

Full Length Research Paper

An assessment of adequacy of guidance and counseling programme in secondary schools in the Republic of South Sudan

Lydia Ngira Rintaugu^{1*} and Jack Njabi Ngalamu²

¹Department of Psychology, School of Education, University of Juba, Juba, South Sudan.

²Department of Education, University of Juba, Juba, South Sudan.

Received 30 April, 2021; Accepted 11 August, 2021

This paper explores the factors that influence implementation of effective guidance (G) and counseling (C) programme in secondary schools in the Republic of South Sudan. The study was directed by Person-Centered theory developed by Carl Rogers that is hinged on the three pillars that is, congruence, empathy and unconditional positive regard, better known as core-conditions. The study identified a total of 341 respondents out of a population of 1,505, but after attrition of some respondents, the study ended with 1,302 from which 306 was used. The researcher used stratified random sampling for students and purposive sampling for teacher counselors and education administrators at national and state level. Findings suggest that despite the emphasis on G and C in schools by the South Sudan curriculum framework, the provision of this service is highly inadequate and/or missing altogether. Teachers are not trained to handle school G and C. The main implications of the study are the need for a more comprehensive guidance and counseling policy document which will provide for training and posting of teacher counselors to schools, providing a budget and assessment, monitoring and evaluation of the programme by MOEST. This research suggests that further studies can be carried out in this area but in other location of the country for comparison purposes like in the Greater Bahr-el-Ghazal and Greater Upper Nile regions. The researcher recommends a study on the role of G and C in improving retention, performance and improved completion rate of student in secondary schools in South Sudan.

Key words: School guidance and counseling, teacher counselors, effective counseling programme.

INTRODUCTION

According to the South Sudan Curriculum Framework, one aim of education is to have learners who have self-belief to be creative problem-solvers, relate well with

others and understand others concerns and needs. The curriculum framework further states that students should be taught not only academic and vocational subjects but

*Corresponding author. E-mail: lindala2020@gmail.com.

Author(s) agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

also school programme which include physical activities and sports, personal development programme, careers guidance and community involvement both at primary and secondary school levels. These programmes include: Physical activities and sports. Personal development and life skills programmes (to include guidance and counseling), Careers guidance, community involvement and peace education. The proposed curriculum framework indicates that at Primary school, the programme will include personal support for their students that will have elements of life skills and career guidance but will not be examinable. At secondary level, the curriculum states that the programme was planned by the schools to meet the needs of their learners since there is no syllabus for the programme. This is aim to help the student make the best use of their own facilities and capacities as well as enhance their personal development.

Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Wango (2006) citing Kamunge report (Republic of Kenya, 1988), observes that guidance and counselling is an educational programme that seeks to enhance personal development. It is manifested through self-awareness, knowledge of the self and the total environment. Such knowledge should enable individuals as members of society acquire skills, attitudes and positive self-concept for performance and effective use of opportunities available in life. Guidance and counselling can also be conceptualized as being developmental and preventive as opposed to intervention and reaction. Thus guidance and counselling programmes should prepare individuals for all the key milestones in life and can be best offered during an individual's education life span.

This study therefore purposes to investigate whether GC services are offered in secondary schools in the Republic of South Sudan as stipulated in the proposed South Sudan curriculum framework also looking at the adequacy of services, training level of teacher counselors and gaps in the service with an aim to addressing them.

Theoretical framework

This research was guided by Person-Centered Theory of Carl Rogers (1968). In applying Person-Centered counseling approach in education, Gatongi (2007) says that the core conditions stated above of empathy, congruence and unconditional positive regard are very important qualities that any person would desire to receive from fellow human beings. All human beings wish to have an environment where there is acceptance, non-judgment and warmth. The core conditions enhance effective and caring relationships. According to Carl Rogers, adolescents wish to conform to peers but parents disapprove of such conformity. This brings conflict because the adolescents still require parental

support.

Another conflict arises from the adolescents' struggle to leave childhood ways and be independent. The adolescents also suffer stresses arising from changes in their bodies, expectations and aspirations of parents, teachers, peers, society and their own. These stresses and conflicts lead to confusion manifested in a variety of adjustment mechanisms (Makinde, 1984). Wambeti and Mwenda (2016) notes that comfortable setting where the client can feel at ease to discuss their experiences. The approach is one of the most used theories of counseling both by practitioners and researchers. It has been found useful in helping individuals to overcome anxiety, personality disorders and drug addictions among other issues.

The National Child Traumatic Stress Network (NCTSN) asserts that a traumatic experience may have a profound effect on the physical health, mental health, and development of the student. How students process trauma depends on their age and level of development. By understanding how students experience traumatic events and how they express their lingering distress over the experience, school personnel can better respond and help them through this challenging time. NCTSN further notes that students exposed to a traumatic event feel self-conscious about their emotional responses to the event. They often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and retribution. A traumatic event for adolescents may foster a radical shift in the way these students think about the world. Some of these adolescents may begin to engage in self-destructive or accident-prone behaviors, and reckless behaviors. There may be a shift in their interpersonal relationships with family members, teachers, and classmates. These students may show a change in their school performance, attendance, and behavior.

This theory was chosen because there is a relationship between the Carl Rogers' conditions for constructive change to occur in the client and the variables of the study such as the factors that influence effectiveness of the school counseling service (independent variable) as effective school guidance and counseling (dependent variable). According to Wambeti and Mwenda (2016), students are likely to avoid seeking for counseling from a teacher-counselor who does not show them empathy and unconditional positive regard. The Carl Rogers' conditions for constructive change in the client provided an appropriate framework for exploring the barriers to effective student guidance and counseling in secondary schools.

Looking at the psycho-social well-being in secondary schools in South Sudan, one will appreciate the need to deal with issues of aggression (whether verbal or physical) among learners which manifests in schools through fights among students, bullying, rudeness, disrespect, negligence, truancy, delinquency and

sometimes through psycho-somatic stress disorders.

Learners at any level in the country have not been spared by prolonged armed conflict both before and after July 2011 independence. To anybody understanding, if the above issues are left unresolved, it may even contribute to low completion rate, poor performance and poor inter-personal relationships in education institutions. The study therefore seeks to uncover factors that are at play in implementing school G and C and make recommendations that can help in making the service to be relevant and effective to the consumers (students and members of the school community).

Background of the study

South Sudan is the 54th nation in Africa and the youngest only having attained independence on 9th July, 2011 after a long period of pre-independence war that lasted well over two decades. Thirty-eight years of civil war, between the Sudan and South Sudan, has displaced 4.9 million people and killed more than 2 million. The vital infrastructure of the Republic of South Sudan has been essentially destroyed, and there is an almost complete lack of basic social services.

The population is estimated at 9 million, with more than half living below the poverty line, especially in rural areas (World Bank, 2013). This war left a lot of socio-economic devastation and noticeable under-development in various sectors including education. While the nation was putting on every effort to heal from the trauma and losses of the pre-independence war, the country suddenly plunged into another political turmoil in December 2013, and repeated again in 2016. This situation has left both socio-economic and political effects that the country is still dealing with to date. All these experiences left a traumatized community, a fact quite evident in various social institutions and mainly in education. Various mechanisms have been and are still being employed to aid the populace in healing from such acquired or inherited traumas and secondary schools have not been exceptional. International standards for counseling require that counseling be provided to students regularly and that it should be built into the curriculum and delivered through scheduled classroom instruction (ASCA, 2006). Ruttoh (2015) quoting Melgosa (2001) says that an organized guidance and counseling programme is essential in assisting students cope with the stresses they face while in and out of school. Some of these stresses include physical and psychological changes they face due to adolescence include adapting to their new image, facing the growing academic demands, establishing vocational goals, learning to control sexuality, emotional and psychological independence from their parents. Inman (2019) asserts that the goal of high school counselling is to "help every student develop abilities of self-understanding, decision-making, life planning and action-

taking to be able to adjust in the career options he or she decides to pursue. An organized guidance and counselling programme will offer right environment for the growth and development of the student and offer quality education. Nkala (2014) in his study carried out in Nzilikazi province observed that in order to come up with an effective GC Programme, it is necessary to determine what support services and available resources are necessary to meet the needs of students, families and the communities. In Zimbabwe for example, the Ministry of Primary and Secondary Education is not clear on the required professional qualifications of G and C Programme implementers which are assumed may have an impact on the future of students. It is noticed that teachers who are holders of Bachelor Science Honours in Counselling and Masters in Science in Counselling are mostly trained at Zimbabwe Open University. "A properly conceived and organized School guidance and counseling (SGC) programme would be governed by a clear statement of mission which defines the outcome of the counseling program, set clear and measurable learning objectives and goals, and identify the inputs and strategies that should come together to make the delivery of the program possible" (Deneke, 2014).

The current view of professional school counseling, as reflected in the American School Counselor Association (ASCA) National Model (ASCA, 2006), calls for school counselors to shift from more traditional, reactive roles within schools in order to become more comprehensive and proactive in their delivery of counseling services to students.

Mushaandja (2013), recommend that counseling services should focus more on preventative interventions rather than remediation activities.

GC programme should be able to reflect on other characteristics of the clients, such as age, location or environment, cultural background, sex and economic status. In effect, this means that the main aim of any school counseling model should be developmental in nature whereby it helps to model students in a manner that they should develop intrinsic drive to adopt pro-social behaviors both in and out of school (Deneke, 2014).

According to the module developed by UNESCO (2000) in Botswana, school counseling programme should serve the following purposes -: Increases self-knowledge and how to relate effectively to others, broadens knowledge about the changing environment, helps them reach their fullest academic potential, provides opportunities for career exploration, planning and decision-making, provides an opportunity for networking with services and thus establishes an effective, support system, teaches responsible behaviour. In summary, a successful school guidance programme, according to UNESCO (2000, Module 4) should have the following characteristics:

- 1) A record of success -It is important to identify a

leader with good experience, and who is a competent professional who has had the relevant training. Such leaders can direct a programme competently, and adhere to the ethical and legal issues related to it.

2) Inspires confidence - A realistic and supportive programme leader inspires confidence and trust among subordinates and acknowledges the accomplishments of the support staff and gains their confidence. This provides the organization with a group of dedicated and confident staff.

3) Promotes partnership - A good programme leader ensures teamwork. The success of the organization is shared between him and his subordinates and this creates a feeling among them of belonging. No one looks only to the leader for success but considers it instead a shared responsibility.

Gudyanga et al. (2015) says that, the support of head teachers as they are responsible for the achievements at school. Effective head teachers mobilize enough materials and human resources for their schools. Head teachers should ensure that the curriculum is managed effectively through proper allocation to other teachers. Head teachers must support guidance and counselling in planning, organizing, directing, coordinating and controlling guidance and counselling programmes, which if done correctly leads to success of Guidance and Counselling and achievement of the goals.

In South Sudan, the general situation in education is that there is inadequate staffing at all levels especially due to low motivation through low level salaries, delay in payment of teachers, stagnation in job groups without regular promotions etc. this conversely may translate to the fact that the few teachers in the teaching service may have heavy workload and may spare little or no time for counseling. Moreover, their professional training may not afford them adequate skills for counseling students. This finally coupled with inadequate resource allocation for this service may make it challenging for schools to establish GC service. This study therefore tries to explore the adequacy of GC service in secondary schools in South Sudan with an aim to making recommendations on how to improve the service.

METHODOLOGY

This research is a cross section survey, where variables are studied as they exist in their current situation. Mubanga (2016) observes that a survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study. The study opted for this method to allow for complete and detailed analytical and in-depth assessment of information. This research used descriptive statistics like percentages, tables and figures during data presentation. The study used basic statistics which will be further elaborated by analysis of themes and content in a qualitative approach. This research used mainly stratified random sampling to identify strata for data collection, especially for the student-respondents who were the majority. This is the design that divides populations into sub-populations called

strata. Members are selected from each stratum at random. This is for the purpose of ensuring representativeness and generalizability in determining the sample size, the researcher used the following method:

$$N = \frac{N}{1+N(e)^2}$$

$$N = \frac{1302}{1+1302(0.0025)}$$

$$n = \frac{N}{1+N(e)^2} = 305.992$$

Sample is n=306: $N = \text{population } 1302$; $e^2 = \text{Margin of error/or degree of freedom}$

Various instruments were used and among them were open-ended questionnaire that was administered to students and teachers in the selected schools. Amin (2005) observes that questionnaires are chosen because of their ability to reduce biasness. Additionally, a face-to-face interview guide was also used on Education Administrators both at State and National level. An observation checklist was therefore developed which targeted to collect data on three main areas of G&C, that is, administrative aspect like presence of formally established G and C programme, availability of G and C facility with all required resources, etc. In data analysis, the researcher used Statistical Package for the Social Sciences Version 16.0 (SPSS). Data were presented using descriptive statistics that is percentage, frequency, pie chart, graphs etc. Data were presented in qualitative form with minimal use of quantitative analysis like frequency tables and percentage figures.

DATA ANALYSIS AND DISCUSSION

After analysing respondents bio-data, the researcher went ahead to analyse themes and content from raw data collected on G and C. The first item sought to gather information on availability of G and C Service in school (Table 1 and Figure 1).

This item sought to establish whether there is a formally established G and C in the school. From the data collected, 221 respondents taking 74.410% said that there was no G and C service in their schools. This shows that there is a gap in provision of G and C services in South Sudan secondary schools that needs to be addressed. Further in this item, 17.508% said that their school had G and C service. 8.88% included 21 respondents who said that they did not know about existence of G and C service in their school. This might be so due to the absence of the service or facility where they can get assistance to this effect. Three respondents (91.0101%) did not answer this questionnaire item. These findings compare positively with the study findings of a research carried out in Zimbabwe by Gudyanga et al., (2015) on Implementation of Guidance and Counselling in Secondary Schools in Chinhoyi Urban where 2.9% of the respondents said that schools hardly implemented G and C, 62.9% did not implement G and C while 14.3%

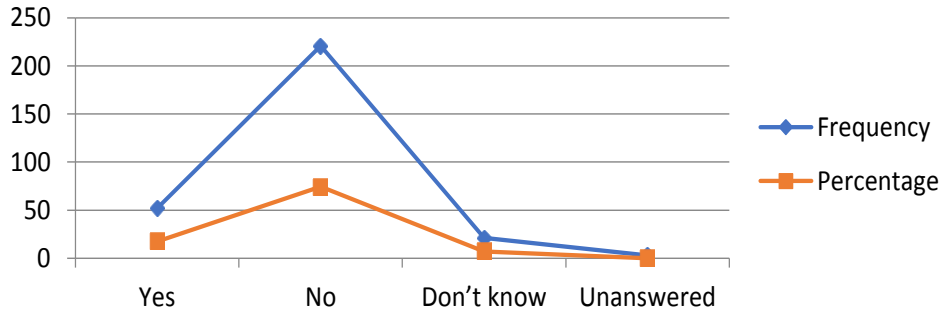


Figure 1. Line graph showing responses on availability of G and C service in school.

Table 1. Availability of G and C service in school.

Response	Frequency	Percentage
Yes	52	17.508
No	221	74.410
Don't know	21	7.0707
Unanswered	3	1.0101
Total	297	99.9988

were not sure about its existence and 2.9% did not know anything about it. Mushaadja et al. (2013) in schools in Namibia, found out that in many schools, little (if any) real counseling took place; most interventions were practical and/or focused on motivating learners a study carried out in Windhoek on Major challenges facing teacher counselors in not to become disheartened.

Is there a teacher in charge of handling students' personal, inter-personal or academic issues?

This item on whether the school has a teacher-counselor responsible for handling learners' issues, the highest frequency was not standing at 54.5454%. Most respondents confirmed that there was no trained teacher in counsellor to whom they could refer to in case of need arising out of academic or personal concerns. Only half of that percentage, 27.2727% said that the school had appointed a teacher to handle their issues. The rest of the percentage was for those who did either not know or ignored the item and left it unanswered. This may compare positively with the findings of Gudyanga et al. (2015) in Zimbabwe who found out that 62.9% of respondents confirmed having G and C in schools that was implemented only to a lesser extent and fell short of its expectations to perform its mandate in alleviating students' issues. In the same study, 45% disagreed on the importance of G and C in handling their issues while others did not even know what it was. Nweze and Okolie (2014) in a study carried in Nigeria found that 73.33% indicated that their schools did not have G and C services

and did not even have a teacher-counsellor appointed.

What are the commonest methods used by teachers and school administration to deal with the issues that require G and C?

In reference to the statistics obtained from students, in case of a student committing an offence, the commonest mode of correction in their school is manual tasks (40.404) followed by guidance and counselling (23.569). The research however found an interesting data of schools still using corporal punishment (6.734) as a disciplinary procedure, despite the fact that it is proscribed in education in South Sudan. According to the Universal Declaration of Human Rights, to which South Sudan is a signatory, Article 5 states, "no one shall be subjected to torture or to cruel or inhuman treatment or punishment".

In which ways do you think G and C is important in helping students in your school?

This item sought information on the importance of school G and C in helping learners in the school. Data given indicates that G and C service is important in helping learners in behaviour modification. This was confirmed by 166 respondents who claimed 55.89% followed by 24.915% who felt that the service is important in helping students to improve in their academic performance. The third group of respondents taking 10.774% believed that

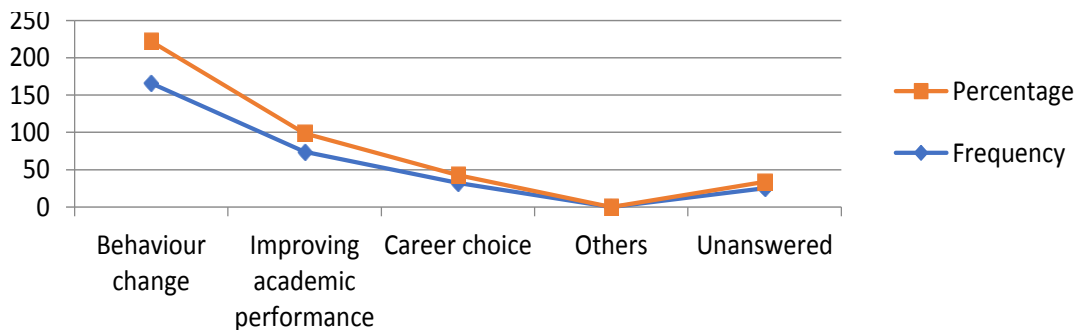


Figure 2. Line graph showing ways in which G and C helps students.

Table 2. Ways in which G and C helps students.

Importance of school G and C	Frequency	Percentage
Behaviour change	166	55.892
Improving academic performance	74	24.915
Career choice	32	10.774
Others	0	0
Unanswered	25	8.417
Total	297	99.998

Source: Primary data.

school G and C was necessary for helping learners in career choices (Table 2 and Figure 2).

Suggest ways in which you think the school can help in making G and C service effective in handling learner's issues.

This instrument was analysed using content analysis or only explanation of findings since quantifying it in percentages and frequencies was not possible as some students gave similar answers. The commonest suggestion was given by 143 respondents that the government through the MOEST should appoint, trained and qualified teacher counsellors.

This was explained as being so necessary because some issues overwhelm the teachers and with limited professional competency, they end up not helping students effectively. In other instances, teachers may break confidentiality by revealing information they acquire from students in counselling sessions. These findings compare positively with findings of a study done in Kenya by Mikaye (2012) who said that in order for schools to carry out guidance duties and activities, teacher-counselors need to receive appropriate and professional training before they become qualified guidance teachers. For teachers without prior training, on-the-job training could be provided to familiarize them with the knowledge and skills needed for the job as guidance teachers.

Secondly, guidance and counselling needs a budget that should come directly from MOEST. Mikaye (2012) observes that the main issues hindering guidance and counselling due to lack of resources in the school were lack of privacy since there was no guidance and counselling office. They lacked funds to sponsor the guest speakers and attend workshops. "The need for human resources suggests that schools need more professional school guidance personnel. There is a need for further training in counselling skills." In addition, the guidance teachers wanted their school principals to receive some training in counselling and guidance. "I think school principals and all teachers should receive appropriate [guidance and counselling] training." In their opinion, guidance training should be incorporated into all teacher training programmes (Yuen et al., 2002).

Data analysis from teacher-counselors

Does MOEST support guidance and counselling programme/service?

Findings indicate that 86.7% of respondents confirmed that MOEST does not support G and C programme in their school. In a similar study done by Gudyanga et al. (2015) in Zimbabwe Chinhoyi Urban found out that only 22.9% of the respondents had facilities, 2.9% was not sure of the resources available and 74.3% highlighted that they did not have the resources for the programme.

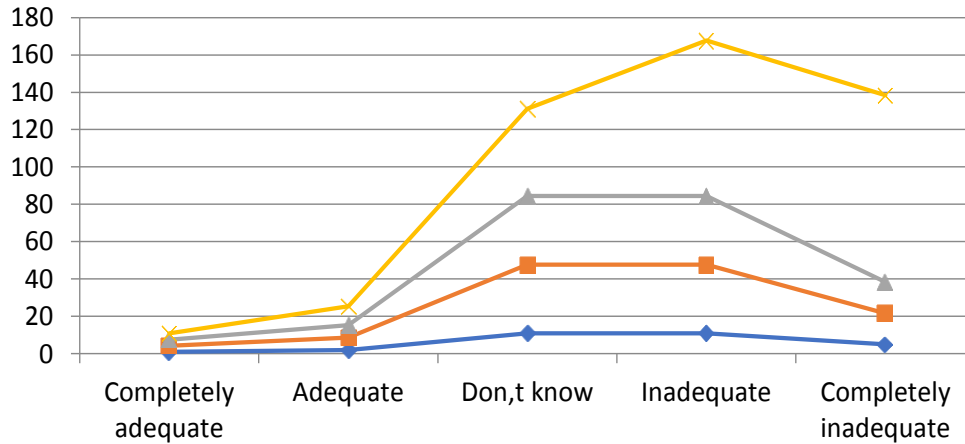


Figure 3. Line graph showing level of adequacy of school G and C services.

Table 3. Rating of adequacy of G and C service in respondents' school.

	Frequency	Percentage	Valid (%)	Cumulative (%)
Completely adequate	1	3.3	3.3	3.3
Adequate	2	6.7	6.7	10.0
Don't know	11	36.7	36.7	46.7
Inadequate	11	36.7	36.7	83.3
Completely inadequate	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Have you undergone training as a teacher-counselor?

The item indicated above, sought to gather information on whether the teacher-respondents underwent any training regarding G and C as the table above indicates, none of the 30 teachers selected for this study underwent any form of training in G and C. Gudyanga et al. (2015) in a study in Chinhoyi Urban found out that 91.4% of the teacher-respondents had never undergone such training on Guidance and Counselling. In a similar study carried out in Sotik District in Kenya by Nyamwaka (2013) indicates that, 42.9% considered the training grossly inadequate for them to be able to carry out their duties effectively as counsellors. None of the respondents considered the training adequate or very adequate. Oyieya (2013) conducted a study in Kabondo District and proposed that teachers should receive appropriate and professional training before they become qualified guidance teachers.

Are the teachers involved in G and C relieved from some of their teaching duties?

On whether teacher - counselors are relieved from some

of their teaching duties, 93.3% said that they were not. Teachers were expected to handle their full teaching load as well as other mentorship duties and attending to learners personal needs outside classroom teaching. Only one respondent said yes while one more did not answer the item. This compares well with findings from a study by Nyamwaka (2013) which revealed that majority of the teacher counselors (85.7%) had a heavy teaching load which made it impossible for them to have time for guidance and counselling duties.

He found out that the number of lessons allocated to the teacher counsellors from the table, 14.3% of the respondents had between 16-20 lessons, while the majority (71.4%) handled between 26-30 lessons and 2 respondents (14.3%) had a teaching load of above 30 lessons. His findings further agree with previous studies that in most schools, guidance and counselling is perceived as an extra-curricular activity. As a result it is neither provided for in the schools' time table nor given priority in the school budget (Kilonzo, 1989; Mutie and Ndambuki, 1999; MOE, 2000).

It is clear from the above presentation that majority of the respondents either did not know the level of adequacy of the counseling services in the schools or they believed that the service was inadequate. Most of the respondents here felt that, the available counseling

services were not adequate enough to handle issues from students (Table 3 and Figure 3). A study carried out by Natesan et al. (2016) in Malaysia found out that two-thirds of the teachers counseling were classified as having a moderate effectiveness.

The extent to which is G and C programme/service is able to deal with students issues

The next question became invalid because the response in 2 above was NO. This indicates that the MOEST does not support G and C programme or services in secondary schools in the Republic of South Sudan in any way. These findings compares positively with studies carried out in Kenya by Ruttoh (2015) who found out that 57.2% of the students have not attended counseling session(s) with the teacher counselors. The reasons they gave for not attending were: There was no programme in the school, the quality of the service was poor because they thought some teacher counselors were rude, not confidential and others had a bad attitude towards the students. The students therefore felt that they were not welcome and the service was not professional enough to win their trust. This means that despite the great importance placed on school counselling service by various governments, most of them have not been able to either set aside a budget to facilitate the programme, train school counsellors, give a motivational allowance to teacher counsellors or even create, furnish and maintain G and C office in schools. Figure 4 shows the commonest issues among students which require G and C service.

Adane (2016) in his study in Ethiopia, had findings that indicated that, disciplinary cases, low motivation of students to engage themselves in teaching learning process, lack of study techniques, cheating, disruptive behavior in class, disrespect for teachers, low academic performance, harassment of female students, not doing assignments and homework on time, late coming to school, fighting among students and bullying are some major problems commonly mentioned among others. All these mentioned problems by students and school administrators are psychological and have their own adverse impact in student learning, meaning there is need to do counseling to alleviate the adverse effects of such cases.

Briefly comment on some of the challenges that influence the implementation of effective G and C programme/service in Secondary schools in South Sudan.

This item was responded to by listing challenges according to their importance as follows:

1) Lack of trained counsellors and some members of staff

have low professional qualification. This is confirmed by a lot of untrained personnel and volunteers teaching in secondary schools.

2) Lack of funding to implement guidance and counselling in schools

3) Lack of an official document to guide provision of school G and C.

4) Understaffing in some schools which makes teachers handle many lessons leaving them with little time to handle students' personal issues through G and C.

5) Some of the school members do not know much about G and C. Some do not make a difference between other disciplinary approaches of G and C.

Momanyi (2013) had similar findings to those of Juma (2009) who studied on the challenges guidance and counselling departments face while offering their services in secondary schools in Ngong Division. She used descriptive survey design, questionnaires and interview schedules to collect data. The findings established that the department in most schools here lack rooms from where they can carry out their activities.

Summary of findings

Findings from data collected brought forth the following findings

1) School G and C is a necessary service which should be supported in order to provide the correct service to students. Majority of the teachers indicated that guidance and counselling services were necessary in the schools especially for educational matters.

2) The current situation of G and C in their schools was not effective enough to assist learners; therefore a lot still needs to be done. However, a negligible number of respondents confessed to have a vague idea of what G and C is in school and felt that what it can do is already catered for in the discipline committee.

3) There was no formally established school G and C programme that could help in solving learners personal, academic and psycho-social issues.

4) Findings revealed that no teacher is trained to handle G and C department in schools and neither is any appointed into that office either by MOEST or by school administration.

5) G and C service needs to be offered by trained and competent teachers. However, there was admission to the fact that teachers were not trained specifically to handle G and C in schools. They were supposed to do it as a delegated duty just like sports and club patronage.

6) Schools lacked resources in the school from the MOEST, lack of counseling facility in the schools with privacy for easy consultation by students, the schools lacked funds to sponsor the guest speakers and attend workshops, teachers lacked training on counseling, and hence issues of unethical practices like breaking confidentiality would be expected in such cases.

7) Lack of awareness about such services in schools

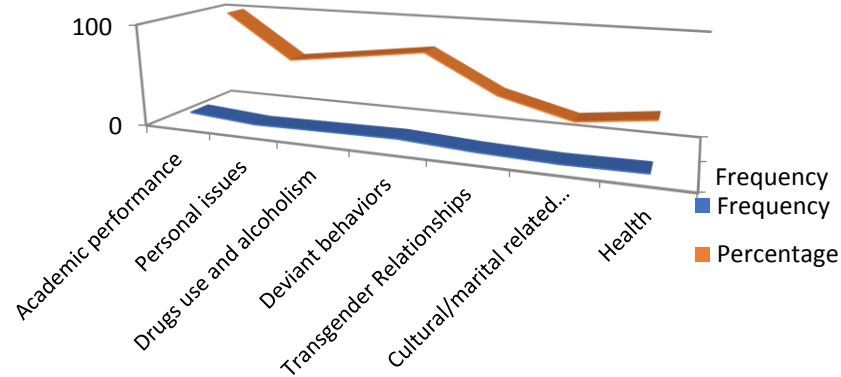


Figure 4. Line graph showing commonest issues among students which require G and C service.

Some students confessed having very little knowledge about the importance of school G and C.

Regarding measures that can be taken to improve school G and C, the study listed them according to importance as:

(i) Establishment of Department of school G and C: This suggestion was that the government through the MOEST should train teachers in G and C and post them to schools to head the Department of G and C. The schools should set aside a room in a convenient place with comfortable furniture and needed resources to support the department. The Department of G and C should be viewed as being of importance just like other departments in the school, therefore must enjoy as much attention as other Departments in the school.

(ii) Training of teacher-counselors: The findings show that training can be done either as teachers' continuing education program or workshops to help refine their skills and knowledge in counselling. This is because, without qualified personnel, even with establishment of a counselling Department, it may not be possible to run the services required by the students. This implies that if these teachers are trained and posted by the MOEST, then there was incentives to accompany their responsibility and teachers was motivated to handle it effectively.

This implies that if trained teachers are posted to head school G and C, there was high level of professionalism in service provision and this may attract more students seeking the services.

(iii) Allocating a budget for establishment of/and support of G and C: The study found no budget has ever been allocated for G and C to secondary schools. This implies that without a budget, there would be no resources for G and C, creating an office for the same would not be possible and provision of incentives to teacher-counselors would not be done. This in effect would mean that requirements for setting up a counselling office and

equipping it would not be done and the human resource would not be facilitated to handle it. Otherwise, the only way to make G and C work is to provide a budget by MOEST to schools and ear-mark it for G and C activities in the school.

iv. Allocating time for G and C in the school time-table: This item had the response that G and C was not time tabled in the school master time table. This means that there is no specific time at which G and C should be done. The school time-table is supposedly loaded with examinable subjects leaving teachers with little time for counselling learners as well as learners who are loaded with a lot of class work and assignments. This implies that G and C officially assigned time therefore it is easily ignored by both teachers and students.

v. Relieving teacher-counselors' of some of their teaching load: This study found out that teacher-counselors were not relieved of all or part of their teaching load. They taught a full workload assigned to them and handled other responsibilities given to them. This implies that teachers have no time in the South Sudan education context to do G and C to students since the time-table is packed with examinable subjects and other school support activities like sports.

vi. Giving some incentives to teacher-counselors: According to the findings of this study, no incentives are paid to any teacher who may engage in counselling of students either as a delegated duty or as a situational demand. Information gathered from the schools indicates that teachers by nature of their profession are expected to do guiding and counselling to learners at no extra pay except their usual salary. This is not the case with other responsibilities where a head of Department, Director of academics, students' discipline in-charge and other related departments enjoy responsibility allowance. This has the implication that G and C in schools is not as recognized as other responsibilities and lack of accompanying incentives discourage teachers from undertaking the duty.

vii. Including students in the counselling committee:

Inclusion of students in the school G and C committee is not necessarily to give them equal leverage in managing the programme, but to promote feeling of ownership and use them as a link in unearthing students issues that a teacher may find challenges in discovering. Learners are important players during the implementation process although they are usually ignored during decision-making and vision building if learners do not register for a particular subject, the change effort is fruitless. The degree of implementation success (the extent to which curriculum objectives are achieved is established by learners' behavior change as a result of the innovation. (Gudyanga et al., 2015; Fullan in Gwengo, 2003).

Viii. Setting up of assessment and evaluation mechanism for school G and C: This study found out that there is no monitoring mechanism that is put in place to evaluate G and C programme in schools. The MOEST has never developed a policy document that can help in assessing the implementation of School G and C. It therefore made it difficult to evaluate and report on the extent to which G and C is effectively implemented in schools. All school counselors stated that there is no job description and guideline that guides them. They further described that; they are not evaluated based on their provision of guidance and counseling services. But rather, they are evaluated by their engagement in other activities than counseling services provided which is hindering them not to get appropriate feedback and improve their services.

Implications of findings

The study revealed that the teacher counselors were facing many challenges including lack of appropriate space and time to counsel learners, and lack of skills to effectively address learners' psychosocial needs. These findings further indicate that parents are sometimes involved in learners' disciplinary offences and some schools had gone a step further and established a discipline committee. This implies that no teacher is well equipped with psycho-social skills except the knowledge that they may have received on educational psychology during their teacher training course. Further, this piece of data opens to the question on whether, apart from classroom teaching and other administrative duties, they are capable of handling issues among learners that require guidance and counseling. s that the effectiveness of guidance and counseling services in secondary schools is still not well established even-though in every secondary school there is a teacher who is full time counseling, yet the services provided by them showed less effective counseling. This issue should be given serious attention by the Ministry of Education, Science and Technology as these services are required in high schools to assist the students to face many challenges in this borderless world.

The study revealed further that there as scarcity of resources and facilities for Guidance and Counselling in

schools such that funding is needed for the programme to have an impact. Head teachers and administration do not seem to be giving enough support to the teachers as they claimed during interviews. Schools need resources and facilities for effective implementing of Guidance and Counselling. The implications are that unless there is adequate preparation of human and material resources, then school G and C may not be effectively implemented. In as much as the MOEST has detailed G and C as one of the non-examinable but students support services, it may not be successful until schools are empowered enough through training of teachers who may in turn establish and manage G and C department. The implication here is that for effective G and C in schools to be established, the MOEST should take the initiative of directing school administration to set up a department of G and C, then appoint and send for training teachers who will manage it. This would be coupled with orientation of the other teachers and the head teacher about G and C since this is a collaborative affair, which requires support of every teacher.

This above revelation may be a disturbing phenomenon in education settings since school G and C service is necessary as agreed by Yuen et al., (2002) who observes that the goal of G and C is to help students grow as whole persons; it is about meeting students' individual needs. The underlying philosophical assumptions are that students can grow through the counselling and guidance process; guidance and counselling training is essential for every teacher and administrator.

MOEST needs to enforce the proposal in the Curriculum Framework by allocating a budget for school G and C separately and following it with staffing the department of school counselling with a trained teacher in G and C. This implies that for G and C to succeed, there is need to provide both human and material resource, whereby, the appointed teacher should hold the post of a Head of Department in order to give school guidance and counselling the same weight that is given to other departments. It is this trained and well facilitated teacher that will establish a very functional counselling unit in the school and offer effective GC services in secondary schools in the Republic of South Sudan.

RECOMMENDATIONS

The researcher recommends the following:

- 1) MOEST should facilitate teachers and head teachers in secondary schools by providing minimum guidelines for putting in place guidance and counseling services and provide an office where privacy is made a priority. This will encourage more students to visit the office.
- 2) Guidance and counselling teachers should be well trained on how to carry out their duties by being sent to attend many seminars and workshops to improve on their

skills.

3) The MOEST should set aside a proper budgeting for adequate provision of guidance and counselling materials as well as facilitating guest speakers and paying incentives to the teachers involved in this school programme.

4) There is need for schools to have a budget to invite guest speakers who will provide the counseling services to the students in areas of concern and mentorship on topical issues that they have expertise in. It has more impact that when done by their regular school teachers.

5) Department of guidance and counseling should outsource and avail student inventory, bulletins on different topics, handbooks for different educational opportunities, career booklets, books on psychology, audio and visual materials, psychology magazines should be provided to the school to improve the department.

Finally, a similar study needs to be done in other locations especially the Greater Bahr-el-Ghazal that was not covered by this study due to logistical challenges. It is suggested that a study be carried out in related area focusing on a different variable like relationship between school G and C and students' discipline. The researcher recommends a study on the role of G and C in improving retention, performance and completion student in secondary schools in South Sudan. The researcher recommends a replication of this study for other levels like basic education or higher education in the Republic of South Sudan.

LIMITATIONS

Limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations, Best and Kahn (1998), the researcher faced certain challenges. For this study, the major limitation was scarcity of literature. There was no much current literature available on the subject that provided an in-depth study of the problem concerning the delivery of counselling services in South Sudan secondary schools. It should be noted that there are sharp differences between the case under study and any other nation in the world. For this study, there was only one study done in education in South Sudan that had a mention of guidance and counseling, other than the Proposed South Sudan Education Curriculum Framework. Therefore, the researcher relied heavily on literature from other countries, regions and continents. However, findings are still generalizable to other situations as the study has uncovered similar challenges that have been identified by other researchers elsewhere in the world.

CONFLICT OF INTERESTS

The authors have not declared any conflicts of interests.

REFERENCES

- Adane W (2016). The Status of Utilization of School Guidance and Counseling Services in Ethiopian Secondary Schools in Addressing the Psychosocial and Academic Needs of Secondary School Students: The Case of Sidama Zone, SNNPRS. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)* 21(2):27-35.
- Amin ME (2005). *Social science research; conception, methodology and analysis*. Makerere University, Kampala, Uganda.
- ASCA (2006). *America School Counsellor Association*.
- Best J, Khan V (1998). *Research in Education 8th Edition* Butler University, Emeritus, University of Illinois, Chicago.
- Deneke S (2014). *Guidance and Counseling practice in selected secondary schools of Addis Ababa* Masters thesis in counselling psychology in Addis Ababa University.
- Gatongi F (2007). Person-Centered approach in schools: Is it the answer to disruptive behaviour in our classrooms? *Counselling Psychology Quarterly* 20(2):205-211.
- Gudyanga E, Wadesango N, Manzira LR, Gudyanga A (2015). *Implementation of Guidance and Counselling in Secondary Schools in Chinhoyi Urban*. *International Journal of Educational Sciences* 11(1):41-49.
- Gwengo KM (2003). *The Assessment of Problems Encountered in the Implementation of Guidance and Counselling*. Unpublished Master's dissertation, Zimbabwe Open University Press, Zimbabwe.
- Inman AG, Gerstein LH, Wang YF, Iwasaki M, Gregerson M, Rouse LM, Dingman S, Ferreira JA, Watanabe-Muraoka A, Jacobs SC (2019). Supporting disaster relief efforts internationally. A call to counseling psychologists. *The Counseling Psychologist* 47(4):630-657.
- Kamunge (1988). *Republic of Kenya. Sessional Paper No. 6 on Education and Manpower Training for the Next Decade and Beyond*. Nairobi: Government Printer.
- Makinde O (1984). *Foundations of Guidance and Counseling*. London: Macmillan Publishers.
- Mikaye DO (2012). *Influence of guidance and counselling on students' discipline in public secondary schools in Kabondo Division, Kenya*. Department of Educational Administration and Planning University of Nairobi, Kenya. Available online also at: <http://cees.uonbi.ac.ke/sites/default/files/cees/INFLUENCE> [accessed in Manila, the Philippines: July 27, 2018]. 2012.
- Momanyi LM (2013). *Perceptions of teachers and students towards guidance and counseling services in public secondary schools in Ongata Rongai and Ngong Zones of Kajiado North district, Kajiado County-Kenya*. Doctoral dissertation, Catholic University of Eastern Africa.
- Mushaandja J, Haihambo C, Vergnani T, Frank E (2013). *Major Challenges Facing Teacher Counselors in Schools in Namibia*. *Education Journal* 2(3):77-84.
- Natesan MA, Hutagalung F, Li LP, Rushdan AR (2016). *Effectiveness of Guidance and Counseling Services Amongst Secondary School Teachers in Malaysia*. *Advanced Science Letters* 22(8):2014-2016.
- Nkala PP (2014). *An Assessment of the Guidance and Counselling Programme in Secondary Schools at Mzilikazi District in Bulawayo Metropolitan Province*. *Journal of Humanities and Social Science* 19(1):81-90.
- Nweze T, Okolie UC (2014). *Effective guidance and counselling programmes in secondary schools: Issues and roles in students' career decision making*. *IOSR Journal of Research and Method in Education (IOSRJRME)* 4(4):63-68.
- Nyamwaka EO, Ondima PC, Nyamwange C, Ombaba SA, Magaki EK (2013). *Assessment of implementation levels of guidance and counselling programme in Kenyan secondary schools: a case of Sotik District, Bomet County, Kenya*. *Journal of Education and Practice* 4(3):178-186.
- Ruttoh MJK (2015). *Planning and Implementation of Guidance and Counseling Activities in Secondary Schools: A Case of Kamariny Division of Keiyo District, Kenya*. *Journal of Education and Practice* 6(5):1-4.
- UNESCO (2000). *Module 8. Guidance and counseling program development*. Botswana.
- Wambeti NS, Mwenda KJ (2016). *Rethinking school guidance and counseling in Kenya: addressing student needs effectively in*

- secondary schools. *International Journal of Education and Research* 4(12):253-264.
- Wango GM (2006). *Policy and Practice in Guidance and Counselling in Secondary Schools in Kenya*. (Doctoral dissertation, University of Birmingham).
- World Bank (2013). *Higher education for development. An evaluation of the world groups support*. World Bank.IFC. MIGA 2013.
- Yuen M, Lau PSY, Chan RMC (2002). Improving school guidance programs: A conversation with Norman C. Gysbers. *Asian Journal of Counselling* 7(2):19.

Websites

- http://www.ungei.org/resources/files/Girls_Education_Strategy_FINAL_Aug15.pdf Accessed 7/5/2021
- http://www.ncge.ie/uploads/The_Practice_of_Counselling_by_Guidance_Counsellors_in_Post_Primary. Accessed 12/4/2021
- <http://www.slideshare.net/drjayeshpatidar/guidance-and-counselling>. Accessed 15/4/2016
- http://www.interventionjournal.com/sites/default/files/Psychosocial_support_for_children_in_the_Republic.6.pdf. Accessed 30/6/2021
- <http://www.ero.govt.nz/National-Reports/Improving-Guidance-and-Counselling-for-Students-in-Secondary-Schools-> Accessed 22/5/2021.