

CULTURAL PRACTICES IN PROFESSIONAL COUNSELLING IN SECONDARY SCHOOLS IN TANZANIA: IMPLICATIONS AND LESSON

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ABSTRACT

Globally, since the establishment of formal schooling, counseling services in schools appear to be an important aspect in addressing psycho-social challenges affecting students' academic wellbeing. This paper investigates the cultural practices in professional counselling in secondary schools in Tanzania with a focus on implications and lesson. The study participants included students and school counselors. Data were collected through focus group discussions and interviews. The results show the importance of integrating cultural elements with professional counselling services in helping students' psycho-social challenges which affect their school academic wellbeing. These impacts include helping counsellors understand the historical and social context of students in schools, helping counselors understand social contextual factors surrounding social interactions, helping counselors better understand the students' needs, and helping school counselors to understand the students' cultural problems. Therefore, this study recommends that the government should rectify the counselling policy to integrate cultural elements into the professional counselling services in schools.

Keywords: Culture, professional counseling, students, implications, Tanzania.