Secondary Schools

The research inquiry sought to determine prevalent obstacles and explore potential solutions that could be implemented to address issues impacting services that enhance student learning in secondary educational institutions within Kinondoni Municipality. It was anticipated that responses to this research inquiry would assist in recognizing the difficulties that render these services ineffective within the educational environment.

Availability of Facilities

Among the most significant issues confronting guidance and counseling services in the secondary schools examined during this research is the shortage of resources. This is outlined in the table presented below to specify the particular resources that are absent in these educational institutions.

Table 2. Availability of Facilities					
Variable		Adequate		Inadequate	
		Frequency	Percentage	Frequency	Percentage
Room/office	for	1	12.5	3	87.5
counselling					
Reference books		0	0	4	100
Professional personnel		0	0	4	100
Timetable		2	37.5	3	62.5
Seminars and workshops		1	12.5	3	87.52
Financial support		2	25	3	75

Source: Field Data, 2023.

The interviews held with school principals and teacher-counselors regarding their perspectives on obstacles affecting guidance and counseling services in secondary schools within Kinondoni Municipality disclosed that, substantially, guidance and counseling services were insufficiently delivered to support educational processes in secondary institutions. Frequently, both teacher-counselors and school administrators attributed the absence of resources—including educational materials, designated spaces, and furnishings necessary for service delivery—to financial constraints. One head of school emphasized by arguing that “...*In our school, we do not have enough financial support to facilitate effective guidance and counselling services to our students. This problem affects the school administration’s ability to meet students’ demands... (Head of school June, 2023)*”

The statement above indicates that educational institutions cannot deliver services effectively due to financial difficulties faced by school management in purchasing brochures and other materials necessary for guidance and counseling programs. Additionally, one teacher-counselor expressed: "Counseling services exist in our institution, but we face the challenge of lacking proper rooms or offices. This situation prevents students from feeling comfortable

discussing their concerns and creates reluctance to share their thoughts because these services require privacy." (Teacher counselor 4th June 2023)

Overall, it can be stated that guidance and counseling services have not received adequate consideration from responsible authorities. The absence of facilities and funding for these services in Kinondoni Municipality schools demonstrates that authorities have not yet recognized the significance of guidance and counseling in these educational institutions.

The Lack of Qualified Counselors

Table 3. Lack of Qualified Counselors

Item	Variable	Frequency	Percentage
School A	Professional counselor	1	10
School B	Professional counselor	0	100
School C	Professional counselor	0	100
School D	Professional counselor	1	10

Source: Field Data, 2023.

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Overall, it can be stated that guidance and counseling services have not received adequate consideration from responsible authorities. The absence of facilities and funding for these services in Kinondoni Municipality schools demonstrates that authorities have not yet recognized the significance of guidance and counseling in these educational institutions.

Another obstacle contributing to the ineffectiveness of guidance and counseling services in Kinondoni Municipality schools is the shortage of qualified staff in educational institutions. This became apparent when students expressed complaints about not receiving prompt responses when presenting their problems to teacher-counselors, and sometimes these counselors lack the knowledge to address the issues brought to them. From the open-ended questionnaire, one student commented on insufficient funding for counseling services: "We feel that educators do not offer immediate solutions to our problems; there are no quick resolutions to issues affecting us even though we report our concerns to them..." (Form four Student June 2023)

Another student highlighted the inadequacy of professional staff to improve consultation services for secondary school students, stating: "Most teacher-counselors lack professional credentials as counselors. They typically conduct guidance and counseling activities based on their personal experience, which is not beneficial for the intellectual and social development of our students..." (Head of school 4, 15th June, 2023) This statement means

that most teacher-counselors are individuals chosen by school principals rather than professional counselors, and they rely on experience when providing guidance and counseling services to students.

Concerning the absence of a counseling schedule in schools, teacher-counselors made these observations: "We typically work full-time as educators while also undertaking guidance and counseling duties and responsibilities in the school. Therefore, the excessive workload of teachers may have made it challenging to accomplish effective guidance and counseling due to demanding teaching schedules..." (Teacher-counselor in school B, 15th June, 2023) Classroom educators assumed professional roles and assisted students with their social, personal, academic, and career issues. The teachers who addressed student needs sometimes received in-service training to begin these additional functions, which they performed alongside their regular teaching responsibilities.

In general, it can be determined that counseling effectiveness in schools is influenced by various factors; therefore, for successful guidance and counseling to be provided, counselors should have sufficient time to work with clients, provide them with audio materials to listen to in the guidance and counseling office, or even show videos as required by the counselor. These findings from the second objective align with studies by Karega (2008), Dryafol (2002), Allen (2002), Kimwaga (2000), and UNESCO (1998). The results showed that most counselors lacked proper training. Similarly, Sima (2002) examined the extent to which counseling services were offered to girls regarding academic, vocational, and psychological issues in selected schools in Dar es Salaam and Iringa, finding that most counselors possessed no counseling expertise. The implications of this research for curriculum developers and the government through the Ministry of Education and Vocational Training suggest that counseling competencies should be integrated into school administration and that schedules should be established for counselors to function in schools after acquiring appropriate skills and knowledge.

In explaining the results, students in Kinondoni identified numerous challenges they encountered, as Sima (2006) noted that students experience various problems in their homes, schools, communities, and peer groups, all occurring during their educational journey. These issues include substance abuse, psychological pressure, sexuality concerns, drug dependency, cult involvement, worry, and academic dishonesty. Additional problems encompass self-harm, low self-esteem, frustration, mental distress, social rejection, failure, behavioral issues, peer influence, misconduct, experimentation, information gaps, financial difficulties, media effects, decision-making challenges, absence of goal-setting, lack of direction, problematic relationships, bereavement, isolation, and numerous other concerns (Sima, 2006). These adolescent issues can be significantly troubling. When personal-social counseling is properly implemented, it may assist in preventing behavioral maladjustment that disrupts the learning process.

The research demonstrated that guidance and counseling are valuable to both students and educators; therefore, they establish positive relationships between students and teachers in schools. Most students strongly supported the idea that guidance and counseling foster respect between students and teachers while promoting self-esteem, self-awareness, unity, and solidarity. Secondary schools require intensive and regular counseling services to address students' antisocial behavior characterized by conflicts, aggression, anger, fear of uncertainties,

and potential significant property damage and loss of innocent lives. These findings correspond with numerous studies discussed in chapter two's literature review, including those by Ryan (2000), Olanyika (1999), Gibson (1990), and Borders (1992). These results demonstrate how counseling is essential in developing personality for students and individuals.

Furthermore, these findings align with Bandura's social learning theory, as Bandura (1969) argued that SLT explains human behavior through continuous reciprocal interaction between cognition, behavior, and environmental influences. The theory describes how environmental and cognitive factors interact to influence human learning and behavior. The implications of these findings for the government indicate that counseling is crucial for character development, so all teachers in tertiary education, whether at diploma or university level, should acquire fundamental counseling and guidance skills comprehensively rather than partially to guide students effectively, which will help reduce indiscipline and other harmful behaviors for students at all educational levels.

CONCLUSION

The provision of effective counselling services has been found to be crucial in alleviating psychological distress, fostering the development of resilience, enhancing self-esteem, and eventually leading to overall improvements in individuals' lives. The greater the efficacy of this process, the more readily misunderstandings can be refuted and therapy and counselling may be perceived and embraced in their authentic essence.

The most widely recognized counseling approach is certainly psychodynamic counseling. This counseling style, which originates from Freudian principles, focuses on establishing strong therapeutic relationships between counselors and clients. The goal is to help clients develop the mental competencies needed to manage difficult emotions and situations.

Based on this study's results, an educator's responsibility extends beyond knowledge transmission to include supporting children's character formation. Teachers should demonstrate exemplary behavior and exhibit appropriate actions, language, and demeanor. Since students model their teachers' behavior, leadership qualities must be essential for educators; therefore, they instill values in children and gain affection and respect from their students.

According to the study's findings, there is substantial evidence that insufficient guidance and counseling for students results in disciplinary problems in schools. Similarly, when students have limited participation in decision-making processes, they are more likely to respond negatively by engaging in misconduct. Additionally, when administration dictates to students instead of prioritizing communication, students develop behavioral issues. As shown by the findings, students display hostile behavior due to feelings of fear regarding inadequacy, insecurity, and poor social integration. Academic dishonesty during examinations was also observed among students, and frequently, students create disturbances to provide justification for their poor academic performance. A student-centered approach helps cultivate respect, integrity, empathy, kindness, appreciation, generosity, concern, and collaboration among students. Furthermore, student-centered learning promotes the creation of a very open and welcoming environment, enables students to express themselves and reveal their anxieties, frustrations, and aspirations, and decreases stress within the school setting.

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