Application of Guidance and Counseling Services to Manage Secondary School Students' Discipline in Monduli District, Tanzania

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Abstract
The study was conducted to assess the application of guidance and counseling services on students' discipline in secondary schools in Monduli District, Tanzania. Specifically, the study was guided by one research question aimed at finding the perceptions of students on guidance and counseling services in secondary schools in Monduli District. The study employed a quantitative approach under which cross sectional survey design was used. The target population for the study consisted of the District Education Officer, 12 heads of schools, 406 teachers and 9,565 students in secondary schools in Monduli District.Therefore,the study sample consisted of 1 District Education Officer, 6 heads of schools, 6 guidance and counseling teachers and 336 students making a total number of 349 respondents. The study employed questionnaire and interview schedule to collect data from the participants. The collected data were then analyzed descriptively and inferentially. The study found out that Secondary school students in Monduli District had positive perceptions on the use of guidance and counseling services in the schools. Moreover, guidance and counseling services were found to play an important role in managing students' behavior in secondary schools in Monduli District. There was no significant difference in the mean perceptions of teachers and students on the importance of guidance and counselling services (p – value = 0.402). The study concluded that, both teachers and students in Monduli District view guidance and counseling services to be more effective on managing students' discipline when compared to the use of corporal punishment. The study recommended the students to be provided with education concerning attending guidance and counseling services.

Keywords: Guidance, Counseling, Discipline, Behavior, Effectiveness, Managing

1. Introduction

Successful academic development of students highly depends on their discipline (Chin et al 2012).Across all levels of learning, discipline is therefore seen as an important factor for students' academic development and the development of the school at large. This means that if the students are disciplined, they are likely to concentrate on academic issues and hence achieve good grades in final examinations. The achievement of good grades does not only end at giving credit to the students but also to the school. This is because the performance of students in national examinations is considered to be the major factor for assessing the effectiveness of schools (Bottiani et al, 2017). Schools whose students perform better are considered to be effective schools while the ones whose students perform low scores are considered to be less effective schools.

By considering the relationship between discipline and students' academic progress, different initiatives have been undertaken by the Tanzanian government together with school authorities to ensure the maintenance of students' discipline. One of the methods is the use of corporal punishment Regulation number three (3) of the corporal punishment regulation in Tanzania states that "corporal punishment may be administered for serious breaches of school discipline or for grave offences committed whether inside or outside the school which are deemed by the school authority to have brought or are capable of bringing the school into disrepute" (URT, 1979). The regulation legalizes the application of corporal punishment in schools but it gives directions on how the act should be undertaken.

Indiscipline cases among students in secondary schools had been greatly reported in the country as well as outside the country. For instance, Ntilisinda (2017) indicated a significant increase in the rate of students' behavioral problems in Tanzania. These cases include; disobedience to school rules, failure to attend schools and improper handling of school properties. Moreover, alcoholism, drug abuse and pre-marital sex practices are among the indiscipline cases recorded to be practiced by students in the secondary schools (URT, 2016; Mkumbo, 2008). These problems might lead into some students to drop from schools and chaos in the schools as well as in the societies and the situation is likely to be more pronounced in community secondary schools due to unpromising academic and general environments (URT, 2016).

Guidance and counseling services come to abolish the use of corporal punishments in schools which had been criticized by different stakeholders as most of them consider it not to be an effective means of maintaining students discipline in schools. For instance in Nigeria, Onahet al (2016) reported on teachers' application of punitive forms of punishment such as corporal punishment which is not an effective means of maintaining students' discipline. Similarly, in Ethiopia, Girma (2016) found the use of corporal punishment to be the most common method of handling students discipline in schools. However, this method was also reported not to be effective despite that it had been in use for several decades. In Tanzania also, stakeholders had complained about the use of corporal punishment. This has led to the banning of corporal punishment in schools in 2001 and suggestions for alternative forms of punishment and discipline management were recommended.

Guidance and counseling services in schools had been considered as the best method of handling students discipline and can effectively replace the punitive corporal punishment (Mapfumo&Nkoma, 2013). Moreover, guidance and counseling services are considered to solve most of the problems which may hinder students learning (Hearne and Galvin, 2015). The

application of guidance and counseling services can help the students to understand themselves as well as understanding others and hence improve their relationship (Karcher, 2004). Due to the fact that most of the students in secondary schools are adolescents, the use of guidance and counseling services is seen as the best way of helping them to be better adjusted to the changes from childhood to adulthood (Salgong et al., 2016).

Studies outside and inside Tanzania had shown some concerns on some challenges facing the implementation of guidance and counseling services; these challenges include lack of professional counselors and inadequate facilities (Nkuba&Kyaruzi, 2015; Nzeleni, 2015; Sima, 2018). Though guidance and counseling services are provided in secondary schools in Tanzania, little is known how such practices contribute to the management of students' discipline. Therefore, this study was conducted to explore the application of guidance and counseling services on managing secondary school students' discipline in Tanzania by taking Monduli District as the study area.

2. Statement of the Problem

Despite the government of Tanzania's efforts to enforce discipline in secondary schools, indiscipline cases such as truancy, drug abuse, early sexual engagement, disrespect and dropout have continued in secondary schools with a new dimension which are violent, destructive and caused maximum harm to human life (MoEC, 2016). There seems to be lack of effective alternative strategies to contain students' indiscipline. This can be realized from the fact that; the country and educational stakeholders have been experiencing student's violence and Monduli District is not an exception. Literature on guidance and counseling have mainly focused on the challenges and little attention has been paid to determine whether the application of guidance and counseling services leads into managing students' discipline. Therefore, this study was conducted to assess the application of guidance and counseling services on managing students' discipline in secondary schools in Monduli District.

3. Research Question

i. What are the perceptions of students on the provision of guidance and counseling services in secondary schools in Monduli District?

4. Research Hypothesis

ii. There is a significant difference in the mean perception competence of teachers and students on the effectiveness of guidance and counseling services towards managing students' discipline in Monduli District.

5. Significance of the Study

The findings of this study are useful to school counselors, students, researchers, policy makers and administrators as follows; The findings and recommendation of this study may help the policy makers in the formulation of proper policies related to the effective strategies of managing students' discipline in secondary schools, especially putting more strategies on enhancing guidance and counseling to manage students' discipline, through the establishment of counseling services in schools. There would be an assurance that students will be trained to make sensible decisions and hence reduce failure rates by choosing what they like most and work hard

towards achieving it, heads of schools and guidance and counseling teachers will learn from the findings on how to strengthen guidance and counseling services in their secondary schools.

6. Theoretical Framework

This study was guided by Behavioral Theory. The theory was developed by John Hopkins, (1878 -1958) an influential American Psychologists whose most famous work occurred during the early 20th Century at Johns Hopkins University. The theory is based on the assumption that behavior can be learned, unlearned and re-learned. The view is that learning and its process on the environment critically affect the way people think and act. The behavioral theory is grounded on a scientific point of view of human behavior that applies a systematic and structured approach to counseling. Behavior modification or behavioral therapy is the application of basic research and theory from experimental psychology to influence behavior for purposes of resolving personal and social problems and enhancing human functioning (Gavetti, Greve, Levinthal& Ocasio, 2012). The hallmark of behavior therapy is the identification of specific goals at the one set of counseling process. Usually, the goals are very specific, that is to change a single or small range of behaviors. A key concept of behaviorism comprises the stimulus – response equation, the classical and operant conditioning the reinforcement and punishment notions.

In helping clients to achieve their goals, behavior counselors usually assume an active and directive role. Although the client generally determines what behavior will be changed, the counselor usually determines on how this behavior can best be modified. A counselor can best teach self-discipline, risk taking, openness and honesty among others to students. Assertion training that helps people to express their feelings, thoughts, beliefs and attitudes are also emphasized in behavioral approach. Through these, pupils/students will be able to deal with interpersonal difficulties as they stay in schools. Behavior theory seeks to enhance behavior modification among the clients and if effectively applied to students, it will help in their life (Gavetti, Greve, Levinthal& Ocasio, 2012). Through behavioral theory, can help in establishing and implementing provision of school guidance and counseling services, and resolving student's discipline problems in secondary schools in Monduli District will be attained.

Strength of behavioral theory is on observable behaviors which ease quantification and collection of data during conducting research which provides clear explanations and evidences on a certain phenomenon. Behavior intervention, analysis and discrete trial training come from behaviorism which is important in changing harmful behaviors in children and adults. Punishment and rewards facilitate learning. In conclusion, behavior theory aid learning things when it applied properly to students.

The weakness of behavior theory is that it does not account other learning types particularly that occur without punishment and reinforcement. Most human behavior and learning abilities are attributed to effects of external factors such as reinforces or punishers. "Not everything can be explained by external influence, there are other ways Albert, (1997). People are able to adapt their behavior when new information is introduced. Regardless of what behavior an individual learned in the past through the reinforcement system, he or she can still modify or change when new circumstances offer new information.

This theory considers only what is observable and measurable though there are unseen aspect of individual which are vital in his or her personalities and the way one relates to the surrounding environment. It ignores the importance of cognitive psychological processes, which

focuses on internal process such as moods, thoughts and feelings, perception and learning from reflection, which have a major part to play in facilitating an understanding learning. A part from its weakness, this theory is important to schools as they strive to provide guidance and counseling services to students for the purpose of improving their discipline. Learning occurs as a result of responses to stimuli in the environment that are motivated by teachers, adults and others, as well as from feedback from actions on objects. The teacher can help students learn by conditioning them through identifying the desired behaviors in measurable, observable terms, recording these behaviors and their frequencies, identifying appropriate enforcers for each desired behavior, and providing the enforcer as soon as the student displays the behavior (Tilga et al.,2019).

7. Empirical Literature Review

Hughes, Law and Meijers, (2017) conducted study to explore career guidance and counseling in education in the United Kingdom and realized that some of school counselors are also teachers and they are fully occupied with teaching responsibilities. More surprisingly, guidance and counseling services are perceived as a crucial avenue for only prevention of HIV infection through provision of adequate and relevant information and for social and psychological support of people infected and affected by the HIV/ AIDS. These findings enabled the researcher to understand that guidance and counseling is not meant for people with HIV/AIDS alone rather for all people including students in secondary schools. Therefore, through this understanding, the researcher was able to realize the application of guidance and counseling services in managingstudents' disciplinary trends in secondary schools in Monduli District.

For effective guidance and counseling services in schools, teachers should be trained. A study in Ireland by Leahy, Flaherty and Herne, (2017) on the 'tyranny of time': getting to the heart of the impact of educational cuts on the provision of guidance counseling found that teacher counselors teaching workload and quality of counseling services; it reveals that teacher counselors handled the normal workload (More than 18 lessons) per week and also handled less school guidance and counseling sessions. This proved that teacher counselors have little time to dedicate guidance and counseling services and this has to do with compromise the quality of the counseling provided at schools. The study by Leahy et al. (2017) has shown effective implementation of guidance and counseling was affected by counselors teaching load, however didn't identify the role of guidance and counseling on students' discipline in secondary school. Therefore, current study investigated the application of guidance and counseling services in managing students' discipline in secondary schools in Monduli District, Tanzania.

Enkech et al. (2016) conducted study to analyze the role of guidance and counseling in effective teaching and learning in schools in Nigeria. A study adopted the use of review research techniques where by data were collected through reviewing related journal article, papers and books the study found out that guidance and counseling was highlighted toward preventing the child from indulging in negative vices and helping the child to choose the right parts in life to be successful in the pursuit of future ambition. Also found that it was necessary that the counselor build the confidence of the child to trust him/her to be able to give him/her the rightful information needed in helping its client (students). Due to the fact that, client that trust counselors normally open up with vital information to their counselors which may enable the client to introduce any other person with counseling need to the counselor. It was also found

Counseling helped students in career choice to vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part.

Furthermore, the study recommended that School children should constantly visit the guidance counselor for therapy if they are any issue that is of burden to them, the guidance counselor should see the school child as his/her child, friend, and someone that needs helps as in a medical doctor patient relationship and schools should have evaluated the school counselor from the feedback of the students that they counsel from time to time with the objective of encouraging them to do better job of guiding the students. The study indicated positive perceptions towards guidance and counseling services in secondary schools, since students had positive perception on guidance and counseling services, there is need for study to be conducted so as to understand the application of guidance and counseling services on student' discipline, therefore the current study explored the application of guidance and counseling services in managingstudents' discipline in secondary schoolsin Monduli District, Tanzania.

Another study was conducted by Egbo (2015) to determine the challenges of guidance and counseling practices as perceived by secondary school counselors in Enugu State Nigeria. The study used descriptive survey research whereby data were collected from 400 participants through questionnaires. The study revealed out that Counselors in Secondary Schools in Enugu State, Nigeria perceived negative attitude of people and lack of funds as challenges to Counseling Services. Based on the findings recommendations were made, among which are Government intervention in provision of funds for counseling and urgent need for the general orientation of every beneficiary of counseling. The study indicated that counseling services were not effective done in secondary schools because of lack of fund and training. Since the guiding and counseling services in secondary school were not effective, a gap was left for a current study to be conducted to investigate the application of guidance and counseling services in managingstudents' discipline in secondary schools in Monduli District, Tanzania.

Kiptala&Kipruto (2021) conducted study to investigate Students' Perception of the Influence of Guidance and Counselling Services and Academic Performance in Baringo County, Kenya. The study employed qualitative research approach and phenomenology was use as research design whereby data were collected from 142 participants through focused group discussion and interview. The study found that students' perceived guidance and counseling services positively and that had contributed significantly to their performance. The findings implied that guidance and counseling may be helped to give direction to students on what supposed to do in order to increase performance. The study recommended there was a need to further, develop and strengthen guidance and counseling in Baringo county secondary schools and develop a theory to guide the process, informed by increased cases of indiscipline and truancy among the students. Therefore the previous study allowed the current study to be conducted to assess the application of guidance and counseling services in managing students' discipline in Monduli District, Tanzania.

Nkuba&Kyaruzi (2015) conducted study to explore the status of school counselors training knowledge and skills in Tanzania secondary school. The study employed mixed research design approach whereby data were collected from 62 participants through questionnaires and interviews from 16 schools in Dar es Salaam. The study found out that school counselors' perception towards counseling services in schools was good and their degree of readiness to attend counseling training was positive (M = 1.39, SD = 0.554). Also was noted that there was less training among school counselors in the studied secondary schools. It was also though some

school counselors attended some trainings, their knowledge, skills and awareness to school counseling principles was very limited. The finding indicated that guiding and counseling services was provided in schools though most of school counselors had no enough training. The study showed that school counselors perception was good but the study didn't involve students because are the ones which are directly affected by guidance and counseling services at school, therefore the current study was conducted to investigate the application of guidance and counseling services in managing student's discipline in secondary schools in Monduli District, Tanzania.

The study by Sima, (2018) examined the challenges in the provision of counseling services in Secondary schools in Tanzania where it was revealed that teacher counselors were mainly challenged by the unavailability of counseling facilities, including confidential rooms for conducting interviews. They had a high workload that limits their performance as counselors to attain the effectiveness. At the same time some counselors were somewhat incompetent and in some cases Heads of Schools violated Ministry directive in selecting school counselors. This study has shown challenges that affect effectiveness of guidance and counseling in secondary school, Tanzania. However, availability of many challenges enhance guidance and counseling not being an effective tool of managing students' discipline because guidance and counseling needs time, knowledge (training) and facilities to be well implemented. Therefore the current study determine theeffectiveness of guidance and counseling services on students' discipline in secondary schoolsin Monduli District.

Malisa, (2017) assessed the effectiveness of counseling techniques in improving students' behavior in Dodoma municipality, Tanzania and pointed. The study employed mixed research approach. The findings revealed out that despite the importance of guidance and counseling in schools, the guidance and counseling procedures in Secondary schools were not effective thus affected student's behavior. This proved that teacher counselors have unavailability of guidance and counseling facilities to dedicate effective guidance and counseling services and this has to do with compromise the quality of the counseling provided at schools. This study has identified guidance and counseling was not effective. However, these finding cannot be generalized to all region in Tanzania because the sample was small only covered Dodoma municipality, also quality of guidance and counseling differ from one school to another depending school management. Therefore,currentstudy assessed the application of guidance and counseling services in managing students' discipline in secondary schools in Monduli District, Tanzania.

The reviewed empirical studies show that guidance and counseling services can be a good way of improving students' behavior and therefore enhancing academic achievements (Kiptala&Kipruto, 2021). Also literature show that through guidance and counseling, students can be prevented from engaging in bad conducts within and outside the school and thus making them to concentrate on academic issues (Enkech et al., 2016). The reviewed literature also has suggested the need of teacher counselors to be equipped with skills and knowledge for them to offer guidance and counseling services (Leahy et al., 2017). However, some studies shows that schools do not have specifically trained counselors and some of them have negative views on guidance and counseling services (Nkuba&Kyaruzi, 2015; Egbo, 2015). This raises a concern on whether the application of guidance and counseling services is effective towards maintaining students' discipline in schools. Additionally, there is limited literate on the application of guidance and counseling services to manage discipline in public secondary schools. To fill this gap therefore, the current study was conducted to assess the application of guidance and

counseling services towards managing students' discipline in public secondary schools in Monduli District.

8. Methodology

The study employed a quantitative approach under which cross sectional survey design was used. The design helped the researcher to collect data from the study participants at one time. The target population for the study consisted of the District Education Officer, 12 heads of schools, 406 teachers and 9,565 students in secondary schools in Monduli District. Simple random and stratified sampling techniques were used to select the students while the heads of sampled schools,teacher counselors together with the District Education Officer were directly involved in the study. Therefore, the study sample consisted of 1 District Education Officer, 6 heads of schools, 6 guidance and counseling teachers and 336 students making a total number of 349 respondents.

The study employed questionnaire and interview schedule to collect data from the participants. Questionnaires were used to collect data from heads of school, teacher counselors and students. This instrument was used due to its ability in collecting information from a large sample of respondents within a short period. It will also be good since it reduces biasness from the researcher's side because responses will be given in a written format. These questionnaires were tried out in one school to determine whether they give the required information before the actual data collection. The interview schedule was used to get information from the District Education Officer.The study was used this type of interview due to the position of the leader and itsaim is, for the researcher to get first-hand information from respondent.

Data from the pilot study were used to estimate the reliability of the instruments. Reliability enabled the researcher to identify the doubts and inadequate items in the research instrument; where the instrument reliability is the dependability, consistency or trustworthiness of a test. Reliability is the consistency of the results from the measuring instruments whereby Cronbach's Alpha method was used to calculate reliability with the aid of Statistical Package for Social Sciences (SPSS) program version 20. The calculated reliability coefficients for teachers, heads of schools and students questionnaires were 0.72, 0.76 and 0.81 respectively. According to Krathwohl (2009), the reliability coefficient of above 0.7 is considered to represent acceptable reliability. In determining the validity, before data collection the tools were given to two experts in research at Mwenge Catholic University. These experts assessed the relevance of the questions, language clarity and give suggestions for improvement. Their suggestions were then incorporated before the data collection process.

The researcher then sought permission from relevant offices for her to collect data. Upon being permitted, she visited the sampled schools and selected the students. Then, she distributed the questionnaires for the sampled students and teacher counselor as well as the head of schools. The questionnaires were filled on the same day and the researcher collected them for analysis. Then the researcher visited the District Education Officer for interview. The interview was conducted for thirty minutes. The collected data were then analyzed descriptively and inferentially. Descriptive analysis involved generating mean scores, and percentages while inferential statistics involved the testing of hypothesis whereby an independent sample t-test was used at 95% confidence level. The researcher also adhered to the ethical principles in research including informed consent, voluntary participation, confidentiality and anonymity.

9. Findings

Perception of Students on the Provision of Guidance and Counseling Services in Secondary Schools in Monduli District

The first research question aimed at finding out the perceptions of students on provision of guidance and counseling services in secondary school in Monduli District. To answer this question students and teachers were requested to indicate whether they agree or disagree on the statement provided in the questionnaire. Table 1 summarizes responses from students.

Table 1: Students Views on the Provision of Guidance and Counseling Services in Secondary Schools in Monduli District

	SD		D		U		A		SA		Mean
Statement	***(f)***	***%***	***(f)***	***%***	***(f)***	***%***	***(f)***	***%***	***(f)***	***%***	**(M)**
i. Our guidance and counseling services teacher is very friendly.	0	0.0	0	0.0	63	19.0	132	39.9	136	41.1	**4.17**
ii. I normally go to our guidance and counseling services teacher when I have problems.	30	9.1	29	8.8	33	10.0	33	10.0	206	62.2	**3.62**
iii. Our guidance and counseling services teacher give good advice on our career choices.	31	9.4	43	13.0	28	8.5	105	31.7	124	37.5	**4.07**
iv. The school has provided guidance and counseling services teacher a good private office which ensures privacy.	58	17.5	48	14.5	30	9.1	67	20.2	128	38.7	**3.99**
v. There is a special day for guidance and counseling services only.	27	8.2	97	29.3	33	10.0	94	28.4	80	24.2	**3.74**
vi. The office of guidance and counseling services is not important to me.	34	10.3	30	9.1	63	19.0	65	19.6	139	42.0	**3.86**
vii. The time of offering guidance and counseling services is not displayed in the school time table.	33	10.0	34	10.3	64	19.3	98	29.6	102	30.8	**4.16**
viii. Guidance and counseling services are not only better provided by competent teacher counselors but also by other teachers.	30	9.1	60	18.1	28	8.5	98	29.6	115	34.7	**4.20**
Average mean score											**3.97**

Source; Field Data (2021)

Key: *SD = Strongly Disagree, D = Disagree, U= Undecided, A= Agree SA= Strongly Agree*

Data in Table 1 represents the views of students on the provision of guidance and counseling services in secondary schools. The findings shows that, the most of students have positive perceptions toward provision of guidance and counseling services at secondary schools by M = 3.97.Data in Table 1 shows that 81% of students agreed on statement "Our guidance and counseling teacher is very friendly" while 19.0% of student had no option. This implies that most of students agreed that their guidance and counseling teachers were friendly. The findings indicates that guidance and counseling services teachers have good social communication with

students because most of students who participated in this study agreed that their guidance and counseling services teachers are so friendly that makes students feel free to visit the teacher counselor whenever they have problems and thus makes guidance and counseling services to be effective at school as supported by Egbo (2015) who argued that guidance and counseling services is characterized by mutual respect, effective communication, genuine and complete acceptances of the client by the counselor and concentration on the needs, problems and feelings of the clients.

Data in Table 1 shows that 72.2% of students agreed on statement "I normally go to our guidance and counseling services teacher when I have problems." while 17.9% of student disagreed. This implies that majority of students agreed that they normally go to their guidance and counseling teacher when they have problems. Findings indicates that students have good perceptions on guidance and counseling services provided at school because most of students who participated in this study agreed that they always visit teacher counselor whenever they have problems. Also, the findings indicates that there was good environment for guidance and counseling services created at school that makes students feel free to visit teacher counselor office whenever they have problems. These findings were supported by Çetin&Eskicumali (2016) who found out those students with problems benefit a lot from guidanceand counseling services teachers.

The findings from the Table 1 indicates that 69.2% of students agreed to the fact that our guidance and counseling services teacher give good advice on their career choices while 22.4% of students disagreed that teacher counselors are not giving advice to students' choice of career. However, 8.5% of students are undecided on the fact that teacher counselor gives good advice to students' career choices. This means that most of students agreed that guidance and counseling teacher have given them good advice on their career choices. The findings indicates that students have positive attitude on guidance and counseling services provided at their schools. Also, the finding indicates that guidance and counseling services teachers play great role in assisting students on their carrier choices. Therefore, there is a great need of professional guidance and counseling teachers at school so as to provide proper guidance and counseling services to students. This concurs with a study by Nkuba&Kyaruzi (2015) who found out that there was less training among school counselors in the studied secondary schools.

Also, data in Table 1 shows that 64.3% of students agreed on statement "Guidance and counseling services are not only better provided by competent teacher's counselors but also by other teachers." While 28% of students disagreed and 8.5% of students had no opinion. This implies that most of students agreed that guidance and counseling services are not only provided by competent teachers in counseling but also by other teachers too. This indicates that the issue of guidance and counseling services are for all teachers as they have common goal of students' academic excellence. From the findings teachers seem to understand student's academic excellence to be a collective activity. Furthermore, teachers understand problems facing students as they stay with them for much longer time than their parents do. Moreover, the school counselor, needs assistance from other teachers in order to improve students' discipline and academic performance as supported by Hearne & Galvin, (2015) who argued guidance and counseling services involves all school stakeholders, including regular teachers' skills.

The researcher was also interested in establishing how teachers perceived guidance and counseling services in secondary schools in Monduli District. The responses are summarized in Table 2.

Table 2:Teachers Responses on Perception of Students on the Provision of Guidance and Counseling Services in Secondary Schools in Monduli District

	SD		D		U		A		SA		Mean
Statement	***(f)***	***%***	***(f)***	***%***	***(f)***	***%***	***(f)***	***%***	***(f)***	***%***	**(M)**
i. Guidance and counseling services have been helping students to achieve goals in their academic life.	0	0	0	0	1	16.67	4	66.67	1	16.67	**4.00**
ii. Guidance and counseling services on time management has been helping students to adjust time management.	0	0	0	0	2	33.33	4	66.67	0	0.00	**3.67**
iii. Most of the students do not take guidance and counseling services seriously.	1	16.7	0	0	1	16.67	3	50.00	1	16.67	**3.50**
iv. Through guidance and counseling services, students fear teachers who know their personal life.	1	16.7	3	50	1	16.67	1	16.67	0	0.00	**2.33**
v. Guidance and counseling services help students to improve their academics.	0	0	0	0	2	33.33	2	33.33	2	33.33	**4.00**
vi. Guidance and counseling services help students to achieve their academic potential.	0	0	0	0	1	16.67	3	50.00	2	33.33	**4.17**
vii. Guidance and counseling services help students to solve their disciplinary issues.	0	0	0	0	1	16.67	3	50.00	2	33.33	**4.17**
viii. The presence of special room for guidance and counseling services ensures students' privacy	1	16.7	0	0	1	16.67	2	33.33	2	33.33	**3.67**
Average mean score											**3.19**

Source; Field Data (2021)

Key: *SD = Strongly Disagree, D = Disagree, U= Undecided, A= Agree SA= Strongly Agree*

Data in Table 2 represents views of teachers on the perceptions of students on provision of guidance and counseling services in secondary schools in Monduli District. The findings shows that most of teachers indicated students to have positive perceptions towards provision of guidance and counseling services in secondary schools by M=3.19. Data from Table 1 shows that (83.33%) of teachers agreed on statement "Guidance and counseling services have been helping students to achieve goals in their academic life" This implies that majority of teachers (83.33%) who participated in this study agree that guidance and counseling services have been helping students to achieve goals in their academic life. From the findings, teachers confirmed that guidance and counseling services helps students to achieve goals in academic life. Supported by Nkechi et al. (2016) who found out that it is necessary for counselor to build confidence of the

child to trust him or her to be able to give him or her rightful information needed in helping the child academic achievements.

Data in Table 2 also shows that (66.67%) of teachers who participated in this study agreed on statement "Guidance and counseling services on time management has been helping students to adjust time management" while (33.33%) of teachers' undecided. This implies that majority of teachers (66.67%) agreed guidance and counseling services in time management has been helping students to manage time. The finding indicates that students are very well guided and counseled in time management. It is very important for students to understand how to manage times that make them to work smarter in their studies for better achievement in less time.

Also findings in Table 2shows that (83.33%) of teachers agreed on statement "Guidance and counseling services helps students to solve their disciplinary issues". This implies that majority of teachers (83.33%) who participated in this study agreed that guidance and counseling help students to solve their disciplinary issues. The findings indicates that most of students' issues are solved through guidance and counseling services since most of teacher counselors are trusted by students that makes easy to impart knowledge to students who experience changes of their disciplinary issues as supported by Salgong et al. (2016) who found that guidance and counseling services has improved discipline and academic performance.

The findings from students and teachers established that, students have good perception on guidance and counseling services provided. That indicates that, each school have guidance and counseling services with great impact in improving students discipline and academic performance. This is in contrast to Arfasa, (2018) argued that the perceptions of both students and teachers toward school guidance and counseling services works on students' future career, personal problems and students' empowerments and decision making was negative. This might be due to most of students in secondary schools were not likely to seek for guidance and counseling services.

Generally, majority of students have positive perceptions towards provision of guidance and counseling services at school. This makes students to voluntary seek for guidance and counseling services when they have problems.This is in contrast toMutie and Ndambuki (1999), have noted that students' wrong perceptions towards guidance and counseling has led to the failure of the guidance and counseling program. This has in turn affected the education process. It is important to help students develop the right perceptions towards guidance and counseling services as this will enable them seek for the services voluntarily. Yunis (2006) goes on to explain that the attitudes held by students towards seeking help also determines how effectively counseling resources are used. Therefore, students with positive attitudes towards seeking help are more likely to seek counseling than those with negative attitude. As such, special attention must be drawn to students' attitudes towards guidance and counseling services and counsellors, so as to develop willingness to seek for these services.

10. Hypothesis Testing

The researcher wanted to determine whether teachers and students consider guidance and counseling services to be effective differently. To achieve this, the mean scores of teachers and students on the effectiveness of guidance and counseling were computed and an independent t-test was run at 95% confidence. A hypothesis is an assumption about a population parameter. It is a statement about the population that may or may not be true (Stephens et al., 2005).

Hypothesis testing aims to make a statistical conclusion about accepting or not accepting the hypothesis.

The following hypothesis as a null hypothesis was tested;

H_o: There is no significant relationship between in the mean perceptions of teachers and students on the effectiveness of guidance and counseling services towards managing students' discipline in secondary schools in Monduli District. The researcher sought to look the relationship on the perceptions of teachers and students by comparing the effectiveness of guidance and counseling services towards managing students' discipline using t - Test.

11.Assumptions of t – Test

The samples are independent

Individual in each group is randomly and independently sampled

Only two levels are tested

12.Decision rule

In either case; If the *P*-value is less than 0.05, implies nominal level for statistical significance and it can be concluded that there is evidence of a statistically significant relationship or difference between two variables. The results of hypothesis testing is summarized in Table 5.

Table 3: Results of Hypothesis Testing

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2-tailed)
Mean scores for teachers	Equal variances assumed	.340	.567	.858	18	.402
	Equal variances not assumed			.858	17.703	.403

Source; Field Data (2021)

Results of statistical analysis shows that t (18) = 0.858, p – value = 0.402. Since the p – value (0.402) was greater than the significance level (0.05); the null hypothesis was not rejected. This means that there is no significant difference in the mean score perceptions of teachers and students on the effectiveness of guidance and counseling services towards managing students' discipline. Therefore, both teachers and students consider guidance and counseling services to be equally effective on managing students' discipline. Therefore, there is an agreement between the students' and teachers' responses on the effectiveness of guidance and counseling towards managing students discipline in schools. Both of them consider the application of guidance and counseling to be effective towards achieving the purpose.

The District Education Officer together with the heads of school also recommended the application of guidance and counseling services and they all indicated that the method is effective towards enhancing acceptable behavior among students. However, they mentioned some challenges for its effective implementation. These challenges include lack of seriousness among students about the service, lack of guidance and counseling experts and absence of special rooms for carrying out the counseling services. Despite the challenges, the District

Education Officer together with the teachers upheld that if well implemented guidance and counseling can effectively be used to maintain students' discipline.

13. Conclusion

Secondary school students in Monduli District have positive perceptions on the use of guidance and counseling services in the schools. Most of them do attend the guidance and counseling services when they are confronted with problems. They also enjoy the provided services as the teacher counselors are friendly and do listen to them. The teacher counselors also acknowledged to be receiving a good number of students who seek for assistance. Having positive perceptions signifies that guidance and counseling services offered in secondary schools in Monduli District are perceived by the students to be of significant importance towards managing their discipline.

14. Recommendation

Students should be provided with education concerning, attending guidance and counseling services. Though the study found out most of the students to perceive the provided services positively, still there are few who do not see the need of attending the services. They should be provided with education which will make them to change their perceptions and start attending the services. One of the ways of making the students to change their perceptions is to improve the quality of guidance and counseling services.

The Ministry of Education should ensure the availability of professional counselors in the schools who can effectively provide guidance and counseling services. Though the study found guidance and counseling to be an effective means towards managing students' discipline, none of the schools had a professional counselor. Therefore, these teachers use experience in providing guidance and counseling services. These teachers may have limited skills and knowledge and hence may not effectively provide the guidance and counseling services.

Seminars and workshops should be conducted by guidance and counseling experts from Ministry of Education to the present teacher counselors so as to equip them with the required knowledge and skills for them to effectively carry out the guidance and counseling services. Moreover, the schools should allocate minimum workload to the teacher counselors so as to enable them have enough time to provide guidance and counseling services.

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