



# **Influence of Guidance and Counseling Services on Teacher's Job Performance in Public Secondary Schools in Arusha District Council**

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**Abstract:** *This study investigated the influence of guidance and counseling (G&C) services on teacher's performance in public secondary schools in Arusha District Council. The objectives of the study were to; identify teacher's behavior that requires G&C services in public secondary schools and examine G&C services offered to teachers that influence their performance in public secondary schools in Arusha DC. Cross sectional survey design and mixed methods approach were employed. Behavioral Theory guided the study. Sample size of 116 (105 teachers from 5 schools selected by simple and stratified random sampling technique and 4WEO, 5 school heads, one TSC officer and one DSEO purposively selected) respondents. Questionnaire was used to collect quantitative data while interview guide was used to collect qualitative data. Validity was established through expert judgment whereas reliability was determined using test-retest technique and reliability index,  $r = 0.76$ , was obtained using Guttman split-half. Descriptive statistics was used to analyze quantitative data in the SPSS version 20 and results were presented in charts. Qualitative data were analyzed thematically alongside the research questions and presented in narrative forms. The findings revealed that teacher's absenteeism, unethical dressing style, lack of respect, unethical language, lack of commitment, sexual misconduct, lack of dedication, alcoholism, corruption and drug abuse requires G&C services. In addition, the G&C services on conflict management, effectiveness in work performance and against bad behavior influence teacher's performance. The study recommended G&C services on physical, mental, emotional and social stress as the mitigating measures to increase teachers' performance.*

**Keywords:** *Guidance, Counseling, Performance, Teachers and Schools*

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## **1. Introduction**

A teacher is a core and potential person for implementing the curriculum. In order for teachers to work efficiently, they need to be physically, mentally, economically, emotionally and socially at ease. Similarly, teachers need

to follow professional code of conduct (Onoyase, 2018). Teaching is a profession that calls for a high degree of discipline, ethics and morals. Claire (2018) reported a case of teacher's misconduct in Georgia who was fired after being caught drunk at school by his administrator. The teacher was found reclined on the chair with both feet on the desk and was asleep in class while students were

attending to their lesson. Tao (2016) conducted a study on teacher's absenteeism as one of the misconduct which needs guidance and counseling services so as to enhance teachers' performance. Absenteeism is among the chronic misconduct in developed and developing countries.

Guidance and counseling (G&C) are two closely related terms; Guidance is the process of showing the right way for an individual to fulfill certain targets (Subasinghe, 2016). According to Collins (2017) counseling is a professional relationship between the trained counselor and the client aimed at helping the latter to solve problems. Teachers Service Commission (TSC) has reported to have fired 52 teachers after they were found guilty of misconduct. According to TSC, those teachers received a strict disciplinary hearing by the commission between July 2019 and December 2020. The report indicated that most of them were male teachers who were found guilty of sexual offences (Betweli, 2020). Katerega (2021) asserted that G&C services orient teachers to the school culture and introduce them to norms of the teaching profession.

Application of G&C services makes the teachers to realize their mistakes and therefore take corrective measures. Hogan (2018) argued that, the heads of school need to make use of G&C as well as other strategies early before the misconducts bring significant effects in job performance. G&C services in schools has been focused on students only, forgetting the core players in the process of implementing education curriculum that is, a classroom teacher who occasionally encounters challenges which minimize their efficiency in job performance (Ngumi et al., 2016). For example, when teachers are guided by the school head, some improve their behavior and possibly respond to the required professional conduct and ethics. It was therefore necessary to carry out a study to find out the Influence of Guidance and Counseling Services on Teachers' job Performance.

## 1.1 Research Questions

Give a preamble: The following research questions guided the study:

- i) What are the teachers' behavior that requires G&C services in public Secondary Schools in Arusha District Council?
- ii) What are the G&C services offered to teachers that influence their performance in public secondary schools in Arusha District Council?

## 2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objectives. The study was guided by Behavioral Theory.

## 2.1 Behavioral Theory

This theory is based on the belief that, behavior can be learnt and changed. Classical conditioning is one of the behavioral therapy that stems from early theorists, Ivan Pavlov's research, which focused on the effect of learned responses. For example, a dog salivating when hearing a bell is an indicator of behavioral change (Toshalis, 2015). Similarly, effective guidance and counseling would change the misconduct exhibited by a teacher. The effectiveness may be either after repeated guidance and counseling sessions or a single session of G&C.

### 2.1.1 Application of the Theory to the Current Study

The theory is applicable to the current study because it emphasizes shaping teachers' behavior through G&C services, which in turn can improve the job performance of teachers in public secondary schools. The theory can be used to enhance teacher's behavior. For example, Behavioral theory helps in work performance and changing in behavior through conditioning. In this case, if teachers with psychological stress are offered guidance and counseling services, they will most likely change their behavior.

## 2.2. Teachers Behavior that Requires Guidance and Counseling Services

Drunkenness is among the teachers' misconduct which need G&C services. Kwalevele (2016) pointed out that in the year 2004, the US department of education released a report that looked at sexual misconduct done by teachers in the classroom. The report concluded that roughly 10% of students experience sexual misconduct by their teachers.

Teachers' absenteeism is noted to be the leading common type of teachers' misconduct in public secondary schools. The study done by Nzeako (2016) found out that teachers absenteeism was the major problem facing effective running of institutions and teachers cannot teach their subjects properly and effectively. Therefore, this leads head teachers to apply G&C services to rectify the problem of teachers' absenteeism. The application of G&C has proved to be effective and efficient in other countries like Nigeria and Kenya. Sexual misconduct is among the most serious offences which teachers commit, especially male teachers. According to Ngung'u (2017), Sexual misconduct is a broader term that includes sexual abuse and also includes acts that are not criminal but against school ethical codes.

Jilanga (2016) conducted a study on indiscipline behavior among teachers in public secondary schools, in Bariadi town council. A total number of 61 sample that is, 50 teachers, 10 school heads, one DEO were included in the

study. Simple random and purposive sampling techniques were employed to select the respondents. The study found that teachers' indiscipline such as lateness to school, abusive language, unethical dressing and drug abuse are among the misconduct in public schools which affect the curriculum implementation. However, if the head teachers finds the strategies to deal with this misconduct, including the application of G&C, it will increase efficiency of teachers. A study done by Mfaume & Bilinga (2016) on the prevalence of teacher professional malpractice in Tanzania revealed that, absenteeism, abusive and violence behavior, sexual abuse were among the prevalent form of teachers malpractice in public secondary schools. The study concluded that teacher's malpractice is still a problem in rural and urban schools in Tanzania. Collaborative effort should be done by the government and other stakeholders in order to promote desirable behavior in schools.

Jilanga, (2016) adds that G&C services were among mitigation strategies which need to be applied to help teachers observe code of conduct. In Tanzania the code was developed by the Teachers Service Commission (TSC) an autonomous body under the president's office (United Republic of Tanzania, 2003). The code of conduct requires teachers to be responsible to children under their care, the community which surround them, the employer and the state. The study involved 75 respondents including TSC officer, DSEO, School Inspectors, teachers and students. Data were gathered using focus group discussion, interview, questionnaire, non-participant observation and documentary analysis. Temu (2020) in the study conducted in Tanzania pointed out that corruption is among the misconduct for teachers in public secondary schools and is one of the global issues. The study was conducted in public secondary schools to examine corruption in public schools. It was found that corruption in schools drops the quality of teaching and student learning outcome. The study pointed out that male teachers take advantage of female students to engage into sexual act for the sake of being assisted in their subjects during private tuition.

A related study by Mabagala (2017) was conducted on Prevalence of Teachers Professional Misconduct in Public Secondary Schools in Nzega District. The study was done in 10 selected public schools and sample of 150 respondents were included in the study, mixed research approach were employed and data were collected using closed and open-ended questionnaires. After the analysis of data it was discovered that there was sexual misconduct among teachers and students. According to Roberson (2015), all employers have employee absenteeism challenge. Employees' absenteeism is unapproved employee absence as well as approved absence in case where the approval was granted by the employer. Unauthorized absence from work without an acceptable reason or medical certificate during working hours constitutes either desertion or absenteeism (Mwesiga, &

Kireti, 2018). Absence without leave is the most common type of misconduct that employees commit and one of the strategies of dealing with teachers' absenteeism is application of G&C services. According to TSC discipline and punishment authority, teacher's absenteeism which does not exceed five days should be punished through a warning or restriction of Salary increment.

### **2.3 Guidance and Counseling Service Offered to Teachers that Influence their Performance**

According to Nwino (2015), psychological Stress (physical, emotional, mental, and social stress) is also among the problem which public secondary school teachers come across. The study was carried on the Stress among Secondary School Teachers in Nigeria and Suggested Intervention. Descriptive survey design was employed and the study included all 20 public secondary schools with total respondents of 533 teachers that is, 212 male and 321 female teachers. The accessible population was 376 from selected schools, purposive and stratified sampling was used to obtain the sample. The results of the findings showed that the secondary school teachers had high level of stress and the difference in the level of stress was reported between male and female teachers. Male teachers had high level of stress than female teachers. Jarvis (2018) added by saying that stress reduce the work performance of teachers and the impact of poor work performance of a teacher is observed in student poor academic performance. The study recommended the use of G&C services on physical stress, mental stress, emotional stress and social stress as among the mitigation for stress management of teachers in Public secondary school in order to increase teacher 'performance.

Mgeni (2017) conducted a research on assessment of the availability of G&C facilities in secondary schools in Malaysia. The researcher used pure quantitative approach and description survey design to carry out the research; pilot was conducted to test validity and reliability of the instruments. Data was analyzed using percentages and descriptive analysis and the findings revealed that G&C services offered were educational guidance, career guidance and psychological and social guidance. Cooper et al., (2015), performed a study on Perceptions of Teacher Counselors on Assessment of Guidance and Counseling in Secondary Schools in Botswana Gaborone. The Qualitative approach was employed to explore the views of teacher counselors on the examination of G&C in secondary schools. The study found that if it can be observed, it can improve students and teachers attitudes. Students would take subject seriously and it would also encourage behavioral change among teachers. Nkechi (2016), conducted a study on the Role of G&C in Effective Teaching and Learning in Schools in Nigeria. The study used review research techniques because it is an opinion paper. The study acknowledges the fact that it is necessary

for counselors to build confidence of the child to trust him / her to be able to give him/her the rightful information needed in helping the child (students). The study recommended that: School children should constantly visit the guidance counselor for therapy if they have issues that are of burden to them. The guidance counselor should see the school child as his / her child, friend, and someone that needs help as in a medical doctor-patient relationship. The study extrapolates that this should also apply to school head – teacher relationship during G&C session in public secondary schools.

Teachers need various G&C services in order to increase job efficiency though most of the administrators neglect these services. Among the services is career related stress management (Steiner, 2021). Mabela (2016) studied the Role of School Management in Handling Career Related Stress among Secondary School Teachers in Tarime District Council. After the analysis of data the study found that male teachers, diploma secondary school teachers with four to seven years work experience have high career related stress and this is because most of them found themselves into the teaching professional unwillingly because they had no other option and teaching was the last choice. The most effective instrument to help these teachers adjust themselves to the teaching profession is application of G&C services.

Another service provided to teachers to increase job performance is financial related stress management. Magwa (2015) pointed out that financial related stress is among the problems which face most of the teachers in public secondary schools. The study was conducted on the causes of financial stress and intervention strategies used by teachers in public secondary Schools in Nakuru County, Kenya. The study adopted descriptive survey design, stratified, purposive, and simple random sampling to select the study sample. Data were gathered using questionnaire. After the analysis of data, the finding revealed that financial worries are a leading stress factor among teachers and can affect mental wellbeing, which in turn leads to health problems as well as affecting work attendance and performance. Asiano (2017) further states that teachers experience financial stress but do not seek professional G&C services, the study recommended that teachers should be provided with G&C services as a mitigation measure against financial stress.

Greenberg (2016) pointed out that the reason for teachers' financial stress among others are due to high debt from Bank and SACCO'S loans, and diseases in the family to the extent of being powerless to sustain daily expenses. The effect of this is unsettled mind and poor attendance as well as poor job performance. When employee experience increased financial related anxiety, stress level increase and manifest in poor performance or missed days at work. Therefore, there is need to manage

financial stress in order to enhance teacher's work performance.

In Tanzania, public secondary school teachers experienced financial related stress. A study done by Thomas (2021) on the causes of financial stress among teachers in public secondary school in Ludewa District Tanzania revealed that public school teachers engage in bank and Sacco's loan beyond their ability. Some teachers have been taken to the court or sold their properties after being unable to pay bank loan thereby ending up with financial stress. The study suggested that teachers should seek advice from their supervisors before taking loans from any financial institutions.

Jonyo (2015) pointed out that the mitigation measure is for the school to have G&C committee to help teachers cope with various challenges but also teachers' employers and institutions to include financial G&C for teachers in the school programme to help teachers who do not have enough knowledge on financial management to utilize effectively their funds and avoid stress that can interfere with their performance.

### 3. Methodology

Cross sectional survey design and mixed methods approach was employed. This type of research design allowed the researcher to survey different number of schools in order to get information at one point in time. Creswell (2014) emphasized that cross sectional survey research design is good for collection of information in relatively short period of time and making prediction. Targeted respondents were 1112 from 33 public secondary schools, 1050 teachers, 27 Ward Education Officer (WEO), one District Secondary Education Officer (DSEO), one TSC Officer and 33 school heads. The researcher selected a sample size of 116 respondents (105 teachers from 5 schools selected by simple and stratified random sampling technique, 4 WEOs, 5 school heads, one TSC officer and one DSEO purposively selected. Questionnaire was used to collect data from teachers while interview guide was used to collect data from DSEO, WEO, and TSC Officer. Validity was established through research expert judgment on the area of study whereas reliability was determined using test-retest technique and reliability index,  $r = 0.76$ , was obtained using Guttman split-half. Credibility of qualitative data was ascertained by involving multiple analysis, whereas dependability was established through detailed reporting of the research process. Descriptive statistics was used to analyze quantitative data in the SPSS version 20 and results were presented in charts and tables, while qualitative data were analyzed thematically alongside the research questions and presented in narrative forms.

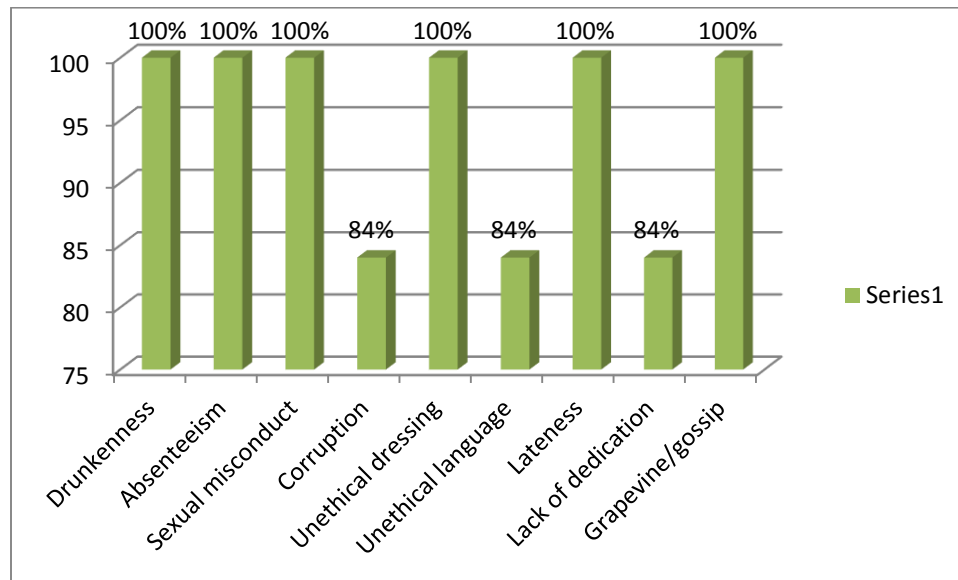
## 4. Results and Discussion

The findings were discussed with regard to research objectives as follows;

### 4.1 Findings on Teacher’s Behavior that Requires G&C Services in Public

## Secondary schools in Arusha District Council

The research question responded to was: What is the teacher’s behavior that requires Guidance and Counseling services in public Secondary Schools in Arusha DC? The summary of the findings is captured in figure 1.



Source: Field Data (2022)

Figure 1: Teacher’s Behavior that Requires Guidance and Counseling Services in Public Secondary Schools

Figure 1 presents teachers’ responses on the teacher’s behavior that requires G&C services in public Secondary Schools. All (100%) respondents agreed that drunkenness, absenteeism, sexual misconduct, corruption, unethical dressing, lateness and grapevine/gossip are some of the teacher’s behavior that requires G&C services in public Secondary Schools. For instance, the researcher established that there are some teachers who are addicted to alcohol and drugs. Such an addiction requires concerted efforts that include G&C from school leadership. Therefore, education officials and TSC should help school heads to address the teacher’s behavior. Claire (2018) reported a case of teachers’ misconduct in Georgia who was fired after being caught drunk at school by the administrator. The teacher was found reclined on the chair with both feet on the desk and was asleep while students were in class. Therefore, drunkenness is a serious case that can make one be fired from his or her position.

Moreover, the researcher noted absenteeism, lateness and unethical dressing among teachers. At the time of collecting data, some teachers had not reported on duty while others reported late. Jilanga (2016) conducted a study on indiscipline behavior among teachers in public secondary schools, in Bariadi Town Council. A total number of 120 sample were included in the study, simple random sampling technique were employed, study found

that teachers’ indiscipline such as lateness to school, abusive language, unethical dressing and drug abuse are among the misconduct in public schools which affect the curriculum implementation. However, if the head teachers find the strategies to deal with this misconduct, including the application of G&C, it will increase efficiency of teachers. At the time of collecting data, the researcher noticed a female teacher dressed in attire that was so demeaning to the teaching profession. Consequently, G&C was necessary to correct the female teacher. The study done by Nzeako (2016) found out that teachers absenteeism was the major problem facing effective running of institutions and teachers cannot teach their subjects properly and effectively. Therefore, this suggests that the head teachers should apply G&C services to rectify the problem of teachers’ absenteeism.

About unethical dressing among teachers, the study found that 100% of the respondents opined that indeed teachers, particularly newly recruited female teachers, should be guided on the proper dressing code befitting teachers. Although one school head pointed out that some female teachers have formed the habit of putting on some funny attire, however, they normally conform to the expected dressing code when guided. The findings are also in

agreement with Behavioral Theory. The theory emphasizes shaping teachers' behavior through G&C services, which in turn can improve the job performance of teachers in public secondary schools (Toshalis, 2015).

Another study by Ngung'u (2017) also reported that sexual misconduct is among the most serious offence which teachers commit especially male teachers. Sexual misconduct is a broader term that includes sexual abuse and also includes act that are not criminal but against school ethical codes. In other words, in states where the legal age of consent is 16 it is not technically illegal for a school employee to have sexual contact with a student aged 16, however, sexual contact is prohibited by school policy. In support of the current study findings, in Tanzania, Teachers Service Commission (TSC) fired 52 teachers after they were found guilty of misconduct. According to TSC, those teachers received a strict disciplinary hearing by the commission between July 2019 and December 2020. The report indicated that most of them were male teachers who were found guilty of sexual offences (Betweli, 2020). In a related study by Mabagala (2017) on Prevalence of Teachers Professional Misconduct in Public Secondary Schools in Nzega District where data were collected using closed and open-ended questionnaires. After the analysis of data it was discovered that, there was sexual misconduct between teachers and students. However, the rate of occurrence is minimal due to various measures taken by the government through the TSC.

Additionally, 84% of the respondents singled out unethical language and lack of dedication as other teacher's behavior that requires G&C services in public Secondary Schools. Some teachers are fond of using foul language while addressing students even on minor mistakes that requires correction with love and care. Corruption as teachers' behavior that requires G&C was supported by 84% of the respondents. Indeed corruption is a vice that negatively affect the teaching profession. Through corruptions, examination standards are compromised, award of scholarship to students are skewed and effective curriculum implementation is hardly achieved. In concurrence with the findings, Taaliu (2017)

supported by pointing out that, in Kenya corruption among teachers includes extortion of money, teachers cheating by giving students exam in advance and bribery. In Tanzania Young citizens are made to believe that the best way of making it is through shortcut by bribery, nepotism and favoritism. On one of the solution the administrator should apply in public secondary schools is to use G&C especially to male teachers and students Mgeni (2017).

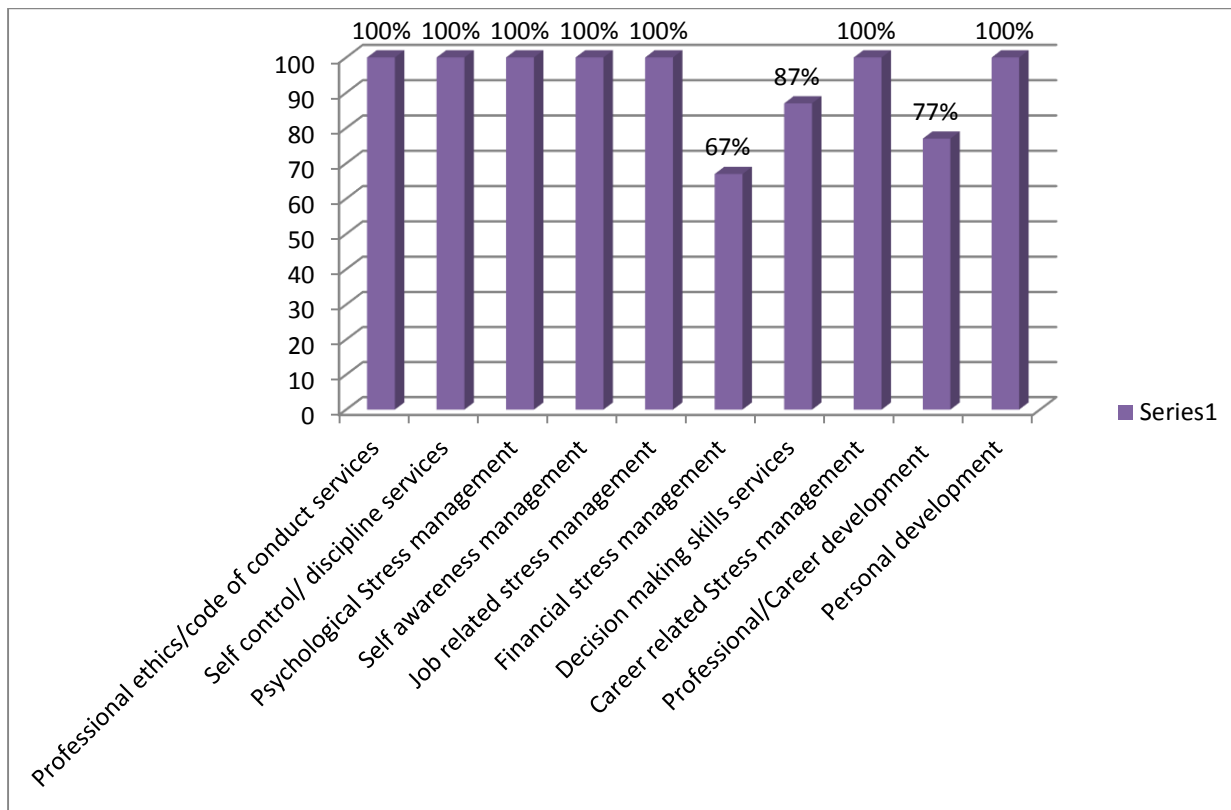
The findings from qualitative data on the theme Teacher's Behavior that require G&C the findings from qualitative data indicate that;

Teacher's absenteeism, unethical dressing style, lack of respect, unethical language, lack of commitment, sexual misconduct, lack of dedication, alcoholism, corruption and drug abuse requires G&C services (Personal Interview, 26<sup>th</sup> May, 2022).

This observation was made by DSEO. The respondent pointed out the teachers' behavior that requires G&C services in public secondary schools in Arusha district council. Another study by Kwalevele (2016) also reported that sexual misconduct is among the most serious offences which teachers commit, especially male teachers. According to Ngung'u (2017), sexual misconduct is a broader term that includes sexual abuse and also includes act that are not criminal but against school ethical codes. Therefore, the onus of good professional conduct is upon all teachers; female and male, old and young.

## **4.2 Findings on G&C Services Offered to Teachers that Influence their Performance in Public Secondary Schools in Arusha District Council**

The research question responded to was: What are the G&C services offered to teachers that influence their performance in public secondary schools in Arusha district council? Figure 2 presents the summary of the findings.



Source: Field Data (2022)

**Figure 2: Guidance and Counseling Services Offered to Teachers that Influence their Performance**

In Figure 2 the findings show that, all(100%) of respondents indicated that, professional ethics/code of conduct, job related stress management and career related stress management are among the G&C service offered to teachers that influence their performance in public secondary schools. Teachers felt that G&C services will keep teachers abreast with professional requirement. From the open ended questions in the questionnaire, teachers admitted that there is a need to uphold professional ethics among teachers as captured in TSC code of conduct. This will help them increase their efficiency and effectiveness at work place. In support of the findings, Steiner (2021) reported that teachers need various G&C services in order to increase job efficiency though most of the administrators neglect these services. Among the services is career related stress management. Mabela (2016) conducted another related study on the Role of School Management in Handling Career Related Stress among Secondary School Teachers in Tarime District Council. After the analysis of data the study found that male teachers and diploma holder teachers with four to seven years work experience have high career related stress and this is because most of them found themselves into the teaching professional unwillingly because they had no other option and teaching was the last choice. The most effective mechanism to help these teachers adjust themselves to the teaching profession is application of guidance and counseling services.

Concerning professional ethics/code of conduct services, the study found that due to domestic and job related stress, some teachers forget to observe professional ethics. For instance, female teachers facing marital changes may opt to be uncooperative to colleagues, unsympathetic to students and suffer from burnout thus reluctantly implement curriculum. Similarly, due to domestic challenges such as family financial demands, male teachers may resort to misconduct such as taking too much alcohol and lack of respect for school leadership. On the other hand, newly recruited teachers may exhibit professional misconduct due to lack of knowledge on teacher's code of conduct. Therefore, the task is left to the school heads to use G&C services to help teachers fit into the system. In support, Mabagala (2016) conducted a study in Tanzania on prevalence of professional misconduct. The study aimed to investigate the prevalence of professional misconduct among public secondary school teachers in Nzega District. The findings indicated low teachers' professional misconduct. However, financial mismanagement, negligence of duty, and absenteeism were identified as the common professional misconduct acts in secondary schools in Nzega District. Nonetheless, the study showed that poor remuneration, failure to fulfill teachers' needs and lack of motivation were among the sources for teachers' the misconduct. Based on the findings, the researcher recommended to the government, through the Ministry of Education and

Vocational Training (MoEVT), to respond to teachers' needs in timely manner and conduct regular seminars on the teacher professionalism.

Regarding self-control/ discipline services, all (100%) respondents were in agreement that it is a necessary G&C service that can influence teacher's performance. In fact, the study established that mature and experienced teachers who observe self-discipline are able to guide others. Such teachers would help the management to guide the young members of the teaching staff. In other words, self-control is a virtue for maturity and the necessary experience in the teaching profession. The findings are also in agreement with Behavioral Theory. According to Toshalis (2015) Behavioral Theory helps in work performance and changing in behavior through conditioning. In addition, all (100%) respondents gave affirmative approval that G&C in secondary schools should be geared towards psychological stress management. Most teachers suffer silently from psychological stress as a result of poor health, economic constraint and working environment. To support the current findings Mabela (2016) conducted a study on Significance of Imparting G&C Programmes for Adolescent Students in India. The main objectives of the G&C programmes should be the maximum development of the individual and the entire programme should be organized keeping in mind this purpose. The study recommended that guidance should be conceptualized in a broader and more comprehensive and holistic view, incorporating vocational and other aspects of development, Provision of a systemic approach which analyzes issues within a broader social system. In the opinion of Atsuwe, & Achegbulu (2018) guidance should be a preventative activity while counseling fulfills a primarily curative function. Guidance and counseling should be an integral part of the education process and that more time and resources should be allocated G&C of both students and teachers in education institution.

Guidance and counseling given to the teaching staff should also be based on self-awareness management. In this regard, all (100%) of the respondents were in agreement. Every teacher should be able to effectively and efficiently manage their affairs. Ordinarily, teachers should take control of their behavior and conduct. As a trained teacher, one should understand his or her strengths and vice versa. On areas of their weaknesses, there is need to seek assistance and they should explore on their strengths. These findings were supported by Behavioral and Kantianism theory. Behavioral theory is based on the belief that, behavior can be learnt and changed. The theories can be used to enhance change behavior in teachers (Toshalis, 2015). For example, Behavioral theory helps in work performance and changing in behavior

through conditioning. In this case, if teachers with psychological stress are offered G&C services, they will most likely change their behavior.

A financial stress management skill has been a thorn to most employees. According to teachers, limited fiancés and tough economic times have caused unbearable stress in their financial management. Most (67%) of the respondents admitted that for sure G&C in financial management will help them improve first in managing finances and eventually in job performance. However, 33% of those with contrary opinion felt that not only G&C in financial management is needed but also financial assistance to the teaching staff will be appreciated. In agreement, Mabagala (2016) indicated that the teachers' professional misconduct was evidenced in most public secondary schools. However, financial mismanagement, negligence of duty, and absenteeism were identified as the common professional misconduct acts in secondary schools in Nzega District.

Furthermore, G&C services in decision making skills were supported by 87% of the respondents. However, only 13% of the respondents disagreed. The researcher found that some teachers are indecisive in making certain decisions that either affect them directly or affect the students. While responding to open ended questions, the respondents posited that teachers require adequate knowledge on decision making skills on how to handle cases involving students, parents and colleague teachers. For instance, a teacher should make the right decision on how to handle discipline case involving a student whose genesis is family conflict back at home. A respondent reported that in such a scenario, there is need to get more details from parents in order to make a fair decision concerning the student. Ability to make the right decision at the right time is a fundamental principle necessary for all teachers. In support of this finding and basing on Kantian theory of ethics which indicate that deciding whether an action is wrong or right, the intention of the action should be put into consideration. Professional/Career development as a G&C service is necessary to influence teachers' performance as supported by 77% of the respondents, while 23% held contrary opinion. Through G&C, comprehensive advice on career development was given to teachers. In the open ended questions, the respondents pointed out that there are less behavioral problems among the teachers in the school for those who have been properly inducted on professional/career requirements. The said teachers are more focused on career development and their performance has shown an increasing trend in performance as a result of G&C. In this regard, Ndambuki (2016) argued that proper development, coordination and implementation of the G&C services in schools assists teachers to understand their own growth and development and to acquire social and life skills that would enable them to fit into the society.



On G&C services offered on personal development, all (100%) of the respondents consented. The researcher was informed that some of the respondents, particular female teachers, have formed their own groups with leadership hierarchy whose mandate is to champion individual as well as group development. It is worth mentioning that the group has been robust in encouraging their male counterparts to emulate them. In most schools where primary data was collected, this group has received support from the leadership and school welfare association. In a nutshell, these findings are in agreement with Kant theory that argues, if someone is made happy in terms of personal development by hurting others, their happiness is morally bad. So we evaluate happiness by morality (Tluway, 2015). Having a morally good intention is pre-conditioned to happiness. The theory emphasizes teachers to think before they act on anything.

During the interviews, the findings from qualitative data on the theme Guidance and Counseling that Influence Teacher's Performance, a participant had this to put forth; G&C services offered that influence teacher's performance include; services on financial management, professional ethics, and family management, career related stress management, self-discipline and self-development (Personal Interview, 26<sup>th</sup> May, 2022).

Therefore, in the views of TSC officer and school head, other guidance and counseling services offered include guidance in conflict management, guidance on effectiveness in work performance and against bad behavior. According to Maisha (2020), G&C is a process of helping an individual to become fully aware of his/her self and the ways in which the individual is responding to the influences of his/her environment. It further assists to establish some personal meaning for their behavior and to develop and classify a set of goals and values for future behavior.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The study concluded that the G&C services provided in public secondary schools include; job related stress management, management of finances, decision making skills services, and professional ethics. The study also found that teacher's absenteeism, unethical dressing style, lack of respect, unethical language, lack of commitment, sexual misconduct, lack of dedication, alcoholism, corruption and drug abuse require guidance and counseling services in public secondary schools. In addition, the study recognized that G&C services offered to teachers to influence their performance include guidance in conflict management, guidance on effectiveness in work performance and against bad

behavior. Therefore, guidance and counseling is a process of helping teachers to become fully aware of his/herself and the ways in which they are responding to the influences of their environment in order to improve their job performance in public secondary school in Arusha district council.

The study established that teachers, like other human beings are bound to make mistakes of omissions and commissions. However, when guided, some have improved in their behavior and subsequently in their job performance. Consequently, the study confirms that work cannot be accomplished without adoption of guidance and counseling services in school setting basically to influence teacher's performance.

### 5.2 Recommendations

Based on the research findings, the following recommendations are given forth;

- i. There is need to employ strategies such as monitoring of teachers in the process of supervision of curriculum implementation in order to enhance their job performance.
- ii. Heads of schools should use different strategies in curbing teachers' moonlighting problems such as teachers' folio inspection, provide incentives, special recognition and warning letters where necessary.

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