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Teachers' Perspectives on the Effectiveness of Various Guidance and Counseling Strategies on Students' Performance in Morogoro Municipal Tanzania

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Abstract

Guidance and counseling management in schools plays a central role in supporting optimal student development. It is important to remember that guidance and counseling teachers not only work individually but also collaborate as a team. Effective guidance and counseling can provide students with the necessary support to navigate academic pressures, personal issues, and career planning, ultimately leading to improved performance and well-being. The study use the Pragmatism research philosophy under mixed research approach, and convergent (or concurrent) mixed methods design in which the method focuses on gathering and analyzing quantitative and qualitative data in a single study. a total sample of 39 participant was selected, 30 teachers, and 9 heads of school. Simple Random Sampling procedures and purposive sampling procedures were applied. This study use a multi-technique data collection approach, such as a questionnaire and an interview. The

study makes sure conformability, transferability, and reliability are considered in the data collection instrument. The study reveal that students' academic performance and the effectiveness of GCS are positively correlated. Academic teachers, guidance counsellors, and students themselves all generally support that the student's academic performance was good. According to the study's findings, academic instructors and guidance counsellors thought the services had assisted students in developing stress-reduction techniques for their overall health, which is crucial for their academic achievement. The study recommends that School heads must receive orientation on GCS education in order for them to comprehend its provisions. To prevent relying too much on experience and general knowledge, teacher counsellors should receive training to broaden their understanding of counselling theories, principles, and techniques.

Keywords: Guidance and Counseling Strategies, Students' Performance

1. Introduction

Guidance and counseling management in schools plays a central role in supporting optimal student development. It is important to remember that guidance and counseling teachers not only work individually but also collaborate as a team. Group work in this context offers opportunities to develop more effective support strategies, deepen understanding of individual needs, and foster an inclusive and supportive learning environment (Wijayanto, 2023) ^[45]. According to Usfitia (2018) ^[42], in the modern educational world, the demands on the role of guidance and counseling teachers are becoming increasingly complex. They are not only responsible for traditional tasks like preventing deviant behaviour and providing career advice but also for supporting students' personal, social, and emotional development. Guidance and counseling management are essential to ensure all students have access to the services they need to reach their full potential.

One of the main aspects of guidance and counseling management in schools is collaboration between guidance and counseling teachers. In this context, work teams act as a driving force for innovation, the exchange of ideas, and strategy evaluation. Through this collaboration, professionals can share their knowledge, identify emerging trends, and jointly design solutions that are relevant to student needs (Wibowo *et al.*, 2023) ^[44]. Guidance and counseling teachers who work together in teams have the advantage of diversity of approach and experience. Each team member can bring their unique insights to the planning and implementation of guidance and counseling programs. Some may have special skills in handling interpersonal conflict, while others may be more skilled at providing academic support. By utilizing this individual's expertise, the team can develop a

holistic and comprehensive program (Muhyatun, 2023) [26]. Collaboration between guidance and counseling teachers opens the door to joint learning and professional development. They can attend joint training, seminars, or conferences to stay informed about the latest developments in the field of guidance and counseling. That way, they can continue to improve their skills and apply best practices that are appropriate to educational developments and student needs. Effective guidance and counseling management also includes careful planning to ensure that the services provided cover the spectrum of student needs. This includes providing academic advice and career counseling, as well as support for social and emotional development. By focusing on individual needs, guidance and counseling teachers can identify the challenges students face and design strategies to help them overcome these obstacles (Sholih *et al.*, 2017) [37]. The importance of team collaboration is also reflected in efforts to create an inclusive and supportive learning environment. Guidance and counseling teachers collaborate with teaching staff, school principals, and even parents to create an atmosphere that is conducive to student growth and development. By supporting each other and sharing responsibilities, they can create a positive and comprehensive school culture (Sarmadan & Abdullah, 2018) [35].

Rochani *et al.* (2020) [34], explained that in the context of globalization and technological advances, guidance and counseling management in schools also needs to consider the impact of these changes on student needs. Guidance and counseling teachers must continually update their knowledge of educational trends, technological developments, and social challenges that may affect students. In this way, they can design strategies that are relevant and responsive to the dynamics that continue to develop in the educational environment. In facing these various changes and challenges, it is important for guidance and counseling teachers to have strong leadership skills. Leadership in this context is not just about providing direction but also about motivating and inspiring a team to achieve common goals. Creating an inclusive team culture, supporting the exchange of ideas, and encouraging innovation are an integral part of effective leadership in guidance and counseling management in schools.

In addition to their direct role in providing mental health services, guidance, and counseling, teachers also collaborate with teaching staff and parents to create a learning environment that supports students' mental health. They can provide training to teachers on how to recognize signs of mental health problems and provide strategies to support students in the classroom. Collaboration with parents is also important to expand mental health support beyond the school environment. According to Irfan *et al.* (2020) [16], guidance and counselling teachers also have a role in helping reduce stigmatization related to mental health problems. By increasing understanding and knowledge among students, school staff, and parents, they can create an environment where students feel comfortable seeking help if they need it. Education about mental health can also help change negative perceptions and promote the understanding that mental health is as important as physical health.

Apart from that, in the opinion of Mauliza Atika (2023) [22], guidance and counseling teachers can also play a role in advocating for school policies that support students' mental

health. This entails supporting initiatives like including mental health programs in school curricula, providing quiet areas for students who need a break, and making sure that all students can easily access mental health services.

1.1 Statement of the Problem

Effective guidance and counseling can provide students with the necessary support to navigate academic pressures, personal issues, and career planning, ultimately leading to improved performance and well-being (Alloph and msonge, 2023) [4]. Recent assessments indicate that many students in Morogoro Municipal are underperforming in different subjects, which can affect their access to higher education and future employment opportunities. Poor academic performance not only affects individual students but also has broader implications for the community, including higher dropout rates and lower overall educational attainment, which can perpetuate cycles of poverty. While there is research on guidance and counseling in various settings, there is a lack of studies that focus specifically on the context of Morogoro Municipal such studys include (Lubawa *et al.*, 2021 [20], Maree and magere, 2023 [21], Mbilinyi C, 2025 [24], Musiat *et al.*, 2022 [28] and Smith *et al.*, 2024). This limits the ability to understand how local cultural, economic, and social factors influence the effectiveness of these strategies. While existing literature highlights the importance of guidance and counseling in education, there is a scarcity of localized studies focusing on the specific impact of these strategies on academic performance within the context of Morogoro Municipal. This gap hinders the development of personalized interventions that could enhance student outcomes in this region. This research aims to bridge the identified gaps by exploring how guidance and counseling strategies can be optimized to enhance academic performance in Morogoro Municipal. By addressing these societal needs and filling the knowledge gap, the study seeks to provide actionable insights for educators, policymakers, and the community at large.

1.2 Research Objectives

1.2.1 Specific Objective

To explore teachers' perspectives on the effectiveness of various guidance and counseling strategies on students' performance in Morogoro municipal.

1.2.2 Research Question

What are the teachers' perspectives on the effectiveness of various guidance and counseling strategies on students' performance in Morogoro municipal?

2. Theoretical Framework

This study was underpinned by the Social Learning theory. This theory assumes the principles of the Social Learning developed by Albert Bandura (1980). The theory emphasizes that behaviour is learned through social interaction in the form of observation and imitation of what others are doing around you, including the significant others. The theory describes maladjusted behaviours as behaviours learnt through the complex process of socialization. Omulema (2000) advocated that human behaviour can be modified using learning principles to change behaviour. Regarding this study, teacher counsellors can use behavioural techniques like self-directed behaviour,

which may deal with learning, studying, and time management skills in schools to foster students' academic performance.

2.1 Review of Empirical Studies

Nanang *et al.*, (2024), explore the management of guidance and counselling as a scientific approach to enhancing students' mental health. The method employed in this study is qualitative research, specifically using a case study design. The choice of a case study is justified as it allows the researcher to gain in-depth insights into the context, processes, and complexities of the phenomenon under investigation. The findings of this research illustrate that the role of guidance and counselling (BK) teachers in state high schools in West Kalimantan, Indonesia, in safeguarding students' mental health is not merely reactive but also proactive. BK teachers apply a scientific approach involving observation and interviews to understand the holistic needs and challenges faced by students.

Mulawarman *et al.* (2020) ^[27], research intended to determine the impact of guidance and counselling on academic performance in high schools in Indonesia. The research was based on the psychoanalytic and cognitive development concepts. The research embraced a descriptive study layout. The research focused on 16 principals and 32 guidance and counselling educators from all the public high schools in Indonesia. Pilot testing and expert judgment were used to identify the content and construct credibility of the research tools. Demographics sampling method was used to sample all 16 principals and the 32 guidance and counselling educators from the 16 high schools. The research found that many institutions lacked consistent specialist guidance and counselling services. Due to the absence of reliable guidance and counselling services, the majority of the learners were at risk of false information from various sources.

Furthermore, Anaeto & Ajibo (2023) ^[5], investigated the effects of guidance and counselling services on the academic success of secondary school students in the Enugu East Local Government Area. The study encompassed a population of 13,479 secondary school students, with a sample size of 300 respondents selected through basic random sampling. Through the employment of a descriptive survey methodology, the researchers found that school counsellors played a crucial role in enhancing students' engagement with their academic studies. These empirical investigations provide valuable insights into the advantages associated with counselling and mentoring interventions for students' academic accomplishments. By implementing evidence-based counselling strategies in educational programmes, educators and policymakers can support students in realising their full potential both within the classroom and in their broader academic pursuits.

Khurshid *et al.* (2021) ^[19], researched to determine the effect of guidance and counselling on academic performance in Pakistan. A pre-test and post-test control group design was utilised for the study. An experimental style was utilised as the study structure for the research. 50 learners were chosen; 25 for the experimental team and 25 for the control team for the research. Two hypotheses were developed to maintain the research in focus. Information from participants was collected by the usage of interviews. The outcomes of the research disclosed that there is no considerable distinction in pre-test scores of experimental and control groups. Nonetheless, a substantial distinction was noted between

post-test scores of experimental and control teams regarding academic performance. It was suggested that full-time counsellors be selected in every learning institution to attend to the current and teething issues of learners. Furthermore, it was recommended that guidance programmes ought to be seriously included in the curriculum of our pre-tertiary schools.

A study by Shizha *et al.* (2020) ^[36], discovered that guidance and counselling programme in learning institutions helps learners to integrate their skills, interests, and values and thus establish their total potential. All these are propelled towards enhancing the self-image of the learners and helping to achieve better accomplishment in academic performance. The research sought to examine the effect of guidance and counselling programs on the academic performance of high school learners in Toronto, Canada. The research employed an ex post facto study design. It aimed at all the 985 form 4 learners, 19 educator counsellors, and 19 head educators of the 19 picked public high schools in the research region. A random sample of 100 learners, fifteen educator counsellors, and fifteen head educators was chosen from the five learning institutions. Information was gathered through giving out questionnaires to the chosen participants. The gathered data was then processed and evaluated, making use of descriptive and inferential statistics. The research developed the following outcomes: the learning institutions in the research region had disparities in the number of guidance and counselling services that they provided. Educational counsellors had little training in guidance and counselling. Stakeholders effectively assisted the guidance and counselling program in the learning institutions. Learners were informed about the duties and advantages of career counselling in their institutions. There was poor academic performance among learners. The guidance and counselling programme has a favourable effect on the academic performance of learners.

Psifidou *et al.* (2021) ^[32], research was performed to explore the association between guidance and counselling and the academic performance of secondary school students in Lyon, France. The research concentrated on determining the level of guidance and counselling, the degree of pupils' academic accomplishment, and the partnership between guidance and counselling and learners' academic achievement in Senior high schools in Lyon, France. The researcher used a correlational research design utilising a quantitative method to acquire meaning from quantitative information. The major study tool utilised to acquire data during the research was Likert-scaled questionnaires employed and customised to suit the goals of the research. Information gathering was guided by the study questions and goals. A total of 250 participants were purposely and arbitrarily sampled from the 8 learning institutions in Lyon. Findings from the research and evaluation revealed that there was a substantial association between guidance and counselling and the academic achievement of learners. Results from the research additionally suggested that there is still a relatively reduced level of academic achievement of high school learners in the region. The level of guidance and counselling was discovered to be rather appropriate. The research recommended that the government needs to integrate guidance and counselling departments in every learning institution to bring these services to the learners.

Research on the effects of guidance and counselling programmes for senior secondary students in Lagos,

Nigeria, was carried out by Adeniyi & Adeniyi (2019) [2]. The study had 73 students in total 32 in the experimental group and 31 in the control group. Over three weeks, the experimental group received therapy both before and during the teaching of mathematics, while the control group did not receive any counselling. Students' academic performance was measured using the Mathematics Achievement Test (MPT). The study's conclusions showed that offering counselling services to students significantly improves their academic performance in mathematics; these benefits extended to students of all genders and ability levels.

Maxwell *et al.* (2022). This study examined the influence of Guidance and Counselling Services on Senior Secondary Students' Academic Performance in Rivers State. A descriptive survey design was used for the study. The Population was 4598 teachers and students in the senior Secondary School in 12 local government areas of Rivers State. The finding shows that the Counsellor provides information on experiences that increases knowledge of the occupation. It was concluded that the Counsellor encourages students to have a positive attitude towards learning. A counsellor does not encourage students to visit other teachers regarding other problems. A counsellor always identifies students with special needs who require the services of referral sources. It was recommended that Guidance and counselling coordinators who also teach for long hours should be given limited teaching periods so that they have enough time to provide guidance services to students who need their help.

Smith & Davis (2024) [40], examined the relationship between teachers' attitudes and their preparedness to provide counselling services in schools. Smith and Davis found that teachers with a positive attitude toward counselling services feel confident in providing counselling services to support students' mental health needs. The highlighted study indicates that a positive attitude toward counselling is important and beneficial to students. Cruz *et al.* (2021) [11], investigated the attitudes of teachers serving as lay counsellors and found that most of them held a positive attitude toward counselling service provision. Their positive attitudes toward counselling provision served as a lens for understanding diverse students' needs and challenges, and better intervention strategies during the counselling service provision. The authors seem to insinuate that counselling training among teachers may not play a significant role in improving attitudes toward counselling provision.

Odyek (2021), performed research to examine the effect of guidance and counselling on learners' academic performance at Senior high school, Japan. The research was performed with 2 goals: First, to discover the availability of counselling services in the institution. Secondly, to gauge the impact of the services on learners' academic performance. The researcher in developing the research questions showed interest in relationships, behavioural and developmental concerns. This is because many of the learners enrolled in secondary education are teenagers. The researcher utilised a case study layout, and data was gathered by making use of the surveys, interview guide and observations. The researcher focused on a sample size of 271 participants, having 252 learners, 18 educators and 1 school counsellor. Simple random method and stratified random sampling were used in selecting the target population. Quantitative data were evaluated by making use of descriptive statistics. The

qualitative data were assessed thematically by categorizing them into the associated subjects of the research. Frequencies and percentage values were calculated utilising Statistical Programs for Social Sciences (SPSS). The tool was pretested and received a coefficient of 0.7542, revealing its validity and dependability. First of all, the results show that the guidance and counselling services, like vocational, career and individual, are readily available in the school.

3. Research Methodology

A convergent research design was used in the study as part of a mixed research method that is consistent with pragmatic philosophy. To offer a thorough study of the research topic, the researcher converges or combines quantitative and qualitative data, according to Creswell (2022). This made it possible for researchers to simultaneously gather qualitative and quantitative data. 30 participants were chosen at random from the desired demographic of teachers using a straightforward random selection technique. Additionally, nine heads of school were chosen using the purposive sample approach, bringing the total number of participants in the research to 39 Mugenda (2019). Instruments for gathering data include questionnaire and interviews. The Statistical Package for Social Science (SPSS) was used to assist in the descriptive statistical analysis of the quantitative data that was gathered, and the thematic analysis of the qualitative data that was given in the form of quotes and narrative. To confirm that the data collecting tools assess the desired subject or areas and to support their applicability, this study uses content validity. Furthermore, the study ensures that the data-collecting instrument takes conformability, transferability, and dependability into account. Maslakçi and Sürücü, (2020). Anonymity and confidentiality are guaranteed throughout the study.

4. Findings and Discussion

This section comprises three sub-sections: Return rate of instruments used in data collection, demographic information of respondents, and interpretation and discussion of research findings.

4.1 Return Rate of Instruments

This entails the extent to which expected data collection instruments such as questionnaires for students, and interview guides for parents.

Table 4.1: Summarizes the return rate of instruments

S. No	Instrument	Expected	Actual	Percentage (%)
1	Questionnaire for teachers	30	28	93%
2	Interview guide for HOS	9	6	67%

Data in Table 4.1 indicates the return rate of data collection instruments that indicates 100% of the expectation of the researcher. 93% of a questionnaire for teachers was collected and an interview guide for HOS reached 67% of the respondents as shown in table 4.1. The filled questionnaires were collected on the same day to avoid mismanagement of the questionnaires. In addition to that the researcher conducted appointments to the respective respondents for interview within a given time.

4.2 To explore teachers' perspectives on the effectiveness of various guidance and counseling strategies

S. No	Statement	Results in Percentage (%)					Mean	Standard deviation
		SD	D	U	A	SA		
1	I believe individual counselling sessions are effective for student development.	-	-	-	55.3	44.7	4.45	0.504
2	Group counselling strategies positively influence students' social skills.	-	-	-	52.6	47.4	4.47	0.506
3	Career guidance programs are essential for preparing students for their future.	-	-	-	31.6	68.4	4.68	0.471
4	Workshops and seminars on personal development are effective in enhancing student well-being.	-	10.5	2.6	21.1	65.8	4.32	0.976
5	Mental health awareness initiatives implemented in the school are effective in reducing stigma.	-	-	5.3	52.6	42.1	4.37	0.589
6	The conflict resolution training provided to students is effective in promoting a harmonious school environment.	-	-	5.3	39.5	55.3	4.50	0.604
7	Involving parents in guidance strategies enhances their effectiveness.	-	10.5	2.6	7.9	78.9	4.55	0.978
8	Feedback mechanisms for evaluating guidance strategies are effective in improving services.	-	7.9	2.6	44.7	44.7	4.26	0.860
9	Regular training for counsellors significantly enhances the effectiveness of guidance strategies.	-	7.9	2.6	50.0	39.5	4.21	0.843
10	Overall, I believe that the guidance strategies implemented in our school are effective in supporting student development.	-	-	-	42.1	57.9	4.58	0.500

Source: Field data 2025 (Table 4.2)

Key: 1. SD – Strongly Disagree, 2. D - Disagree, U – Undecided, A – Agree, SA – Strongly agree

4.2.1 Individual Counseling Session

Data in Table 4.2 indicate that 55.3% of the participants agree, and 44.7% Strongly Agree on the statement that individual counselling sessions are effective for student development, with a mean score of 4.45. A majority of teachers believe in the effectiveness of individual counseling for student development. This suggests a recognition of the personalized support it provides. Research shows that personalized counseling can significantly improve students' mental health and academic performance (Bakshi & Yuen, 2022) [9]. Individual sessions allow for targeted interventions that cater to specific student needs.

Data in Table 4.2 indicates 52.6% Agree, and 47.4% Strongly Agree on the statement state Group counselling strategies positively influence students' social skills, with the mean score of 4.47. Teachers perceive group counseling as beneficial for enhancing social skills. This indicates an understanding of the social dynamics involved in group settings. Studies highlight that group counseling fosters peer interaction and social learning, leading to improved interpersonal skills (Bakshi & Yuen, 2022) [9]. Group therapy has been shown to enhance communication and collaboration among students.

4.2.2 Group Counseling Strategies

Data in Table 4.2 indicates 100% of the respondents agree and strongly agree with the statement that career guidance programs are essential for preparing students for their future, with the mean score 4.68. This data indicates that there is strong consensus on the importance of career guidance in preparing students for their futures. This reflects awareness of the need for effective career planning in education. Research indicates that effective career guidance programs can lead to higher student engagement and better academic outcomes (Musiat *et al.*, 2022) [28]. Career counseling is essential for helping students set realistic goals and navigate their future paths.

4.2.3 Career Guidance Programs

Data in Table 4.2 indicates 86.9% of the respondents agree and Strongly Agree on the statement that Workshops and

seminars on personal development are effective in enhancing student well-being, with the mean score of 4.32. The majority of teachers see workshops as effective for enhancing student well-being. This suggests an understanding of the broader aspects of student development beyond academics. Workshops focusing on personal development have been shown to improve students' emotional intelligence and coping strategies (Musiat *et al.*, 2022) [28]. Such initiatives contribute to holistic education. Data in Table 4.7 indicates 94.7% of the respondents agree and Strongly Agree on the statement that Mental health awareness initiatives implemented in the school are effective in reducing stigma, with a mean score of 4.37. Teachers believe that mental health initiatives effectively reduce stigma, underscoring the importance of mental health education in schools. Recent studies emphasize the effectiveness of mental health awareness programs in changing attitudes and increasing help-seeking behavior among students (Usfitia, 2018) [42]. Reducing stigma is crucial for fostering a supportive school environment.

4.2.4 Workshop and Seminar on Personal Development

Data in table 4.2 indicates 94.8% of respondents Agree and Strongly Agree on the statement state The conflict resolution training provided to students is effective in promoting a harmonious school environment with the mean score of 4.50 and 86.8% of respondents Agree and Strongly Agree on the statement state that Involving parents in guidance strategies enhances their effectiveness with the mean score of 4.55. There is strong support for conflict resolution training as a means to promote harmony in schools. This highlights the proactive approach teachers are taking toward student relationships. Research confirms that conflict resolution training helps students develop essential skills for managing disagreements and fostering positive relationships (Wibowo, 2023). Effective training leads to a more peaceful school climate. A significant number of teachers believe parental involvement enhances the effectiveness of guidance strategies. This reflects an understanding of the importance of family engagement in

education. Studies show that parental involvement is linked to better educational outcomes and emotional support for students (Muhyatun, 2023) [26]. Engaging parents in guidance processes can lead to more comprehensive support systems for students.

4.2.5 Mental Health Awareness

Data in table 4.2 indicates 89.4% of the respondents Agree and Strongly Agree on the statements states Feedback mechanisms for evaluating guidance strategies are effective in improving services with the mean score of 4.26 and 89.5 of the respondents Agree and Strongly Agree on the statement Regular training for counsellors significantly enhances the effectiveness of guidance strategies with the mean score of 4.21. These data indicate teachers recognize the importance of feedback mechanisms in improving guidance services, indicating a commitment to continuous improvement. And there is a belief that ongoing training for counselors enhances the effectiveness of guidance strategies, reflecting a commitment to professional development. During the interview HOS 'E' say that;

Of course! Our school places a high priority on our counselors' continual education and professional growth. We are aware that the counseling profession is ever-evolving and that it is critical to stay current with emerging practices and research..(HOS,E, Personal Communication, May 11, 2025).

The information from the HOS reveals that most of schools they have program that help to develop skills and knowledge for teachers who participate in guidance and counselling in schools. Research highlights that systematic feedback is essential for refining educational practices and enhancing student outcomes (Andry, 2023) [7]. Regular evaluations contribute to more effective counseling strategies. Also, current literature emphasizes the need for continuous training programs for counselors to stay updated on best practices and emerging issues in student support (Andry, 2023) [7]. Training improves counselors' competencies and their ability to support students effectively.

5. Summary, Recommendation, and Conclusion

5.1 Introduction

This study aimed to investigate To explore teachers' perspectives on the effectiveness of various guidance and counseling strategies. This chapter includes a summary of the findings, recommendations, and conclusion of the study.

5.2 Summary of the Findings

Teachers' Perspectives on the Effectiveness of Various Guidance and Counseling Strategies

According to the study, students think that a variety of guidance techniques, such as individual and group counseling, are useful for helping them grow as individuals and improve their social skills. While personal development workshops are thought to have a positive impact on students' well-being, career guidance programs are thought to be crucial for preparing students for their future. Initiatives to raise awareness of mental health issues are thought to be successful in lowering stigma, and conflict resolution classes are thought to be successful in creating a peaceful learning environment in schools. It is also believed that parental participation in support programs increases the

efficacy of these tactics. Although there was some support for feedback mechanisms for assessing guidance strategies, more work might be required. Counselors should receive regular training, too. In general, students think that the school's guidance techniques effectively aid in their personal growth.

5.3 Conclusion

The study concluded that teachers and school administrators thought the services helped students feel less anxious and doubtful about their academic performance and relationships. The pupils have received support in enhancing their social skills and have been motivated to collaborate with others in order to enhance their academic achievement. Additionally, the students have been inspired to value and respect their academic endeavors. In order to realize their full potential, they have also received assistance with personal development and growth, which is a crucial component of their academic performance.

5.4 Recommendations from the Study

This study offers suggestions for future research as well as for action. These suggestions are predicated on the study's conclusions. The following suggestions are offered in an effort to improve secondary school pupils' academic performance and general well-being. To prevent them from being overburdened with other responsibilities, particularly those associated with classroom instruction, policymakers should make sure that the role of teacher-counselor is acknowledged in the scheme of service. School heads must receive orientation on GCS education in order for them to comprehend its provisions. To prevent relying too much on experience and general knowledge, teacher counselors should receive training to broaden their understanding of counseling theories, principles, and techniques. At least once a week, schools should reorganize their general schedule to make time for proactive guidance and counseling services on issues pertaining to youth life. Additionally, because teacher-counselors are essential in helping students with advocacy, crisis intervention, and life planning, schools must make sure they are present in their buildings. To help practicing teacher-counselors share knowledge and serve as a referral point for students with ongoing issues, a district-level coordinating unit must be established.

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