

**AN INVESTIGATION INTO SECONDARY SCHOOL TEACHERS COUNSELLING
SKILLS WHEN SUPPORTING STUDENTS WITH PSYCHO-SOCIAL PROBLEMS**

BY

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CERTIFICATION

This is to certify that this dissertation has been read and approved as having met the requirements of the Faculty of Education, National University of Lesotho for the award of
Master degree in Education.

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DECLARATION

I declare that this dissertation entitled “*An investigation into secondary school teachers’ perceptions of their counselling skills when supporting students with psycho-social problems*” except where otherwise indicated, is my original work and its materials have not been submitted before in full or in part, for the award of any academic qualifications at any other university. Any work from the other authors that has been made use of, have been acknowledged accordingly.

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DEDICATION

To the Almighty God is all the glory. To my lovely mother, Mrs. Mataoana Violet Lekhao and to my better half, my husband Mokhabelane Morahanye.

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ABSTRACT

The well-being of students is of global concern. Secondary school students are often confronted by complex problems emanating from developmental problems, psycho-social and academic challenges. Underachievement and career disorientation are some of the problems that overwhelm students. Counselling is perceived as an important measure that teachers use to address students' problems. This qualitative study aimed to explore the Lesotho secondary school teachers' perceptions of their counselling skills when handling students' problems. Semi-structured interviews, field notes and documents were used to collect data from secondary school teachers selected by purposive sampling. The researcher used content and thematic approaches in analysing data. The findings revealed counselling strategies employed by secondary school teachers when counselling students. Such strategies included use of group counselling, one-on-one and role play. The findings also indicated challenges that secondary school teachers encounter when counselling students with problems. Such challenges included, the inability for some students not to open up to the counsellor and the fact that some counsellors' immoral character was questionable by their clients were obstructions to adequate performance of the general exercise. At the heart of the revealing findings were the lack of funds by school in pursuing the counselling project and the inability for some counsellors to detach themselves from students' private problem. The findings further provided an insight into how teachers deal with the challenges they encounter when counselling students. Chief among these were the fact that teachers were able to look for alternative space for counselling in the absence of counselling rooms, used integrated approach by merging counselling into other school activities as well engaging parents into some desirable orientations. The study recommends that teacher-counsellors training be strengthened and that educational psychologists should be deployed in schools as well as serious improvement in infrastructure.

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS:	Acquired Immune Deficiency Syndrome
EDF:	Educational Foundations Department
HIV:	Human Immunodeficiency Virus
LCE:	Lesotho College of Education
MOET:	Ministry of Education and training
MOSD:	Ministry of Social Development
NCDC:	National Curriculum Development Centre
NUL:	National University of Lesotho
REPSSI:	Regional Psychosocial Support Initiative
UN:	United Nations
UNAIDS:	United Nations Program on HIV and AIDS
UNICEF:	United Nations Children’s Fund
SADC:	Southern African Development Community
SC:	Student Counselee
SDGs:	Sustainable Development Goals
TC:	Teacher Counselors

TABLE OF CONTENTS

CERTIFICATION.....	i
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
LIST OF ABBREVIATIONS AND ACRONYMS	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES.....	x
CHAPTER ONE	1
BACKGROUND TO THE STUDY	1
1.0 Introduction	1
1.1 Background to the study.....	1
1.2 Statement of the problem	6
1.3 Research Sub-Questions	7
1.4 Purpose of the study	8
1.5 Research Objectives	8
1.6 Significance of the study	8
1.7 Research Methodology	9
1.8 Data Processing.....	14
1.9 Data analysis.	14
1.10 Definition of key terms	17
1.11 Chapter outline	17
CHAPTER TWO	20
LITERATURE REVIEW	20
2.1 Introduction	20
2.2 School counselling.....	20
2.3 Features of school based counselling	21
2.4 Levels of school counselling	23
2.5 Qualities of a teacher-counsellor.....	25
2.6. Communication skills	27
2.7 The Value of Counselling.....	37
2.8 Challenges of the school-counselling.....	38

2.9	Ministerial level challenges.....	40
2.10	Societal beliefs	40
2.11	Ways of addressing challenges in counselling	41
2.12	Research Model.	41
2.12	Exploration stage	42
2.13	Intervention stage.....	43
2.13	Empowering stage.....	47
2.14	Conclusion.....	50
CHAPTER THREE		51
RESEARCH METHODOLOGY		51
3.0	Introduction	51
3.1	Research Paradigm.....	51
3.2	Research Approach	52
3.3	Population.....	53
3.4	Selection of participants	53
3.5	Sampling Techniques	54
3.6	Pilot study	54
3.7	Data Collection methods.....	55
3.8	Data Processing.....	57
3.9	Data Analysis	58
3.10	Measures for the Trustworthiness of the Study	59
3.11	Ethical Consideration	62
3.12	Limitations of the Study	64
3.13	Conclusion.....	65
CHAPTER FOUR		66
DATA PRESENTATION, ANALYSIS AND INTERPRETATION		66
4.1	Introduction	66
4.2	Participants	66
4.3	Counselling situations that call for provision of counselling in schools.....	67
4.4	Counselling strategies use in secondary schools	76
4.5	Counselling ethics	84
4.6	Challenges teachers face in counselling students.....	88
4.7	Ways used by teachers-counsellors to address the challenges they encounter	95
4.8	Ways of empowering teacher counsellors.....	99

4.9	Summary	102
CHAPTER FIVE	104
DISCUSSION, CONCLUSION AND RECOMMENDATIONS	104
5.1	Introduction	104
5.2	Discussion of findings.....	104
5.3	Counselling strategies that teachers employ in counselling with problems	111
5.4	Not conversant with counselling strategies.....	117
5.5	Counselling ethics	118
5.6	Challenges that teachers encounter when counselling students with problems.....	119
5.7	Ways used by teachers-counsellors to address the challenges they encounter.	122
5.8	Ways teacher- counsellors could be empowered.....	125
5.9	Conclusion.....	126
5.10	Recommendations informed by findings from the study	130
5.11	Recommendations for future research.....	130
REFERENCES	131
APPENDICES	140
1.	PARTICIPANTS' DEMOGRAPHIC INFORMATION	140
2.	LETTER TO PRINCIPALS.....	141
3.	INFORMED CONSENT FORM	141

LIST OF FIGURES

Figure 1: Hornby's (2003) Three Stage Model for School Counselling.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Introduction

This study aims at exploring secondary school teachers' perceptions of their counselling skills in supporting students with problems that could hinder their learning in schools; As a result, this study investigated the underlying factors that generate such a dreary or murky orientation towards this perception. This chapter provides the contextual background to the study that gives the context in which the problem is situated. It further describes the problem that was researched following the statement of the problem. Research questions that the study found answers to are also expressed in this chapter. The chapter also brings to light the catalyst behind the researcher interest to embark on the study. Suffice to say, the structure of this dissertation is also discussed therein.

Also, a brief description of the research methodology indicating the research design, paradigm, population, sample, instruments and data collection are dealt with. Lastly, the definition of key terms, a chapter outline and a summary of the chapter are equally highlighted therein.

1.1 Background to the study

The concept of counselling in Lesotho's secondary education schools is not a new phenomenon. There have been traces of school counselling in Lesotho dating back to the early 1970s. Seleteng (1983) notes that, schools' guidance and counselling program started in 1973 where two teachers per school were nominated and trained as career teachers and lay - counsellors. However, teachers selected in this initiative did not get adequate support from the Ministry of Education. The program was not adequately monitored by the concerned ministry and it consequently lacked sustainability (Seleteng, 1983).

Mosia (2015) posits that, the Ministry of Education piloted the Guidance and Counselling syllabus aimed to provide secondary education learners with life skills that could cater for their inclusive growth in 2002. The topics in this syllabus included; (i) Basics of guidance and counselling, (ii) Understanding one's self, others and their environment, (iii) Intrapersonal and interpersonal relationships and (iv) Problem solving and decision making. Mosia (2015) illuminates that this initiative did not sustain due to lack of follow up in its implementation by all schools.

By virtue of being adolescents, Santrock (2008) suggests that secondary school students are faced with a plethora of challenges. Mosia (2015) also insists that adolescence itself is a time of developmental change from childhood to adulthood and children are faced with a myriad of emotional and interpersonal problems. The socio-emotional changes that adolescents go through include undergoing a quest for independence, conflicts with parents and frequent mood swings. Increased sexual maturation also produces a much greater interest in romantic relationships which often leads to unplanned pregnancy and untimely marriages (Santrock, 2008). According to the Regional Psych Social Support Initiative, REPSSI (2011), this premature responsibility is greatly experienced by girls as they are forced to leave school to care for their pregnancy. Despite their constitutional right of access to education, girls who have fallen pregnant are expelled from schools and are often not allowed to re-enroll after giving birth (Nyabanyaba, 2010).

It is therefore clear that the transition from childhood to adulthood is complicated and multidimensional since it involves changes in various aspects of an individual's life. In this regard, Wigfield, Eccles, Schiefele, Roeser & Davis - kean (2006) propose that proper care and close monitoring by an adult figure, is of paramount importance. These authors further highlight that; this transition can successfully be dealt with through a considerable adaptation coupled with a thoughtful and sensitive support base by caring adults. For that reason, as secondary care givers, teachers are strategically placed to help children when they experience such problems. Career disorientation is another challenge that secondary school students experience. Besides academic problems such as failure and drop - out incidents, Eyo (2010) stipulates that students face vocational problems due to career disorientation.

Another challenge that is commonly encountered by secondary school students is alcohol and drug abuse. Hlojeng (2014) asserts that alcohol and drug abuse is one of the major factors

leading to risk taking behavior amongst the youth in Lesotho; including secondary school students. Alcohol and drug abuse promotes other problems such as risky sexual behavior which often result to teenage pregnancy and contraction of sexually transmitted diseases (REPSSI, 2013).

Nyabanyaba (2010) suggests that secondary school students often experience a sense of frustration, emotional stress and depression when they do not manage to attain academic performance levels and standards expected from them by their peers, parents and teachers. Since these students are mainly adolescents and currently undergoing a vulnerable developmental stage, depression and anxiety due to academic underachievement may also severely compound to other problems they are faced with.

Harris (2013) deliberates that problems faced by secondary school students are also aggravated by the scourge of HIV/AIDS. As such, Harris (2013) points out that the provision of counselling programs in most African countries has recently gained momentum due to regional and international declarations which emerged in the wake of social challenges such as orphanage and HIV/AIDS. The United Nations Program on HIV/AIDS, UNAIDS (2002) indicates that the HIV/AIDS pandemic globally leave millions of children either affected or infected. These children become orphaned and vulnerable with immense challenges that raise a number of concerns. Lesotho is not an exemption in the case of school children facing challenges that emanates from the HIV/AIDS pandemic. The Ministry of Social Development (2012) asserts that 93% of orphans are school children. The number of orphans enrolled in secondary schools in Lesotho increased by 39.3% from 36,870 to 43,862 in 2009. By 2010, a total number of 49,076 secondary school students in Lesotho were orphans (Ministry of Social Development, 2012). HIV/AIDS and other problems such as orphan-hood have also posed a menace to the education and the well-being of many secondary school children in Lesotho. The country has thus succumbed to challenges such as child - headed families due to the scourge of HIV/AIDS which has left a horde of children as orphans burdened to look after their siblings or care for their sickly parents (Government of Lesotho, 2015). Learners, particularly girls who are entangled to care for sick relatives miss school more often than their boy counterparts. According to Nyabanyaba (2010), girls are alleged to experience more disruptions and eventually drop out of school more than boys as these two groups progress into the second year of secondary schooling. The Government of Lesotho (2015) suffices to

submit that these children attend school distressed and greatly depressed. They therefore certainly need to be assisted through the use of proper school counseling.

Since most households are laden with sickly people, secondary schools in Lesotho are also plagued by a high drop-out rate. This alarming drop-out rate may be attributed to a number of factors, some of which are related to the HIV/AIDS pandemic. The Government of Lesotho (2015) highlights that many children who head their own families are compelled to leave school and seek employment in order to support those families. According to Gouleta (2006), low academic performance and low interest for schooling which are exacerbated by HIV/AIDS and orphan-hood are some of the most salient academic challenges confronting secondary school students. HIV positive students regularly miss school because of their ill health. Orphans also regularly absent themselves from school to attend to various family demands (Nyabanyaba, 2010; Hlojeng, 2014). Students who encounter problems are often strikingly disengaged in the classrooms. Arnett (2001) postulates that, such students are physically present but psychologically occupied with health and family problems which consequently account to their lack of concentration and inevitable low tests and examinations" performance.

Secondary school teachers in their role should be able to adjust flexibly in order to provide a safe and socially supportive environment for orphaned students notably because the orphanage situation can possibly fuel other problems which in turn negatively impact on their academic performance. Supporting this notion, Hlojeng (2014) stipulates that many orphans have repeated classes despite the financial assistance that they get from the government. This frankly indicates that financial support alone cannot mitigate the personal and social problems suffered by orphaned students.

In the light of the multifaceted challenges that secondary school children face, teachers have to create children-friendly schools, where students feel fulfilled and assisted to increase resilience. The Ministry of Social Development (2014) articulates that schools are the safest places for keeping orphans and vulnerable children in order to reduce the risk of HIV/AIDS infection. This is attainable through increasing knowledge and awareness of HIV/AIDS, developing skills and creating opportunities for adopting safe preventative behaviors among learners. There is a need to develop learners holistically and to achieve this, learners should be assisted to acquire competencies to deal with challenges and improve their lives in a

sustainable manner. Mosia (2015) submits that through counselling young people are empowered with skills that will enhance their holistic development which encompasses physical, cognitive and psycho-social domains of development. Some problems children encounter in their lives, in and out of school, need to be addressed by teachers through counselling (Lai-Yeung, 2014; Ministry of Social Development, 2014). The same Ministry further spelt out that, in an effort to care for orphans and vulnerable children in secondary schools, Lesotho government trained teachers in counselling to support children's emotional and social well-being. McClenery (2013) emphasizes that counselling stimulates children's psycho-social development and only through counselling, schools can play a vital role in promoting the social, emotional, moral, and psychological well-being of the students. Santrock (2008) also acknowledged that through schools' counselling, teachers can also guide students to develop their own academic plans and career development strategies by assisting students to identify their abilities and interests.

Regional and international bodies also recognize the need to ensure the well-being of all citizens at different levels. The United Nations (UN) Sustainable Development Goal (SDG) number three (3) proposed that countries should ensure healthy lives and promote the well-being of its citizens across all ages (The United Nations Sustainable Development Goals, 2015). Counselling in schools is perceived as an important tool in promoting the well-being of children (McClenery, 2013). On its part, the regional body, Southern African Development Community (SADC), of which Lesotho is a member, has taken the position that the psycho-social well-being is a basic need for all children (SADC, 2011). Among the psycho-social services that the child needs is the provision of counseling.

Teacher-training institutions in Lesotho recognize the importance of counseling in schools. Lesotho College of Education and National University of Lesotho included counseling component in their teacher training programs to equip teachers with counseling skills. Lesotho College of Education offers guidance and counseling course, EDU 330-A/S-B, (LCE, 2017). This course covers areas such as introduction to counselling, counselling skills, selected counselling theories, HIV/AIDS, sexuality and reproductive health, counselling approaches to teaching, students' deviant behaviors in the classroom and behavior management (LCE, 2017). At the National University of Lesotho (NUL), the Faculty of Education offers two psychology courses, one in second and another in fourth year. Educational Psychology / Guidance and counselling (EDF 223) is a six credit hours course

which is compulsory at second year. It covers introduction to Educational psychology, learning theories, adolescence, motivation, deviant behavior, guidance and counselling. An optional course of psychology for counselling (EDF 461) with 3 credit hours equips teachers with necessary skills to handle students' psycho-social problems by offering guidance and counselling techniques and classroom counselling approaches (NUL, 2005). In both teacher-training institutions counselling courses are offered in three credits hours or as topics in a course. It remains questionable as to whether such training is adequate for teachers to provide counselling in schools.

1.2 Statement of the problem

Learners have a myriad of problems in and out of school. The multi-faceted problems that learners face in Lesotho secondary schools include bullying, high drop-out rate, HIV/AIDS related problems, child-headed families and orphan hood. Several studies (Arnett, 2001; Kimane, Ntimo - Makara & Lebuso, 2008; UNICEF, 2006; Hlojeng, 2014; De wet, 2007 & Mosia, 2015) further identify the following problems that adolescents face; teenage-pregnancy, neglected and abandoned children as well as adolescence related challenges; academic underachievement, career disoriented, alcohol and drug abuse.

Students' daunting challenges surface in front of teachers trusted to have been equipped with counselling skills to handle their various problems. Harris (2013) postulates that in most countries where counselling is mandatory, it is positioned at the intersection of two professions namely education and counselling. Harris (2013) further illuminates that in countries such as; Germany, Denmark, Hong Kong, Ghana and Saudi Arabia, counselling is delivered by experienced teachers with an additional postgraduate level qualification in guidance and counselling or school-based counselling. However, there are countries where the counselling role is shared between teacher-counsellors and psychologists with the latter normally having some specialist training in guidance and/or counselling. Exceptionally, in Trinidad and Tobago, teacher-counsellors are complemented by social workers who work with parents and families; and in Macau, psychologists and social workers are equally employable as counsellors. In other countries such as the United Kingdom, Nigeria the United States of America (Arizona State) and Kenya, counselling is a profession in its own right. This is where school counsellors may be appointed without a teaching qualification

provided they have a counselling qualification and have undertaken a school-based and supervised internship of at least 300 - 600 hours and have also studied specialist modules in education (Harris, 2013).

Similarly, Lesotho secondary school teachers are trusted to handle the role of counselling students who encounter problems. On the other hand, Lines (2010) perceives that, even though they may try to render counselling services to students, teachers are not fit enough to provide counselling in schools for they are not professionals in this field. In his study on orphans and vulnerable students Nyabanyaba (2010), revealed that secondary school teachers in Lesotho become overwhelmed by learners' problems in schools. Orphaned children are not sufficiently provided with counselling in secondary schools. On the contrary view, Mosia (2015) opined that teachers apply little counselling or ignore learners' challenging situations which warrant counselling. Teachers would rather opt for the banned corporal punishment to rectify learners' deviant behavior instead of employing their counselling skills. Gouleta (2006) also reflects that teachers contemporarily make unnecessary counselling referrals when they are supposed to counsel students even on simple issues. In the same breath, the researcher in the current study observed that some teachers avoid counseling their students and often referring learners with problems to other teachers. In most cases, the referral is made to teachers who have undergone the same training in counselling as the teacher who is referring students. This occurs despite the fact that teachers are strategically placed to help learners using counselling. It is therefore of cardinal importance to explore teachers' perceptions in relation to their counselling skills when handling learners' problems in Lesotho secondary schools.

Main Research question

The main research question in this study was: What are Lesotho's secondary school teachers' perceptions of their counselling skills when supporting students encountering problems? The main research question was divided into the sub-questions highlighted below.

1.3 Research Sub-Questions

This study intended to address the following research questions:

- 1.3.1 What are the counselling strategies that secondary school teachers use to assist students with problems in Lesotho?
- 1.3.2 What challenges do Lesotho secondary teachers encounter when providing counselling to learners encountering problems?
- 1.3.3 How do teachers address the problems they encounter when providing counselling to learners?

1.4 Purpose of the study

The main purpose of the current study was to explore secondary school teachers' perceptions of their counselling skills when supporting students with problems in Lesotho. This purpose was broken into the following research objectives.

1.5 Research Objectives

This study intended to address the following objectives:

- 1.5.1 To determine counselling strategies that secondary school teachers use to assist students with problems in Lesotho.
- 1.5.2 To investigate the challenges teachers encounter when providing counselling to learners.
- 1.5.3 To establish ways in which teachers address problems they encounter when providing counselling to learners.

1.6 Significance of the study

The findings of this study on teachers' perceptions regarding the skills they use to support students with problems in secondary schools would provide useful information that would inform policy makers in the Ministry of Education and Training (MOET) about the state of affairs with regard to counselling strategies used by secondary school teachers. On the basis of the information provided policy makers would be able to formulate policies related to the offering of counselling to learners in secondary schools. The National Curriculum Development Centre (NCDC) would be furnished with appropriate empirical evidence for developing a school counselling curriculum that is in line with what really transpires in secondary schools regarding the teacher's skills required to handle students' problems.

Since this study explores teachers' perceptions on their counselling skills when supporting students with problems it can, to a greater extent, be an eye opener to training institutions that produce teachers. It will inform the institutions about the teachers' counselling skills as well as the shed light on areas of weakness that requires improvement. The study will also serve as a basis for further research by these institutions on the effectiveness of their programs on guidance and counselling.

The outcome of this study will significantly shed light on principals as school administrators as to how best they can render appropriate support structures to secondary school teachers in facilitating their role of counselling. The finding of this study will give teachers a feedback to reflect on their strengths and weaknesses of their counselling skills when addressing students' problems. This study has the potential to improve teachers' counselling skills thereby increasing the chances of stabilizing the mental state of the affected students. This can also help to reduce the amount of time and resources spent on students' discipline emanating from unattended problems.

1.7 Research Methodology

Research methodology refers to a range of approaches used in the study to collect data which will form a basis for inference, explanation and prediction (Cohen, Morrison and Mannion, 2007). The purpose of this section, therefore, is to briefly describe the research design and the methods employed to address the stated research questions. As this is an introductory chapter to the study, a more detailed explanation that includes a link between the methods used and the research findings will be provided in chapter three.

1.7.1 Research Paradigm

A research paradigm is defined as a research tradition or world views based on the people's philosophies and assumptions about the social world and the nature of knowledge (Babbie & Mouton, 2007). Paradigms show how a researcher adopts a specific way of studying a phenomenon relevant to the field of study undertaken (Cresswell, 2007). There are four dominant research paradigms; post positivism, social constructivism, transformative and

pragmatism (Cresswell, 2014). This study has adopted social constructivism paradigm as it seeks teachers' views on their skills in handling students' challenging problems.

Sarantakos (2005) asserts that research paradigm relates to the views, opinions and perceptions of people as they are experienced and expressed in everyday life. It examines a situation from the viewpoint of the participants (Cohen et al., 2007). In this study, the researcher is interested in the secondary teachers' subjective meaning of their world of counselling. Social constructivism makes it possible to understand how people make sense of the context in which they live and work (Bertram, 2004). This study explores teachers' perceptions of their counselling skills in dealing with students' problems based on their everyday experience in their occupational environment and so fits well with the guiding social constructivism paradigm.

1.7.2 Research Approach

The study employed a qualitative approach. According to Bertram (2004), this approach involves the collection of textual, verbal and non-numerical data. Bertram (2004) further elucidates that the qualitative research purpose is to probe deeply into the research setting to obtain in depth understanding about the way things are, reasons why issues are the way they are and how participants perceive those issues. Qualitative researchers tend to collect data in the field; at the site where participants experience an issue under study (Creswell, 2014). In this study, the researcher gathered first-hand information from teachers in the natural setting of schools. Creswell (2014) further illuminates that information collected by actually talking directly to people and seeing them behave and act within their context is a major characteristic of qualitative research. Therefore, in this study, the researcher had face-to-face interaction through interviews with the participants in the schools' set up; where these teachers actually carry out their counselling tasks to students.

1.7.3 Population

Population consists of all the necessary people who possess the attributes which the researcher is interested in order to get the relevant information (Keyton, 2011). In this study, the population comprised of all secondary school teachers in Lesotho.

1.7.4 Selection of Participants

There are times when the population is so large and widespread that the researcher must draw a sample from an accessible population with shared characteristics relevant to what the study aims to explore (Du Plooy - Cillires, Corne, Davis, Rose-Marie & Bezuidenhout, 2014). To carry out the study, the researcher selected a manageable sample from the entire population. The sample consisted of participants identified from secondary school teachers who have experience in dealing with students' problems using counselling strategies and techniques. In qualitative research, the emphasis is not so much on ensuring that the sample size is big enough to be representative of the entire population; instead a limited number of participants are purposively selected to give in-depth information for the research problem under study (Wellman et al., 2005).

Sarantakos (2000) states that sampling in qualitative research is relatively limited as the researcher relies on a saturation point. In an effort to highlight this, Patton (2002) posits that there are no rules for the size of the sample in a qualitative study as the sample size depends on what the researcher wants to find out. Qualitative studies sometimes use the saturation point to guide decisions on the number of participants in a study. Saturation point is collection of data until the fresh data no longer gives different information from what has been collected (Charmaz, 2006). Therefore, in the current study the researcher did not dictate the number of secondary teachers as data was collected until no new themes emerged.

1.7.5 Sampling Procedure

One important technique associated with data collection is sampling. Sampling is the process of selecting suitable participants (Rakotsoane, 2007). There are various types of sampling which Maree (2007) identifies as purposive, stratified, quota and cluster sampling. This study used purposive sampling. McMillan & Schumacher (2010) define purposive sampling as the sampling procedure where the researcher purposefully chooses important characteristics from the population for the research.

Cohen et al., (2007) posit that purposive sampling is issued in order to access knowledgeable people who have in-depth knowledge about particular issues by virtue of their professional role, expertise or experience, power and access to the investigated phenomena. In this regard,

only secondary school teachers who have five years minimum experience were assumed to likely have knowledge necessary for this study. Therefore, these teachers were sampled to participate in the study. These participants' experiences therefore enabled them to respond to the study's research questions.

1.7.6 Data collection methods

Neuman (2011) explains data collection phase in qualitative research as a stage at which the researcher attempts to capture all the details regarding the multi-faceted phenomena in a specific social context. Wagner, Kawulich & Garner (2012) contend that qualitative research relies on interviews among other basic data collection techniques. Wagner et al. (2012) define an interview as a two way conversation and a purposive interaction in which the interviewer asks the participants questions in order to collect data about the ideas, experiences, beliefs, views, opinions and behaviors of the participants. The study used semi-structured interviews, documents analysis and observations as data collection strategies. The aim of interviews was to obtain rich descriptive data that helped the researcher to see the world through the eyes of the participants.

1.7.6.1 Semi-structured interviews

Merriam (2009) tables three types of interviews as structured, unstructured and semi-structured. With structured interviews, all the questions are pre-determined and put to all participants in the same order but in unstructured interviews, the researcher and the participant are engaged in a formal interview that is scheduled in terms of time. The researcher in an unstructured interview has a clear plan in mind regarding the focus and goal of the interview (Wagner et al., 2012). Semi structured interviews on the other hand refers to the kind of interviews where the researcher makes use of a list of basic questions that define a line of inquiry and serve as a balance between structure and open-endedness (Merriam, 2009; Perry, Thurston & Green,2004).

For this study, semi-structured interviews were used to explore the teachers' perceptions of their counselling skills and as such, semi- structured interviews were appropriate as they enabled the researcher to probe and explored deeper information from the participants (Greef, 2011). Probing assisted the researcher to get more detailed information capable of improving

the credibility of the study. Further, semi-structured interviews enabled the researcher to identify and explore new emerging issues and themes that were directly related to the phenomenon being studied. Participants' responses were audio-taped and field notes taken.

1.7.6.2 Documents Analysis

Green & Salkind (2014) submit that in qualitative research, data could be collected by documents. Documents offer first-hand information and the researcher does not need to ask participants any extra time in order to read them. Once the researcher has obtained the documents, they can be used at any time convenient to the researcher. For this study, documents that reflected the practice of counselling in secondary schools were used so as to gain greater in-depth information and understanding of how teachers counsel students. The use of documents was important in this study to supplement information collected from interviews.

1.7.6.3 Observations

The researcher conducted observations and this is where the researcher watched and recorded the participants (Blaxter, Hughes and Tight, 2006). According to Welman et al. (2005) observations provide useful information about the work place and how space is used. Observation allows a range of workplace behavior to be examined and make it possible to observe an individual's physical actions, non-verbal behavior such as tone and body language and time the taken to perform tasks. Researchers use an interactive and inductive process to build explanations of social behavior from what they observe instead of just relying on the explanations of teachers (Welman et al., 2005).

In the current study, the researcher acted as an observer to study issues related to the counselling service given by teachers when dealing with students' problems using counselling. This helped the researcher to have an insight into situations surrounding provision of counselling in secondary schools. Observations allowed the researcher to note surrounding circumstances which posed challenges to teachers in their rendering of counselling in secondary schools. Observation is therefore preferred to supplement interviews by making a comparison of what has been captured in interviews and documents analysis.

Observation notes offered first-hand information and as such could be trusted for validity and authentic data.

1.8 Data Processing

Data need to be processed after data collection phase. Data processing is defined as organizing and preparing data for analysis (Creswell, 2014). In the current study, data was processed through transcribing verbal responses. Transcription of data is the processing activity in research where the researcher converts participants' information into a written format so that it can be systematically analyzed. (Du Plooy - Cilliers et al., 2014). The teachers' recorded interviews in this study were typed word for word so that it is analyzed in the form of text. Field notes were read thoroughly to look for themes and categories.

Data from documents need to be processed too. De Vos et al. (2005) submit that qualitative researchers are key instruments that collect data through examining documents. Data derived from reviewed documents was organized and shaped into information to seek for emerging themes which were then grouped into categories. De Vos, Strydom, Fouche & Delport (2011) outline that qualitative data analysis is primarily an inductive process of organizing the data into categories and identifying relationships among the categories.

1.9 Data analysis.

De Vos et al. (2011) describe qualitative data analysis as the process of bringing order, structure and meaning to the mass of data. The current study used thematic data analysis and content analysis to analyze data. These methods of data analysis are elaborated below.

1.9.1 Thematic data analysis

Data collected through interviews was transcribed during data processing. Transcribed data was coded first to get emerging themes. Creswell (2014) defines data coding as the process of organizing data by bracketing chunks or text and writing a word representing a category in the margins. There are two ways of coding data; hand or computer coding (Creswell, 2014). For convenience, in this study the researcher used hand coding. Transcriptions from the secondary school teachers' audio-recorded responses were also analyzed for the patterns and

themes which could emerge. Finally the researcher related themes emerging from semi-structured interviews and observations and interpreted their meanings to the research questions. Data collection was done concurrently with data analysis (Merriam, 2009; Creswell, 2010) to determine saturation point. When the freshly collected information did not differ from the information collected previously, the researcher stopped collecting data.

1.9.2 Content Analysis

Flick (2002) submits that in qualitative research, content analysis is one of the classical procedures of analyzing textual material ranging from media to interview data. Content analysis refers to the process of organizing information into categories related to the central questions of the research (Cobin & Strauss, 2008). In content analysis, the researcher identifies pertinent information and separate it from that which is not pertinent (Cobin & Strauss, 2008). Documents used in this study were analyzed by selecting parts of the materials that are relevant to answering the study's research questions.

1.9.3 Trustworthiness

According to Du Plooy - Cilliers et al., (2014), in qualitative research, trustworthiness refers to credibility, transferability, dependability and conformability of the research findings. Creswell (2014) posits that it is critical in research to enhance trustworthiness through unobtrusive measures which involve gathering data from the environment where the phenomenon takes place and informants are relaxed. The researcher for this study sought information from teachers in schools and established an atmosphere of trust with the informants to promote a non-threatening situation where authentic data can be given.

The researcher did member checking. Creswell (2014) states that a qualitative researcher can ask participants to review both the data collected and the researcher's interpretation of that interview to enhance trustworthiness of the study. Participants in this study were given the transcribed data to check if it reflects their intended views about counselling skills used to handle students' problems. Member checking activity enabled the participants to check if their ideas were well captured. It also gave participants an opportunity to fill up any gaps from earlier interviews, thus enhancing the credibility of the data collected.

19.4 Ethical considerations

Ethics is an issue that must be considered at every step of the research design and implementation process (Ogletree & Kawulich, 2012). It is important therefore for researchers to take into consideration the ethical issues that affect the informants before engaging in research data collection. Ethical aspects that researchers need to observe include; seeking approval, informed consent, confidentiality and anonymity (Maree, 2007).

1.9.4.1 Permission Approval

One of the procedures in research includes obtaining permission from the participants and institutions in which they work. The supervisor, on behalf of the NUL faculty of Education wrote a letter that sought permission from the schools principals to allow the researcher to conduct the study in their schools.

1.9.4.2 Informed Consent

There should be informed consent for the participants to exercise their right to choose to participate or not (Cohen et al., 2011). In this study, participants were informed of the purpose of the study before being requested to voluntarily participate in the study. Participants were further assured about their right to refuse to participate in the study or withdraw at any time if they feel uncomfortable about their participation. Upon agreement, consent forms were issued to the participants to append their signatures to ensure compliance and full understanding of their anticipated participation in the study.

1.9.4.3 Confidentiality and anonymity

The researcher provided participants with information on the purpose of the study and the participants' expected roles. The researcher concealed the participants' identity by using numbers and pseudo names instead of their real names. Maree (2007) submits that confidentiality may imply the researcher's use of pseudonyms instead of real names. Other people access to participants' private information was limited to ensure confidentiality in this study. The audio tape was destroyed after completion of the study to comply with confidentiality principles in research.

1.9.4.4 Honest publication of findings

Louw (2014) asserts that apart from observing ethical issues concerning the participants, there are ethical issues that concern data analysis and reporting which the researcher should take caution of. Falsifying information, distorting results and allowing bias to influence interpretation or results are examples of unethical issues. For the sake of this study, the researcher will publish the research findings in a manner that the results reflect what has been expressed by the participants as their perceptions regarding the counselling skills they use when handling students' problems.

1.10 Definition of key terms

Rakotsoane (2012) suggests that it is vital for the researcher to indicate how key concepts should be interpreted in the study. In this study, perception, school-based counselling, problems and challenges are the key terms.

School –counselling

School counselling is defined as where pupils through talking are assisted to deal with frustrations or problems that interfere with their normal development and learning in schools (Njoka, 2007). In this study, school counselling means the activity where a student is helped by the teacher through counselling to cope with problems which would otherwise hinder the students' learning process.

Problems and Challenges

In this study, the two terms are regarded to portray the same meaning hence they are used interchangeably.

1.11 Chapter outline

This study will be divided into five chapters as follows:

Chapter 1: It is an introductory part of the study. It entails the background to the study and the statement of the problem. In this chapter research aim, objectives and research questions are briefly discussed. Also, significance of the study which denotes the possible contribution the study is likely to make on teachers' practice, teacher training and policy formulation are spelt out. An outline of research methodology that highlights the research elements such as research design, paradigm, approach, data collection and data analysis, is mapped out. This chapter ends with definition of key terms and the summary of the chapter.

Chapter 2: It focuses on the review of the related literature. It critically unpacks previous studies on exploring secondary teachers' perceptions of their counselling skill when handling learners' psycho-social problems. The gap filled by the current study is identified. The model anchoring the study is also stipulated in this chapter.

Chapter 3: It shows all-encompassing systems of interrelated practice and thinking that define the nature of the enquiry along three dimensions; ontology, epistemology and methodology. This chapter deals with the research paradigm and research approach that the study will use. Data collection techniques that help answer the research questions, participants for the study and how they have been selected are aspects indicated in this chapter. Data processing and data analysis that will be used in the study will be briefly highlighted. Trustworthiness subsection denotes the researcher's efforts employed to ensure accuracy and credibility of the research findings. Ethical considerations show the researchers consideration of the efforts that will be made to avoid the physical and emotional harm that the study may cause the participants and all that concerns them.

Chapter 4: It deals with data processing, analysis and discussion of the major research findings from the data as well as exploring how the model anchoring the study and literature reviewed in chapter two relates to these findings.

Chapter 5: The chapter presents the researcher's conclusions and recommendations. The interpretation that shows relationship of how the research findings answer the research question of the study is discussed. Recommendations that help remedy the problem sparked in the problem statement stipulated are made.

1.9.1 Summary of the chapter

This chapter presented an introduction of this study. It highlighted the background to the study, problem statement, research aim, research questions and research objectives. Significance of the study, definitions of key terms, chapter outline and summary of chapter are sections spelt out. Having introduced the study, the next chapter focuses on identifying relevant literature to the current research topic and the description of the model anchoring the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed existing literature related to secondary teachers' perceptions regarding their counselling skills when they assist students with problems in secondary schools. This literature includes definition of school based counselling, features of school based counselling, levels of school counseling, qualities of a school based counsellor, challenges that teacher counsellors encounter as they render counselling service to students. Ways in which challenges facing school counselling could be addressed and how teachers think they could be empowered in their rendering of counseling in schools are indicated in this chapter. Finally, the Hornby's three stage model for school counselling anchoring the study is described and its relevance to the study unpacked.

2.2 School counselling

School counselling is a facilitative process in which the counsellor working within the framework of a special helping relationship. School counselling uses specific skills to assist young people to help themselves more effectively (Gillis, 1994). On the other hand Njoka (2007) defines school counselling as where pupils are assisted, through talking, to deal with frustrations or problems that interfere with their normal development and learning in schools. Both Njoka and Gillis are of the notion that counselling is offered to assist young people to cope with problems they may be faced with. However, Njoka's (2007) definition of counselling could be understood to be related to school counselling as the clients in Njoka's definition of counselling are school-going children. Njoka's definition, therefore, seems to be more appropriate to use in this study as the study. In school settings, provision of school counselling is done by teacher counsellors and psychologists (Harris 2013). Teachers trained in school counselling in teacher training institutions through psychology and counselling courses, provide counselling in schools. Teacher who offers counseling in school is referred to as teacher-counsellor (Mikaye 2012). This term is significant as it distinguishes the

teachers whose additional duty includes counselling students from other teachers not engaged in offering this service in schools. The current study uses the term teacher- counselor, therefore, to refer to secondary school teachers who provide counselling to students.

2.3 Features of school based counselling

Now that the definition of school based counseling has been established, it is important to outline main features of this concept. According to the definition and origin of school counseling, the concept has distinct features that make it different from other types of counseling offered in different settings. This study will mainly focus on the following: counseling resources, adherence to a national policy, integrated school counseling program, affiliation to a professional counselling body, counselling ethics as well as its evaluative feature.

2.3.1 Counselling resources

The quality in the delivery of school based counselling service is dependent upon the existence of necessary resources put in place (Bell,1996). These resources include a safe, accessible, private, and welcoming room furnished with two chairs and appropriately ventilated for counselling (Hamilton and Dinat,2007). Yaghambe (2013) indicates that the counseling room should provide important tools such as files, bookshelves and drawers; some of these tools will have forms that stipulate client's names, contact, sex, age as well as main issues discussed in the sessions. Nonetheless, Nkuba (2013) indicates that there is no structural support put in place for counselling in schools and this is evidenced by inadequate facilities such as lack of furnished private room for counselling in schools. The information related to counselling resources is significant for this study as it helps the researcher to assess if the provision of counseling in Lesotho secondary schools is done with the necessary resources.

2.3.2 Adherence to a national policy

Amatea and Clark (2004) **agree** that in different countries there are laws and policies passed to legalise counseling in schools. For instance, the Ministry of Education in Namibia mandated the appointment of teacher-counsellors in every secondary school (Mushaaandja,

Haihambo, Vergnani and Frank, 2013). The issue of mandating school counselling in secondary schools is also traced in other countries like Kenya (Maiyo and Owiye, 2009). The Children's Act of 2001 in Kenya replaced corporal punishment by counselling service in schools. It was believed by the Kenyan government that school counselling could be the best measure to employ in preparing the students for challenges they face in and out of school (Egbo, 2013).

2.3.3 An Integrated school counseling programme

One important feature for school counselling is the extent to which the counselling programme is developed in such a way that it is integrated into the school system. The American School Counsellors' Association (2013) indicates that the roles of teacher-counsellors are planning and developing the counselling programs based on the students' needs, school's vision and mission statement. In view of this, the researcher was also motivated to agree with the fact that, school counselling effectiveness lies within the ability to integrate and align the school counselling programme with other school activities; and no doubt the study was a necessary area for investigation. However, Lang (1999) asserts that although school counselling should be included into the whole school system, it should still be independent and must not compromise the ethical issues such as confidentiality. This part is worth reviewing because it will help the researcher to have a critical look as to whether in Lesotho's secondary schools, counselling is integrated within the school systems, a review that will be essential to answering some of the researcher's questions.

2.3.4 Counseling ethics

Through the need for schools and school counselors to affiliate themselves into recognized bodies such as; The American School Counselors' Association and many other in Africa, it is believed that that proper monitoring counseling standards and provisions of ethical services could be set and achieved. It is believed that one of the integral characteristics a counselor is the ability to operate within the counselling ethical framework such as observing confidentiality (Donald et al., 2013; Hamilton and Dinat, (2007). Ali and Graham (1996) reiterate that counselling should be carried out in a way that it is based on relevant legislation where formal reporting, child protection and safeguarding procedures are given a critical consideration. Ali and Graham (1996) further elucidate that only in exceptional cases like the

child's safety could counseling confidentiality ethics be breached. Even in such situations the counsellor should seek the child's consent by explaining to the child how the referral is beneficial (Dyk, 2013).

2.3.5 Continual counselling training and development

For continual counselling to take place, the work of the school counsellor needs to be monitored and evaluated regularly to ensure that high standards in service delivery are met (Paisley and MacMahon, 2001). The impact of counselling can be assessed in line with whether it has brought about change or increased self-understanding and control in an individual (Dyk 2013). It is noted therefore that the effectiveness of counselling could be assessed on observable and non-observable behaviours and on big and small changes in individual's lives. Dyk (2013) explains ways in which counsellors could be provided with continual counselling education, and those include on-going training, refresher courses in counselling, introducing relevant journal articles for counselling and mentoring the counsellors. Geldard and Geldard, (2007) explain that continual development in counselling is meant to support teachers in cases where they get stressed. Counseling generally could be strenuous not only on the counselee but also to the counselor and as such, a greater need for them to continually consult a professional such as a mentor or a supervisor.

2.4 Levels of school counselling

The problems learners face in schools call for teacher-counsellors to have counselling qualities to address those problems at respective levels. There are three levels of school counselling; from individual to peer and group counseling. (Mwamwenda 2004).

2.4.1 Individual counselling

This is a one to one counselling session between the professionally trained counsellor and the student counselee with the aim of helping the students understanding of self and make an appropriate decision (Harrison and Wise (2005) and Mikaye 2012). Since counseling exercise is by nature a sensitive task, individual counseling therefore makes it possible for the student to feel free to talk about personal and embarrassing problems; for instance, difficulty in

making friends, family relationships, self-concept, and peer relationships could be attended to by the counsellor at individual level (Mwamwenda, 2004). Sharry (2004) illuminates a number of advantages of individual intervention over group counselling like: individual counselling is done exactly according to the client's goals and particular interests. Individual sessions are flexible and altered to suit the needs of the client and as such, pace and contents of individual counseling sessions could be slowed and or altered to the liken of the client.

2.4.2 Group counselling

Donald et al. (2013) define group counselling as the counselling session between a trained counsellor and a group of people with similar tasks or problems. Mikaye (2012) stipulates that members in group counselling should not exceed ten in order to have a cohesive and effectively controlled counseling session. During group counselling, the teacher-counsellor is not just a mere member, but someone with the professional competence and knowledge to direct the situation for the counselees to open up and discuss the problem (Mikaye, 2012).

In the case of group support and learning, the clients can gauge huge solace sensing that they are not the only ones to have felt a certain way or to have struggled with a certain problem.

The group counseling sessions give the clients opportunity to assist others in group work and as such gives members a chance to be of value by contributing meaningfully to the group.

Sharry (2004) nonetheless highlights that, because the individual may not well connect to the group members due to different background or culture the format or group rules may not suit the needs of such an individual client and so may opt for their needs being met individually.

2.4.3 Peer counselling

It has been observed that problems students face in life can affect their relationship with peers, families and their engagement in education. It is against this background that in some places peer support system is used. Peer counselling session is where students trained in counselling skills offer peer support to other students (Makinde, 1984). In peer counselling, Makinde (1984) asserts that the teacher counsellor's role includes acting as peer coordinator and providing appropriate training of peer students. However, Donald et al (2013) observed that peer counselling is more effective when used to address a general social problem than a severe individual problem.

2.5 Qualities of a teacher-counsellor

Despite the fact that teachers- counsellors must be competent in counselling by having theory and technical know-how in counselling, they are also expected to possess certain characteristics that make them suitable for the task (Dyk (2013) and Gouletta(2006). Such characteristics like: respect, empathy and genuineness are highly demanded from a counsellor. According to Dyk (2013), respect is an attitude that portrays the counsellor's belief that every person is worthy of being competent to decide what he or she really wants, and has potential for growth. Other characteristics are – self-awareness, competency, commitment varieties of skills, and confidence. Counsellors' confidence plays an important role in effecting effective counselling to the clients (Parson and Zhang, 2014). Parson and Zhang (2014) counsellors need to be brave and confident as some issues in counselling could be sensitive and so needs someone who does not fear to handle them.

However, Parson and Zhang (2014) do not limit the issue of confidence to only the counsellors as they also propose that clients too need to be confident to enable goal achievement. They argue that clients come to counselling having exhausted all their efforts to resolve the difficult situation they are facing, so it is important that a counsellor helps the client gain confidence through creation of change strategies implemented in small organised steps to maximize the probability of success help the client gain confidence. The client's confidence can be hindered by the fear of failure and to handle this, the counsellor can plan for attempts that ensure greatest possibility of success while at the same time tries to minimise the impact of failure.

Anyone dealing with counselling should have variety of skills; observation, listening and communication skills are essential among others. While communication and listening skills are important, observational skills should be done continually across counselling session Geldard and Geldard(2007),Dyk (2013)and Cormier and Hackney (2005). According to Cormier and Hackney (2005), the counsellor should also observe client's appearance, initiatives and connects with the emotional part of the client. This implies that the counsellor should be able to observe the outside and inner side of the child. Geldard and Geldard (2007) sum up to say a counsellor dealing with an adolescent observes important attributes such as general appearance. This is the appearance that reflects the way in which the client wishes to

be considered. General appearance is the outward expression of the internal attempt to form personal identity.

Another observable attribute could be behaviour. When a person behaves in ways which seem to be socially inappropriate it needs to be recognised that it could be they do not have the skills that enable them to behave more acceptably. This means anti-social behaviour should be observed and regarded as an indicator of the need for counselling intervention.

Adolescent's behaviours such as restlessness, agitation and lethargy can help the counsellor with an indication of the young person's current emotional state. Mood and Affect are also important attributes to observe when counselling (Geldard and Geldard, 2007). World Health Organisation (WHO) defines affect as the person's external emotional response. This means the counsellor must be able to observe the present affect of the client and deal with it to an extent that the client can move into a deeper level of experiencing with recognition, acceptance and ownership of the mood. Geldard and Geldard (2007) posit that accurate observation in counselling helps mood and affect to be realised and be dealt with in a way that the client is helped to feel better by the counselling process.

Speech and language also play an important part of observation in counselling in that it enables the counsellor to be aware of the language the client uses (Geldard and Geldard, 2007). Identifying the client's language help the counsellor select the counselling strategy that matches with the client intellectual ability. If the adolescent uses the street jargon, the counsellor must observe it and use that language to gauge the peer group to which the client belongs. The more listeners use the vocabulary typically used by the children they listen to, the more effective their responses will be (Hornby, Hall & Manthei,2003).

When observing the speech and language of adolescents, counsellors need to attend to what is said, how it is said and the language used. Observing what the client says by the client gives the counsellor some idea of the client's beliefs, ideas and general constructs about him/her world (Geldard and Geldard, 2007). The counsellor can obtain information about the client's intellectual functioning and thought processes as the counsellor observe relationship between verbal and non-verbal communication(Parson and Zhang (2014).It seems thus important for counsellors to observe how clients think and recall happenings in his or her life. Another aspect to observe is how the client talks. The counsellor observes whether the client moves from one subject to the next between clauses. When this happens and there is no

meaningful relationship between ideas being expressed then the presence of severe mental health problem may be suspected. Accurate observation can help the counsellor to select the appropriate counselling strategy. However, one has to be careful that what may be observed externally may be different from what really transpires internally. In this way, the counsellor's interpretation may be distortion of the real problem. Geldard and Geldard (2007) further note that this manifest itself in adolescents who are normally uncertain about themselves and so are uncertain about how open can they be if are to continue receiving acceptance. Cormier and Hackney(2005) propose that the teacher offering counselling in secondary schools must have ability to observe, identify and understand not only students' verbal behaviours but also their non-verbal behavior such as posture and eye contact. Non-verbal communication skills include recurring themes from direct and indirect observation which could be used as a basis of goals for counseling students.

2.6. Communication skills

In order to establish rapport and develop a trusting and a helping relationship, the teacher counselling students in secondary schools must have good communication skills Gouletta (2006) and Sharry (2004). Harrison and Wise (2005) illuminates that communication is not about words used only, it also entails the manner of speaking, body language and effective listening. Gilly (1994) asserts that there are verbal and non-verbal communication skills and non-verbal communication relate to attending skill whereas verbal communication skills include listening, questioning, paraphrasing, summarising and reflecting (Gilly, 1994).

2.6.1 Attending skill

One of the counselling skills teachers in schools use to counsel students is attending skills. Dyk (2013) defines attending skill as where the counsellor attempts to relate with the client physically and psychologically the acronym „SOLER” is used to summarise these attending skills. Sitting squarely, adopting to open posture, leaning forward, making appropriate eye contact and relaxing (Dyk 2013). Sitting squarely to the client means the counselor should sit opposite facing the client. However, Hamilton and Dinat (2007) warn that if a client seems to be threatened by the set sitting arrangement, a more angled position may be adopted. to ensure open posture, counsellor should avoid crossing arms and legs to communicate

openness and availability to the client (Dyk, 2013; Hamilton and Dinat, 2007). Crossed arms and legs could be understood to communicate no interest in listening or attending to the client's problem.

A slight inclination towards the client is encouraged to communicate empathy and such a posture is a sign of acceptance. The issue of leaning forward towards the client could have many criticisms leveled against it because in the case where a counsellor's gender differs from that of the client, that could be interpreted to mean the counsellor has intimate feeling for the client. The posture may be seen as having sexual overtones. Leaning forward should not be done at the beginning of the counselling or doing it too soon after meeting the client it may convey the opposite message (Dyk (2013) and Hamilton and Dinat(2007)Egan,1998).

Leaning toward a client needs to be sensitively done to avoid giving the counselling relationship a different meaning and thereby breaching some cultural norms. Making eye contact is explained as a way of communicating the counsellor's interest in whatever the client is narrating (Dyk, 2013; Hamilton and Dinat, 2007). However, maintaining of eye contact with the client may be controversial in some cultures which prohibit children to make eye contact with adults. Hamilton and Dinat (2007) are aware of this and note that counsellors should do eye contact with cultural sensitivity. The counsellor could also show attending skill by relaxing in a natural manner while talking to the client. Dyk (2013) states that the counsellor should not fidget nervously or have distracting facial expressions during counselling session.

The attending skills help the teacher counsellor not only to attend sensitively and carefully to the content of what the child is narrating, but also to the values and feelings that underlie the problem a child is facing (Donald et al., 2013)

2.6.2 Listening skill

Among communication skills that the teacher counsellor should have is active listening skill. This is a process entailing four steps in which the client's concerns and needs are expressed and feelings clarified (Okun, 1997). Active listening is generally considered to be, trying to understand what the speaker is feeling and what the key message is in what they are saying (Dyk,2013). The five major ways which form basic components of active listening are use of

minimal responses, use of reflection, questioning, summarising and paraphrasing are outlined by (Geldard and Geldard, 2007). In the following paragraphs, each of these is elaborated.

2.6.2.1 Minimal responses

In counselling, once the client has begun to talk, it is important for the counsellor to let the client know that he or she is attending to the problem being expressed. Minimal responses are the verbalisations and vocalisations that people use when they are listening to someone else (Comier and Hackney, 2005). Listeners may smile or nod their heads or use „non-verbal grunts“, such as „Mm-mm“, „Yes“, „Right“ and „Go on“, to encourage the speaker to continue (Parson and Zhang,2014). Other minimal encouragers are slightly more intrusive but still basically supportive, for example, „tell me more about ...“, „and?“, „so?“, „for instance?“ Another way of encouraging the speaker to continue is when the listener repeats the last word or a key word in the speaker’s statement (Hornby, 2003). This is done in a way that does not interfere with the flow of communication during counselling session (Comier and Hackney, 2005). Looking at advantages of minimal encouragers, one could realise that counsellor-client counselling relationship is better built when a client feel is fully listened to by the counsellor.

However, Gilliy (1994) promulgates that although minimal verbal responses are important in counselling they may be interpreted in different contrasting ways. The client may think the counsellor is too inquisitive or interrupting when using minimal responses during counselling session. Gilly (1994) suggests that counsellors should pronounce the minimal responses in an encouraging manner in order to avoid the possibility of them being misinterpreted.

2.6.2.2 Reflecting on feelings and meanings

A counsellor has to reflect on the clients’ feelings. Such reflection involve expressing the counselee’s stated or implied feelings in own words (Brammer and Macdonald, 2003). In the case of students, Hornby et al. (2003) expresses that since most children who need to discuss their concerns have strong emotions associated with these concerns, it is important for counsellors be able to listen carefully to this concerns and the learners’ feeling in their own words. However, reflecting feelings helps people to understand their reactions to the situations with which they are faced, and so be able to move closer toward finding solutions

to their concerns (Hamilton and Dinat, 2007). In order to reflect the client's feelings, listeners must be able to identify feeling clues from what speakers say and from their body language. Since much of the emotional content of people's messages is communicated by their body language, it is sometimes more important to listen to what is not said than to what is said (Hornby et al, 2003).

Geldard and Geldard (2007) explain that reflection of feelings typically has the following five elements: identification of the speaker's feelings, the listener reflecting back the speaker's feelings, the listener carefully observes the speaker's reaction and the listener judges the accuracy of the reflection from the reaction which it provokes. Hornby et al. (2003), however, cautions that inaccurate reflection of feelings can have a facilitative effect, because the speaker corrects the listener and in so doing clarifies the emotions he or she is experiencing. Brammer and MacDonald(2003) indicate that there are some mistakes done by teachers as they attempt to do reflection as there is a tendency to stereotype responses by beginning all responses with the same words, such as „You feel ...“, or „I hear you saying ...“, or „I gather that ...“ It is best to vary these responses to avoid stereotyping. Use of reflection needs one to be aware of this stereotyping and avoid it in order to reflect effectively.

Hornby et al. (2003) goes on to show that teacher-counsellors practising reflection skill for the first time encounter a number of difficulties such as often trying to get in with a listening response after each thing the speaker has said. In this case, Hornby et al. (2003), notes that it is best to wait until the speaker pauses and indicates to the listener that a response is wanted. However, in other situations some children will go on and on unless one stops them, so it is important to interrupt such people occasionally so that active listening can be used to facilitate more meaningful exploration of their concerns and feelings (Brammer and Macdonald, 2003).

2.6.2.3 Paraphrasing

Another skill needed for the teacher- counsellor is paraphrasing. Dyke et al (2014) define paraphrasing as an instance where the counsellor uses own words to express the content of what has been said and feed it back to the client. If paraphrasing is used along with attentiveness and passive listening, the quality of listening overall improves (Comier and Hackney, 2005). According to Hornby et al. (2003), an effective paraphrase has four

components as follows less important parts of what the speaker has said, are omitted. No new ideas are added by the listener and the paraphrase focuses on the speaker's thoughts rather than his or her feelings. That is, paraphrasing is concerned with the factual content of the speaker's message.

Also, effective paraphrases are stated in a language which is familiar to the speaker. Hornby et al. (2003) however highlights the cons of paraphrasing where sometimes the listener is not sure what the speaker's key message is, and so does not know what to paraphrase. A suggestion by Hornby et al. (2003) in this situation is to paraphrase the last issue which the speaker has raised on the basis that people often finish with the issue that is most important to them. Dyke et al. (2014) submit that the challenging part of paraphrasing is that the counsellor should be able to do it without distorting what the client has said by bringing in own feelings and thoughts instead of those of the client.

2.6.2.4 Partialising

Partialising refers to the counsellor's skill of breaking the problem into smaller and more manageable parts (Correy, 1996; Hamilton and Dinat, 2007). This is more appropriate to use when a problem appears large and overwhelming and does not have immediate solution. By breaking down the problem into smaller components helps the task of finding the solution easier. On the side of cognitive therapy, partialising is done in a situation where the client is asked to list things that need to be done first, check off tasks that have been accomplished and then break down the external problem into manageable units (Correy, 1996).

2.6.2.5 Probing

Dyk (2001) refers to probing skill as the use of statements, questions from the counsellor which enable the clients to fully explore some issues relevant to his or her problem. Probing can take many forms as follows: using questioning skill, repeating a phrase or a few words in a questioning manner, making requests for more information and using non-verbal communication to encourage the client think further about an issue. Egan (2007) gives out principles guiding the use of probes in counselling sessions. A probe should not be followed with another probe because it will make the client feel like is in an interview. In between the probes is empathy of the counsellor (Egan, 2007). The significance of mixing probes with

empathy is to help the client to clarify problems, identify blind spots, and develop new scenarios and search for action strategies Brammer and Macdonald (2003).

2.6.2.6 Questioning

Paramount to communication skills is questioning (Geldard and Geldard, 2007). Questions can be closed and open Parson and Zhang (2014) and Dykes et al.(2014). Parson and Zhang (2014) the importance of open-ended question in communication is that they are designed to help clients in counselling to clarify their own concerns rather than provide information for the listener. In contrast to closed questions which typically require a one word answer such as „yes“ or „no“, open ended questions usually start with the words „How?“ or „What?“ and encourage a longer response. In some incidences, open questions are used when the counsellor is confused about what the client is saying, or what he or she really means (Hornby, 2003: Parson and Zhang, 2014). During a counselling session, the teacher-counsellor must display a good questioning skill in which student-counselee would not feel like being pressed by endless questions. Hamilton and Dinat (2007) state that asking student endlessly or quoting the child’s known information during counselling session could make the child feel threatened and exposed.

2.6.2.7 Challenge

The challenge skill is a case in which where the counsellor deals with the discrepancies or contradictions in the patient’s story such as those between the different aspects of what is said or those between what is said and how it is said. Challenge skill should be done empathically and without judgement. Dykes et al. (2014) outline the importance of challenging skill as helping the counsellor get in touch with difficult and painful feelings in order to gain clarity and understanding about a situation they have been reluctant to face. However, Hamilton and Dinat (2007) propound that the counsellor should be careful of words to use when challenging in order to avoid challenging sound like criticisms. On the same vein, Dykes et al (2014) note that challenging should not be done in a confrontational and harsh way least it makes the client to be defensive. Parson and Zhang (2014) also note that though challenging is important in a counselling relationship, it could appear inappropriate and strange in some backgrounds or cultures in which challenging is perceived as hostile, aggressive and rude. This reveals that when the challenging skill is used with care and sensitivity it can help the

client move forward and make changes (Parson and Zhang, 2014). It appears that challenging skill is an important skill but it needs counsellors to refrain from appearing as if they are a client.

2.6.2.8 Immediacy

Capuzzi and Grisp (2003) explain immediacy as the communicating skill in which the counsellor focuses on the “here and now” by discussing directly and openly what is happening in the counselling session as it is occurring. Grobler et al (2013) warns that the counsellor using immediacy skill should not forget to use “I” rule whenever he or she is commenting. For instance, “I sense that” or “I am wondering if”. The significance of the “I rule” is to include the counsellor in the situation and it helps the counsellor to avoid blaming the client. According to Egan (1998) and Dykes et al. (2014), the skill of immediacy could be applicable in different counselling session. Those situations include when a session is directionless and the counsellor may say, “I feel we are stuck here”. Another situation is when there is tension between the client and the counsellor. The counsellor may say, “I think we are not getting along on the same wave, let us clear the air.” The other situation could be when trust seems to be a problem and the counsellor can say “I see your reluctance to talk to me”

Dykes et al. (2014) give tips for applying immediacy. The counsellor should be direct, clear, honest, sensitive to the timing and possible impact of immediacy to the client, and also choose words carefully. This puts to say that it is important for the counsellor to be aware when there is a need to use immediacy skill in counselling and that it should be used in a way that conveys help to the client rather than humiliate them.

2.6.2.9 Summarising

Summarising is the extension of paraphrasing that involves tying together and rephrasing two or more different parts of the clients’ messages (Ivey and Ivey, 1999). Summarising is used to help both the clients and the counsellors to focus only on the major concerns and feelings the clients expressed during the counselling session (Hamilton and Dinat, 2007). In this way, summarising helps clients to focus on the aspects of their lives which they would most prefer

to change and therefore leads into considering strategies to bring about such changes (Hornby et al., 2003).

Summarising provides a link between the first stage of the counselling process which involves the use of listening skills, and the next stage of the process which involves using various intervention strategies. The other significance attributed to use of summarising is that it enables counsellors to confirm if they have understood the key concerns, feelings and ideas which have been expressed by the client. It is therefore a skill which is useful at all stages of the counselling process (Parson and Zhang, 2014).

Gilly (1994) however, expresses that a counsellor should seize the appropriate time to restate in own words what the client has said. This could be understood to be a measure of the counsellor's understanding of the clients' feelings. As the counsellor is summarizing, the client's reactions should be observed by the counsellor to gauge the accuracy of the counselor's interpretation of the client's situation (Brammer and Macdonald , 2003; Parson and Zhang, 2014).

Summarising assists the counsellor to mirror back to the client what has been said and therefore help the client to see the situation more clearly to confirm if the counsellor has understood all that has been said. The views of different scholars on communication could be understood to show how important it is for a counsellor to have a good communication skill

2.6.3 Self-disclosure

Self-disclosure is the skill in which the counsellor shares information about his or her own experiences, feelings and behaviour in an appropriate and constructive manner (Hill and Knox, 2002). When used correctly, it can enhance the counselling relationship and help problem-solving (March-Smith, 2005). In a sense, the self-disclosure skill helps the counsellor to become a role model by indirectly communicating the challenge to the client. Okun (1997) outlines the guiding principles in the use of self-disclosure by the counsellor. The self-disclosure should be for the benefit of the client, that is, the counsellor should not burden the client with his or her problems. This means the counsellor should time and regulate the quality of self-disclosure so as to enable the client to focus on his or her concerns. Focusing more on the counsellor's stories could make the client's feel

uncomfortable. Self-disclosure is a controversial skill that needs to be done by experienced counsellors.

Geldard and Geldard (2007) give reasons why counsellor's self-disclosure is important when counselling adolescents. It is important for the adolescents to see the counsellor as a real person who has feelings and experiences similar to the client. The client may feel comfortable due to self-disclosure and, therefore, build more trust on the counsellor (Cormier and Hackney, 2005). Self-disclosure in the case of grief experience may help normalize the pain and encourage the client to disclose more. Self-disclosure may also help the client gain a sense of confidence believing that if the counsellor has passed through the same situation, it is then possible for the client to come to terms with and work through this pain.

However, there are challenges regarding self-disclosure as spelt out by Dykes et al.(2014) as in cases where there is no limit to what must be disclosed by the counsellor. This could lead to the focus being diverted to the counsellor's problem instead of that of the client. The counsellor should avoid this by only giving a summary which is sufficient to enable the client to draw similarities. The client may as well fail to demarcate the differences between his or her experiences and counsellor's even though they both have similar problem. Adolescents may be tempted to match their own responses, though inappropriately, to those of the counsellor in an attempt to normalise their experience. However, it should be remembered that no two people are identical (Comier and Hackney, 2005).

2.6.4 Group leadership skill

Teachers offering counselling in schools need to have group leadership skills among other skills necessary for effective counselling in schools (Harrison and Wise, 2005). When using group counselling, it is vital for a counsellor to be able to develop trust within the group, and to maintain a focus on the goals of both the group as a whole and of the individuals within it (Payne, 2005). Furthermore, counsellors need to be spontaneous and to be responsive to what is happening within the group at any point in time. They need to be able to combine the ability to stand firm with a good sense of humour. Finally, to ensure good leadership skill, the teacher-counsellor should take heed that a group leader needs to be perceived by group members as being with them as a group and for them as individuals (Greenberg, 2003).

Likewise, counsellors ought to have the skills of reaction, interaction and action for good group leadership (Hornby et al., 2003). In reaction skill, the teacher-counsellor is expected to restate, reflect, clarify and summarise. The teacher restates by conveying to the group members that they are being heard. The teacher-counsellor also reflects to convey understanding and help members to express themselves during counselling session. The clarifying skill is when the teacher explains some aspects during counselling session in order to better understand confusing aspects of what is said, while summarising skill is done to provide an overview, stimulate reactions and move on to a new ground (Grobler,Schenck & Mbedzi,2013) The interaction skills which group leaders need are moderating, interpreting, linking, blocking. In moderating, the teacher-counsellor ensures that all group members have the opportunity to talk while in interpreting the teacher-counsellor help members gain insight into what is happening within the group (Grobler et al., 2013).

Linking skill on the other hand relates to a situation in which the teacher counselling students in a group tie together common elements within the group and promote cohesiveness. To prevent undesirable comments or actions by one or more group members the teacher counsellor uses blocking skill. This is done to encourage members to share their experiences safely within the group through supporting skill and limiting skill to prevent chaotic actions which would infringe on the rights of group members. In order to prevent group members from being unduly criticised or hurt the teacher counsellor should possess protecting skill and use consensus taking skill to help members see where they stand in relation to others. In addition to leadership skills, group leaders also need to have a good understanding of group dynamics, that is, the processes which occur within groups (Hornby et al., 2003).

This section that discussed skills used in counselling. Information on these skills will help the researcher identify counselling skills which teachers use when counselling students in Lesotho's secondary schools. The participants who are teachers in this study will give their views based on these counselling skills; therefore, it is important to unpack them.

This information helps the researcher to have a critical look as to whether Lesotho's secondary teachers use these skills when they provide counselling to students.

2.7 The Value of Counselling

A number of scholars have outlined the value of counselling in peoples' lives including school-going children. The fundamental nature of school counselling among secondary school students has been levelled against personal, social and educational goals (Yuksel-Sahin, 2009). This is an important part to review as it will highlight the benefits of counselling for students.

2.7.1 Personal and developmental growth support

Brammer and Macdonald (2003) submit that one of the aims of counselling is to help people solve their personal problems. Secondary school children are human beings usually faced with personal problems that include attitude and behavioural problems that are conflicting in nature together with tensions and indecision (Sun and Steward, 2007). Some students want to change certain attitudes or behavioural patterns with which they are ill at or have difficulty in solving problems of self-identity and development (Santrock, 2008). Counselling in school bears the value of assisting these students solve their personal problems. Okoye (2010) asserts that counselling in schools is designed to facilitate the personal development of an individual student to affect decision making and self – awareness.

2.7.2 Social support

Secondary school children are normally at adolescent stage and as such face problems arising from the social interaction with other members of society such as parents, siblings, peers and teachers. So at this stage the role of counselling would be to help students express and clarify the conflict and explore both their expectations, values and feelings and the attitudes or values of those with whom they are in conflict (Egbo, 2013). Cases of anti-social behaviour such as taking drugs could be dealt with through counselling either at individual or group level. Mwamwenda (2004) proposes that immediate individual counselling should be provided in times when students are confronted with crises such as attempting suicide or planning to have an abortion.

2.7.3 Educational support

Secondary school students may be faced with problems that hinder their academic achievement; in other words, school counselling may play an important role in the phase of secondary school learners' lives. Educational support through counselling entails organising orientation programmes for the students which Mwamwenda, (2004) says should be followed by assisting learners to select courses they would like to take during secondary education. Secondary school students should be helped with study methods, note-taking, writing skills, research skills and how to identify important material as they read various books. They also need assistance of how to approach tests, assignments and examinations with school counselling they may be helped to increase their concentration in class and improve on their academic capabilities (Odu, 2004). In terms of career planning, counsellors may guide learners on their career choice based on their ability, personality and job opportunities (Mwamwenda, 2004). As part of educational support, the counsellor explores the educational opportunities available beyond secondary school with the students by making information related to higher learning institutions available to students (Mwamwenda, 2004). Mwamwenda (2004) goes on to caution that the counsellor is the facilitator not the pointer of what career path the students should take.

2.8 Challenges of the school-counselling

Harris (2013) indicates that school-based counselling has been given more attention in recent years. However, Low (2009) maintains that there are some setbacks facing the implementation of school counselling. These challenges could be attributed to different levels: students, teachers, school management, ministerial and societal levels.

2.8.1 Learners' attitude and lack of trust

Learners encounter challenges that inhibit their use of counselling service in schools. The challenges could be leveled against learners' attitude and lack of trust. There are setbacks that hinder school-based counselling as in situations where students display lack of trust and belief in teachers ability to provide counselling (Nkuba, 2013). Participants interviewed in Mushaandja et al. (2013) study outlined that although they were ready to counsel learners, there were situations where students would not disclose their problems to them. The participants attributed the students' lack of trust to culture because at home, learners are told

not to display their „dirty linen“ to the outsiders. Moreover, according to the participants in the study, students“ lack of trust emanates from the teacher-counsellor breach of confidentiality in that they do not keep students“ secrets when they have been told.

2.8.2 School level challenges

The school has to be a place where the students“ emotional well-being is catered for, and schools can do so through provision of counselling. However, this important service still encounters constraints that are at the level of schools (Mushaandja et al., 2013). In circumstances where because of the culture and inflexible school practices which mostly differ from the perspective in which counselor would like to deal with students“ problems, teacher-counsellors become powerless to change the school environment that could enhance learners“ behavior modification. In this regard, school systems influence and affect some key principles of counselling.

2.8.3 Teacher-counsellors‘ challenges

Among the challenges hindering the provision of school counselling in secondary schools are the barriers precipitating from the teachers“ side. The challenges relate to teacher“s workload, teacher-counsellor qualification, teachers“ personality and attitude. Teachers“ workload poses a major challenge in the provision of counselling in schools that solely have teachers as the counselling providers. A qualitative study conducted by Lai-Yeung (2014) whose aim was to investigate on guidance and counselling training for teachers in Hong Kong submits that workload and time pressure were the top concerns raised by teacher participants in that study. Participants in Lai-Yeung“s (2014) study outlined time constraint as a major challenge in delivering counselling in schools effectively as they are still loaded with subjects to teach. Another major challenge that inhibit provision of school counselling is leveled against teachers“ counselling qualification. A study conducted by Mushaandja et al. (2013) found that in Namibian secondary schools some teacher-counsellors were volunteers or appointed on the basis that they had lighter teaching loads, others were counsellors because of doing work related to counselling like being involved in HIV/AIDS activities or are life skills teachers. counselling needs more than just life-skills; and that HIV/AIDS is only one of the students“ multi-faceted problems counselling deals with; therefore it could be improper to select a school counsellor on the basis involvement in HIV/AIDS issues. Not withstanding the lack

of qualification is the inappropriate knowledge, knowledge, actions and counselling approaches that teachers exhibit, teacher's personality plays an important role in the provision and delivery of school counselling service. Lai-Yeung (2014) asserts that teacher's personal qualities of pre-judging and being biased when counselling students are often eminent. Participants in Lai-Yeung (2014) study submitted that they are challenged by pre-judging students from wealthy family backgrounds as spoiled. Pre-judgment could hinder the teacher counsellors from empathising with the counsellee and therefore not reach to the point of helping the student who would be facing a problem at that.

2.9 Ministerial level challenges

Challenges facing the provision of school-based counselling in schools extend beyond student, teacher, and school levels. They manifest themselves even at ministerial level. Lack of a well-designed curriculum and training programmes for teacher- counsellors are serious challenges in schools. Lai-Yeung (2014) states that counselling service providers are untrained in counselling, even the trained teachers do not cover sufficient courses in counselling in higher institutions of learning to enable them effectively render counselling services. This indicates that at ministerial or departmental level, there is a need to formulate policies for effective training in counselling in order to assist institutions that produce school counsellors.

2.10 Societal beliefs

Societal influence is also vital in the provision of counselling. Stockton, Nitza and Bush (2012) contend that societal lack of interest in the concept of counselling could be a constraint to providing school counselling. For instance, in some cultures, a child is not expected to gaze at an adult and yet in counselling eye contact is an important aspect. Egbo (2013) extends this argument by avowing that counselling fits well in a culture that consults rather than culture that commands.

2.11 Ways of addressing challenges in counselling

In order to remedy some of the challenges of school counselling in Cameroon schools, for example, Anyi (2003) made recommendations that a serious enlightenment on the part of the public to accept counselling was needed. This helped develop strategies for school administrators and teachers to achieve a realistic perception of counselling in their school environment. On the side of the Ministry of Education, Anyi (2003) postulates that the Cameroon government should support counselling by providing funds for services in school counselling. The other way in which the government, through the ministry of education, could assist school counselling is by helping to train and appoint qualified guidance counsellors in schools to help meet with the students' problems (Anyi, 2003).

As a measure to deal with problems and challenges of school counselling at school level, the researcher found that there was a need for counselling to be made an integral part of the school programme. Therefore, school counselling should be supported by all concerned stakeholders like other teachers, parents and school administrators (Anyi, 2003 and ASCA, 2005). Parents should also be included in the guidance and counselling programme by giving them progressive reports of their children. Suffices to say, parents involvement to support counselling programmes at school is important.

2.12 Research Model.

The purpose of this study is to investigate Lesotho secondary school teachers' perceptions of their counselling skills when supporting students facing problematic situations. To achieve this purpose Hornby's (2003) three stage model of school counselling was used to underpin the study. Hornby's three stage model suggests that, school counselling occurs through three stages, namely: exploration, intervention and empowering stages.

Three stage model for School Counselling

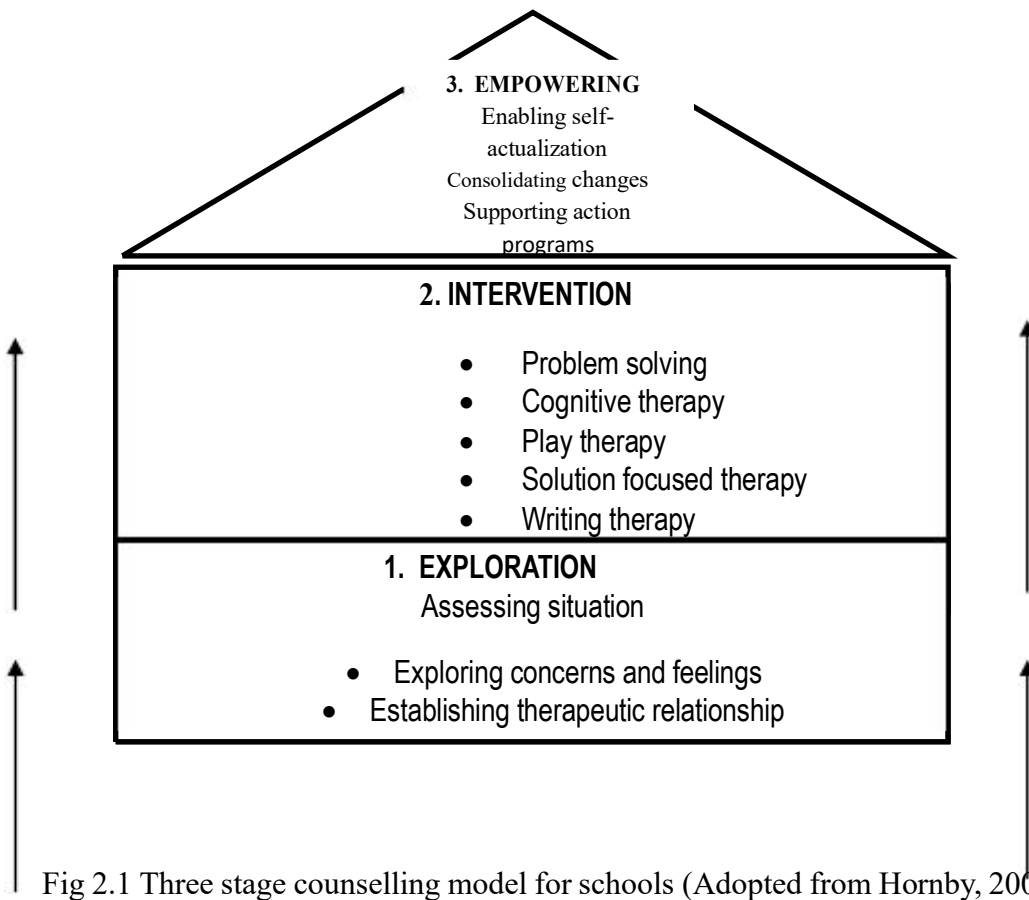


Fig 2.1 Three stage counselling model for schools (Adopted from Hornby, 2003)

2.12 Exploration stage

The theoretical lens adopted for this research come from the ideas of Garry Hornby. The foundation of Hornby's (2003) three stage model for school counselling is exploration phase. The exploration stage sets off with establishing therapeutic relationship then followed by exploring feelings and concerns of the client. The final level of the exploration stage is assessing the client situation.

Central to exploration stage is establishment of counselling relationship. In relationship building, the client should be made aware that he or she is an active collaborator in the counselling process. According to Hornby (2003), elements such as empathy, respect and genuineness are necessary for laying a foundation of a counselling relationship and that what counts in building a counselling relationship is the counsellor's ability to be sensitive to each client she or he meets and finding out what works in each individual situation. The creation of a working relationship is not the end point or ultimate goal of counselling but an ingredient

or element that contributes to the formation, maintenance and outcome of the counselling process (Kelly, Bickman and Norwood, 2010).

After building a mutual relationship, the teacher let the students“ to express their feelings and concerns (Hornby, 2003). According to Parson and Zhang (2014) the purpose is to devise integrated individual counselling plans. So sharing stories enable the counsellor to identify the client“s concerns, desired goals and resources that could support the client. Different techniques which could be used by the counsellor to explore the feelings and concerns of the clients are as early recollection, dreams and priorities (Correy 1996). Client“s dreams on the other hand are used to explore the feeling and concerns of the clients for they help project the clients“ current concerns and indications of his or her mood. In assessing the students“ mood, the counsellor attempts to consider students as individuals who interact with others, and take into account broader aspects of school, family and community which have impact on their lives. Egan (2010) asserts that the counsellor therefore must help the child to identify groups, organisations, programmes and events which could support the child“s effort to change – the critical stage Hornby calls, the „foundation stage“.

2.13 Intervention stage.

The second stage of the model is intervention. Dyk (2013) defines intervention in counselling as the phase in which the client becomes involved in the process of improving the quality of his or her life by exploring various options to manage the problem at hand. It could be understood that this is a situation in which the teacher counsellor selects and implements strategies that propel the learner for optimism and character modification. What the client and the counsellor choose to do in this stage is mostly determined by the nature of the client“s concerns and goals as well as the theory that the counsellor employes (Parsons and Zhang, 2014). Hornby et al.(2003) point out that effective teacher- counselor seeks strategies and ways in which to counsel learners, and such ways include problem-solving, cognitive therapy, gestalt therapy, art therapy, play therapy, solution-focused therapy, behavioural and writing therapy. These intervention strategies, if well implemented go further to give steps illuminate the presence of problems, understanding the nature of the problem at hand, compiling relevant information to the problem and setting the goal. However, there are

limitations put against the problem-solving strategy as some problems are very difficult to solve and some behaviours very resistant to change.

On the other hand, Reid and Jane (1996) explain solution focused as the approach to counselling where counsellors pay attention on solution building by analysing its causes instead of exploring the problem in depth. This is done for the purpose of keeping the clients move towards the desired goals. Egan (2007) illuminates that solution focused strategy possesses certain factors that makes it unique from other strategies. Core concepts in solution-focused counseling include positive philosophy. Positive philosophy implies that the counselor using solution focused approach focuses on solution rather than problems, success rather than failure, credit rather than blame, use of common sense rather than use of theory to helping clients. Reid and Jane (1996) again assert that solution-focused strategy assumes that change is inevitable and that counselling interventions should be built upon identifying the individual's strengths. Techniques used in solution-focused strategy include scaling questions to review progress, miracle questions for building a sense of possibility, setting small goals to foster success and enlisting the support of others for clarifying boundaries and use of resources (Reid and Jane, 1996).

2.12.1 Cognitive therapy

One of the most significant strategies in the three stages model for school counselling is cognitive therapy. This is an approach which is based on the view that the feelings and behaviour of students are influenced by their thoughts or beliefs (Correy, 1996). For Correy, (1996), cognitive therapists help clients recognize, observe and monitor their own negative thoughts and assumptions. After gaining an insight into how their unrealistically negative thoughts are affecting them, clients are then trained to test these negative thoughts against reality. The counsellor can use home works to test their belief in real life-situations. Another cognitive therapy strategy could be where the client's problem is broken into manageable portions and is then asked to list things that need to be done, set priorities and check off tasks that have been accomplished. The client develops alternative views of the problem and alternative courses of action to be taken.

Nevertheless, Correy (1996) points some criticisms against cognitive therapy. He criticises it for its excessive focus on the positive thinking, being too superficial and simplistic, denying

the client's important pasts, being too technique-oriented and failing to use the counselling relationship. He further discredits it for working only on eliminating symptoms but failing to explore the underlying causes of difficulties by ignoring the role of unconscious factors and neglecting the role of feelings. Though the above remarks are made against cognitive therapy, it is believed to be an effective remedy for depression and anxiety in a relatively short time.

2.12.2 Play therapy strategy

Play is an integral part of every child development. It is the child's natural medium for self-expression. Therefore, play therapy provides opportunities for children to play out their feelings and problems (Correy, 1996). The three stage model for school counselling suggests play as an intervention strategy used by teachers when counselling students in schools. A variety of play media are employed, but sand tray play is common as it is very attractive and keeps adolescents interested and engaged in the counselling process (Geldard and Geldard, 2007). Adolescents enjoy trying new ways of expressing themselves, (Geldard and Geldard, 2007) and so sand tray seems to provide that novel way for them to do this. Materials used in this strategy consist of a tray full of sand and a variety of miniature toys and objects from which the counsellee can choose. Such objects include people, animals and buildings (Geldard and Geldard, 2007). Counsellees are allowed to choose and use any symbol they wish to make a scene or picture in the sand to represent their life events or story which they wish to tell the counsellor. It could be observed that the sand tray strategy helps the counsellees gain better understanding of themselves and of their current situations. Geldard and Geldard (2007) go further to give the purpose of sand tray strategy in counselling adolescents as to enable them tell their stories, explore feelings, thoughts and issues relating to their stories. The sand-tray also helps explore past, present and future situations and events and gaining a cognitive understanding of the elements or events occurring in the clients' lives. The therapist observes and reflects back on the child's feelings and thoughts using the listening skills. It is also observed by some scholars that the element of Drama therapy that involves the spontaneous use of role play in which children can safely express strong feelings and learn from externalising the experience can be very successful in counseling (Vernon, 1993). Reid and Jane (1996) assert that in role play, counsellees may play out parts of their lives in a highly charged and physical way. Dressing up in costumes and the use of puppets can be helpful in encouraging children to be fully involved in role plays and to facilitate the expression of feelings.

Another useful drama therapy technique is „sculpting“ in which children are asked to make living sculptures of their relationships with important people in their lives. This is done by placing their bodies in relation to another person in such a way as to demonstrate how they experience that relationship (Reid and Jane, 1996).

2.12.3 Behaviour therapy strategy

The three-stage model proposes behaviour therapy strategy as one of the counselling techniques teachers use when providing counselling in secondary schools. The principal characteristics of this strategy are careful assessment of the client problem behaviour and conditions that maintains that behavior; agreement on the precise goals for new behaviours, application mainly of change skills and utilisation of all helping skills, (Brammer and MacDonald,2003). The strategy of behaviour change makes use of self-help plan which is worked out jointly between the counselor and counselee with the primary responsibility put on the counsellor (Brammer and MacDonald,2003). The self-help plan includes counselee commitment to record accomplishment and critical self-evaluation at the extent to which the goals for change have been achieved.

There are limitations that behaviour change strategy could be labeled as put forth by Brammer and MacDonald (2003) such as, the difficulties in dealing with feelings through observable behavior. The other criticism is that, the emphasis on specificity, precision, and objectivity tends to lead the counselor into focusing on minute pieces of behavior and leave larger complex patterns. One could notice that despite the criticisms against behaviour strategy, this approach could still be used in helping get rid of unwanted behavioural patterns among students. It only means that the teacher-counsellor should be aware of these loopholes and use this strategy in conjunction with others to cater for its limitations.

The details regarding intervention strategies used in the three stage model are significant to the currents study because they give the researcher some insights into ways in which teachers in Lesotho“s secondary schools use in rendering counselling service to students. This information is pertinent in responding to the second research question which seeks strategies teachers use in counselling learners in Lesotho“s secondary schools.

2.13 Empowering stage

The final level of the three stage model is empowering. One of the values underlying counselling is the desire to empower clients to take responsibility for themselves, and to identify, develop and use resources that will be effective agents of change (Dyk, 2013 and Hamilton and Dinat, 2007). Empowering focuses on the development of the pupils' full potential. It is through empowerment that learners build their strengths and overcome weaknesses (Brammer and MacMadonald, 2003). The empowering phase of the three stage help the researcher to evaluate if there is monitoring and follow up by the teachers in secondary schools after counselling students. The empowering stage consists of three aspects; supporting action programmes, consolidating changes and enabling self-actualisation.

2.13.1 Supporting Action Programmes

The Hornby's three stage model for school counselling proposes that the teacher counsellor helps the student in carrying out the action programmes they have developed in order to deal with their problem situations or make progress towards their ambitions. The support the teacher counsellor provides involves encouraging students to be more assertive so as to achieve their goals. The counsellor also assists the clients to become autonomous people who take control over their lives (Parsons and Zhang, 2014). The client's confidence is the minimum requirement for client action toward goal achievement and change. When implementing a programme of change, the counsellor must support the client in ways that maintain motivation and commitment to change.

The steps that the counsellor can use in supporting action programmes can be represented by the acronym "accountable" where these letters represent the following: "a" "c", "o", "u", "n", "t", "a", "b", "l", and "e" In other words, "a" stands for approach to the client's action plan. It is important to set a positive expectation by approaching the client's action plan with clear expectations of success. The "c" stands for "commitment" of the client to achieving the set goals and expectations. The client must own the problem and the benefit of the intervention put in place to helping the client out of the problem at hand. Ivey, Ivey and Zalaquett (2010) propose some questions which the counsellor may use to make the client commit to their action plans. Those questions are like: "are you ready and committed and how would you rate

our commitment to change and action given a scale of one to ten, let us select something small enough that you actually want and feel confident that you will do. Should we?" these questions examine the level of motivation and commitment in the client.

The second "c" stands for calculate where the counsellor helps the clients to objectively define or calculate what they will be able to do and when they will be able to do and what small change could be identified as evidence of progress. This helps set the structure to guide the client's investment in the intervention plan. The calculation and comparison of the ongoing results to the clients' goals will help them see the gaps that require further effort. . The letter "o" stands for "offer", which implies that it is important that the counsellor offers the clients an ongoing support, encouragement and objective feedback. Fishman and Finkelstein (2012) acknowledge that feedback can increase the client's motivation by raising attainment expectancies and perception that the goals are valuable and attainable.

The letter "u" stands for underline which means the counsellor should regularly remind the client of the urgency and importance of the established goal so that they remember why they are doing what they are doing and how they will benefit once the goals are achieved. The letter "n" stands for nurture which means that the counsellor must nurture the clients' autonomy and development of creative problem solving abilities. While the focus is on the prevention of the problem but the role of the counsellor is also on the development of the whole client. The next letter is "t" which stands for "tailor" in which the counsellor helps the client to use interventions unique and suitable to their life conditions.

As the interventions are used and implemented there may be unforeseen circumstances which will need the clients to tailor or adjust their intervention to meet these conditions. The following letter is "a" which stands for "agree", which means that it is vital for the client to agree to engage in the implementation of the plan of change. The counsellor must help the client to understand fully what is involved in such a plan of change so that they agree on what they have understood. To maintain the clients' commitment and agreement it is essential for the counsellor to check throughout the course of plan implementation that the clients understand the procedures to be used, the potential positive and negative impacts of these procedures and the resources to be used. The "b" letter following agree is for "be specific" refers to being specific and clear of interns of terminal goal. The counsellor must help the

client revisit the goals and progress toward them in order to make the client understands the connection between where they were, what they are doing and where they are going.

The letter “l” stands for link where the counsellor helps the clients link the goals and how the goals will benefit them personally. This is to encourage the client to make effort to take action and be willing to hold themselves accountable for the results. The last letter “e” stands for “evaluate” which means the client and counsellor should monitor the progress. When the results are positive, the counsellor may use them to motivate the client for further progress and when they are negative, the counsellor may work with the client to remove the barriers to the clients’ success by developing strategies that overcome identified barriers and goal modifications may be made accordingly.

2.13.2 Consolidating Changes

Reaching the desired goal is one aspect of change through which the client and the counsellor could gauge their success in counselling session (Parson and Zhang, 2014). The teacher- counsellor can help students maintain and consolidate changes they have made by reminding and encouraging them to persevere despite the difficulties they will face as they maintain the change. Parson and Zhang (2014), state that the counsellors and the client then have to strategise on ways of maintaining the progress to become permanent. When change has taken place and new patterns are becoming established it is important to strategies of maintenance (Parsons and Zhang, 2014).

Student growth and fulfillment of their potential to the fullest possible extent is facilitated by the teacher-counsellor. The facilitation enables their self-actualization. They can be taught life skills which may be related to their current concerns but which need to be developed to facilitate their progress toward self-actualisation. For instance, the teacher may help the child improve study skills in order for him or her achieve higher levels of academic achievement.

2.13.3 Enabling self-actualization

Clients’ empowerment in counselling is based on the value that the counsellor believes in clients’ growth, self-actualization and self-determination (Dyk, 2013). This could be understood to mean that counsellors should let the clients decide what goals need to be

attained and what would be best for them because the clients know themselves better than anyone else and, therefore, are in the best position to explore, expose and understand themselves. The counsellor merely facilitates the change process for only the clients can make change happen. At the apex of the counselling session the client is able to use the problem-management skills that he or she learned during counselling to manage future problems more effectively.

2.14 Conclusion

In this study, Garry Hornby's three stages Model was used to understand the findings of the study provided by respondents. In a nutshell, the theory also helped and provided the foundation knowledge of school counseling in secondary schools to the researcher. It is believed that counseling is a very sensitive issue as already mentioned in this study and as such; the researcher was able to benefit from the model that floodlit innumerable skills necessary for school based counseling in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines research methods and justifications for such selected methods to be used throughout the study. The chapter stipulates the methodology used which encompasses research paradigm, design and data collection techniques. Significant aspects related to participants and the strategies for their selection have been shown in this chapter. Aspects of the study that indicate data analysis, measures of trustworthiness and ethical considerations are also highlighted in this chapter. Limitations of the study are the last aspect denoted in the chapter.

3.1 Research Paradigm

Every researcher has own view of what constitutes truth and knowledge (Wagner et al., 2012), hence there is a need for the researcher to point out the world view of the research problem is to be investigated. The current study used social constructivism to investigate Lesotho secondary education school teachers' perceptions regarding their counselling skills. Mertens (2009) states that social constructivists believe that reality is socially constructed as people seek understanding of the world in which they live and work.

With social constructivism, people tend to develop subjective and meanings of their experiences toward certain things and these meanings are varied (Wagner et al., 2012). Cresswell (2014), posits that the variation in meanings causes the researcher to look for the complexity of views instead of narrowing meanings into a few categories or ideas. In the current study, social constructivism paradigm the researcher used social constructivism paradigm in that she solely relied on the Lesotho secondary education teachers' viewpoints regarding their counselling skills that they use when assisting students with problems. The researcher intent was to interpret and make sense out of the meanings teachers have about their experiences in world of counselling.

With social constructivism, reality is constructed by locating people in their social context, space, time, and such reality cannot be generalised to one common reality (Wagner et al., 2012). In the current study, data was collected from secondary teachers in their different workplaces. Cresswell (2010) submits that it is important to understand the uniqueness of a particular situation and context.

3.2 Research Approach

De Vos, Strydom, Fouche and Delport (2015) assert that there are two well-known and recognised approaches to research which are qualitative and quantitative. This study employed qualitative approach. Qualitative approach relates to the situation where the researcher study events in their natural settings and attempt to make sense of, or interpret phenomena in relation to the meaning people bring to them (Cresswell, 2007; Du-Plooy-Cillers, Corne and Bezhuidenhout, 2014). The study aims at exploring perceptions of secondary school teachers in Lesotho regarding their counselling skills when handling learners' problems. So qualitative research was appropriate to use in this study as it enabled the researcher to have an in-depth understanding of how teachers perceive their counselling skills when dealing with students' problems in secondary schools specifically at the sites where the teachers as participants experience the issue of counselling students.

There is a greater probability that when participants are studied in their social contexts using that can yield to an understanding of the perceptions they hold of their own actions and experiences (Campbell and Scott (2011). The qualitative research approach is relevant to use for it enabled the researcher to have an understanding of the perceptions that secondary school teachers regarding their counselling when being studied at their schools. De Vos et al. (2015) indicate that in qualitative research, participants' natural language is used to enable the researcher to come to a genuine understanding of the world of the participants. In this study, the researcher used both English and Sesotho because participants understand these languages.

3.3 Population

Wiid and Diggines (2013) define population as the total group of people from whom the information is required. Du-Plooy-Cillires et al. (2014) go further to show that the selection of the participants relies on the fact that they share characteristics that relates to the research questions. The population for this study encompassed of carefully selected teachers representative of secondary school teachers in Lesotho as they have the potential to answer the research questions.

3.4 Selection of participants

A sample is a subset of a population that is considered to be representative of the population (Du-Plooy-Cilliers et al., 2014). Macmillan and Schumacher (2010) reflect that the researcher chooses particular elements from the population that will be representative and have information about the topic of interest. Secondary school teachers who have been trained in counselling and have a minimum of five years experience of counselling students in secondary schools were selected for this study. these participants have the potential of providing answers to the study's research questions. Leedy and Ormrod (2013) stipulate that instead of sampling a large number of participants, a qualitative researcher focuses on a few participants who can shed light on the phenomenon studied.

In the current study therefore, the selection of participants has been guided by saturation point. Saturation point as defined by Charmaz (2006) refers to where the researcher collects data until data emerging do not spark new information. The current study did not predetermine the number of participant but stopped collecting data at the tenth participant when saturation is reached.

Five male and five female teacher-counsellors of different counselling experience levels and age ranges were interviewed. These teacher counsellors were from different secondary schools of different geographical locations, in Lesotho. The assumption was, these different categories or characteristics served as a confluence of divergent perceptions regarding counselling in secondary schools.

3.5 Sampling Techniques

Tashakkori & Teddli (2003) define sampling as selecting units of analysis such as people, artefacts, settings in a manner that maximises the researcher's ability to answer the set research questions. Cohen et al. (2007) indicate different types of sampling technique such as purposive sampling, random and stratified sampling. This study used purposive sampling technique.

3.5.1 Purposive Sampling

Yin (2011) defines purposive sampling as the type of sampling where rich and in-depth information is obtained by purposefully selecting participants who have potential characteristics to give information needed. Purposive sampling enabled the researcher to locate the potential teacher participants suitable for giving answers to the study's main question. The researcher purposefully selected teachers in secondary schools who have an experience of five years counselling students. This enabled the researcher to obtain an in-depth and rich data capable of responding to the set research questions. Through their experience, these teachers were in the best position to answer the research questions such as what challenges do secondary teachers encounter when they counsel students at school, what counselling strategies teachers employ when they counsel students and how teachers they address problems they encounter as they counsel students in secondary schools.

3.6 Pilot study

Pilot study is a study conducted prior to a main study to determine whether the methodology, sampling, data collection methods are adequate and appropriate (Bless & Higson-Smith, 2000; Welman et al., 2005). Pilot participants must be representative of the variety of individual which the main study is intended to cover (Roger & Wilson, 2006). For this study, teachers in the pilot school were chosen on the basis that they still have similar characteristics with the participants selected for the study.

Based on the above conviction, secondary teachers from one school in Roma valley were selected on the basis of their counselling experience and interviewed to check the clarity of the research questions for the current study. Piloting helped to measure the length of the

interviews before getting to the actual data collection of the entire study. There were alterations made on the research question number two due to what transpired during study piloting. Piloting teachers did not understand the “counselling strategies” but understood when it was rephrased to “counselling methods”. Welman et al. (2005) stipulate the pros of having pilot study in research as to detect flaws in the data collection instruments and identifying unclear or ambiguous items.

3.7 Data Collection methods

Data collection methods used in qualitative research include interviews, documents, and non-verbal collection methods like drawing, photographs and video-tapes (Leedy & Ormrod, 2013; De Vos et al., 2015). This study subscribed to qualitative approach and as such used semi-structured interviews, non-participants observation and documents analysis. Sometimes what people say may not tally with reality so documents served to triangulate information from other sources to enable in-depth data collection which is a characteristic of qualitative research.

3.7.1 Semi-structured Interviews

Creswell et al. (2014) define interviews as the two way conversation in which the interviewer asks the participant questions. The sole purpose of interviews is to collect data and to learn about the ideas, beliefs, views and behaviour of the participants. Interviews help the researcher to see the world through the eyes of the participants (Merriam, 2009). Greeff (2011) explains semi-structured interviews as the method of understanding the complex human behaviour without imposing any prior categorisation which could limit the field of enquiry. The interviews were tape recorded in areas where teacher-counsellors felt free to talk face to face with the researcher. Welman et al. (2005) postulate that semi-interviews offer the interviewer an opportunity to probe.

The use of semi-structured interviews in this study allowed the researcher to probe to get in-depth understanding of the teachers’ view-points regarding counselling skills. It also helped the researcher to explore responses which were significant to the research topic but were not

necessarily in the original questions. Interviews were conducted in English but in some cases where teacher-counsellors needed translation in Sesotho that was done.

Henning (2004) avers that the qualitative research is entered on in depth understanding of a phenomenon so the Sesotho translation of the interviews helped the researcher to gain rich details about teachers' experiences, understanding and comprehensive information of their counselling skills. Semi-structured interviews enabled the researcher to have direct talk with the teachers and as such enabled the researcher to note important aspects like participants' facial expressions which could relate to the teachers' perceptions about counselling in secondary schools.

During interviews, field notes were written as well. Bogdan and Biklen (2007) define field notes as detailed information of everything said, heard and observed during the interview and is noted by the researcher. Non-verbal behaviour of the respondents was noted through use of double brackets to denote pauses in the conversation and body gestures (Welman et al., 2005). The researcher took field notes using journal so as to establish at a later stage of data analysis if what was observed had an objective viewpoint.

3.7.2 Documents analysis

McMillan and Schumacher (2010) explain that documents encompass official documents like memos, minutes of meetings, working papers, reports and informal documents. Documents in their different nature, statistics or words, official or unofficial, public or private, cannot be taken at face value. Documents are artificial and partial accounts which need to be critically assessed for research purposes (Blaxter, Hughes and Tight, 2006).

Documents provide data on the context within which research participants operate and that information in the documents can breed further questions useful to be asked or observed as part of the research (Blaxter et al., 2006). , teacher-counsellors have documents regarding their counselling practice and would give the researcher an opportunity to have an insight into the counselling skills they use. data derived from the available documents would be having a relationship with what teacher participants perceive about their counselling skills. Blaxter et al. (2006) suggest that what one sees or reads in the documents is a product of one's viewpoint.

Information contained in documents assisted the researcher to develop and expand interview questions that need to be asked as part of this research. Documents analysis has been used to verify findings or corroborate evidence from other sources. However, some documents were not detailed, that is the participants' diaries where they were recording names and dates of the student-counselees. The reason given for un detailed diaries was, because counselling entails confidentiality they omit writing in deep to observe confidentiality just in case another person may get hold of the diaries in the staff room.

3.7.3 Non-participant Observation

The researcher acted as an observer for any activity or behaviour which relate to the perceptions teachers hold regarding their provision of counselling in Lesotho secondary schools. Non-participant observation allowed the researcher to have a rich source of information from what she has observed. The researcher then made comparative analysis to what has been captured in interviews and documents analysis with what has been observed.

3.8 Data Processing

After data collection phase, data need to be processed in order for it to be analysed (Boulton and Hammersley, 2006). Bezuidenhout and Cronje (2014) state that regardless of what data collection methods a researcher has used, there is a vast amount of data that needs to be transcribed, analysed and interpreted. Data processing therefore involves the stated procedures which includes among other activities, verbatim reading and editing (Welman et al., 2005). In an effort to process data, the first tape-recorded interviews were listened to and transcribed word for word. This decision is informed by Welman et al. (2005) who illuminated that tape recordings and dictation in qualitative study should be transcribed to text before it can be subjected to the same processing's as the handwritten notes. Creswell (2014) further outlines the importance of transcribing data verbatim in qualitative research data as to avoid distorting the participants' meanings of the phenomenon under study.

Inductive coding was conducted by underlining similar keywords which emerged from different participants' understanding of the phenomenon under study. Similar themes were

matched into categories using different colours. This is supported by Bezuidenhout and Cronje (2014) by outlining that a qualitative researcher gets totally immersed in the data, identifies, and describes the evident and dormant patterns of meanings emerging from data. As the researcher was transcribing and coding, there were some understandings that were made out of the data and were jotted in a note book to use later in data analysis.

This idea of jotting down ideas that the researcher gets as he or she is working on the data is supported by (Bezuidenhout and Cronje, 2014 and De Vos et al.,2015) who explained that as a qualitative researcher is transcribing data, there is a possibility that there could be meanings that his or her mind gets from the data. In this case, Bezuidenhout and Cronje (2014) assert that the researcher could write those down those memos and later reflect on them in data analysis phase. Memoing as Bezuidenhout and Cronje (2014) termed it, helped me establish an intimate understanding of the data and “softened” data analysis. Preliminary data analysis was done concurrently with data collection to enable the researcher observe saturation point (Merriam, 2009; Cresswell, 2014).

To process data from documents, the researcher identified pertinent information and separated it from that which is not pertinent to the study’s research questions (Cobin and Strauss, 2008). From the participants’ diaries were used in the study and as such data was taken from selected parts relevant to answering the study’s research question which seek the challenges that secondary teachers face when they counsel students. The researcher finally bundled and summarised similar paraphrases for data analysis.

3.9 Data Analysis

Macmillan and Schumacher (1994) define qualitative data analysis as the inductive process of organizing the data into categories and identifying patterns or relationships among the categories. Flick (2002) asserts that the qualitative research works with texts which are transformed into by recording and transcription. Neuman (2011) stipulates that qualitative researchers provide a thick description of subjective experiences and meanings based on qualitative data. For this study, data gathered through tape-recorded interviews and non-participant observation were analysed thematically. Content analysis was done for data

derived from documents. Inductive approach researcher uses raw data to develop themes without using literature and preconceived codes from conceptual framework.

3.9.1 Thematic Analysis

Feredays and Muir-Cochrane (2006) define thematic data analysis as the form of pattern recognition within the data with emerging themes becoming the categories for analysis. It involves coding and category construction to uncover themes pertinent to the phenomenon being studied. Data collected from interviews and non-participant observations was thematically analysed. This allowed the comparison between components of the same category and between categories to be made. Themes and categories emerge from the data through the researcher's careful examination and constant comparison (Zhang and Wildemuth, 2009).

3.9.2 Content Analysis

This study explored existing documents on counselling in secondary schools. Flick (2002) submits that in qualitative research, content analysis is one of the classical procedures of analysing textual material ranging from media to interview data. Content analysis refers to the process of organising information into categories related to the central questions of the research (Cobin and Strauss, 2008). Bezuiedenhout and Cronje (2014) submit that qualitative content analysis can be deductive where a researcher uses a conceptual framework and literature to identify the themes from the text.

In the current study, the researcher used content analysis identifying and summarising the occurrence of elements within the documents without relying on reviewed literature and the three-stage model that anchors the study. Interviewed diaries and minutes of the meetings in which teachers have documented information related to counselling were used and the content in these documents was analysed by discovering patterns, concepts, and explanations. The researcher then made interpretations with respect to the research questions.

3.10 Measures for the Trustworthiness of the Study

There is a need in research to trust the findings and authenticity of data used (Du Plooy-Cilliers et al., 2014). The following measures of trustworthiness were taken into consideration in this study; credibility, dependability, transferability and confirmability.

3.10.1 Credibility

In ensuring trustworthiness of the study, credibility is one of the significant aspects to deal with. Merriam (2009) asserts that credibility deals with the question of how the findings of the study match with reality. Graneheim and Lundman (2004) go further to state that credibility takes into consideration issues on making decision about the focus of the study, the selection of context, participants and approach to gathering data. In the current study, credibility was enhanced by thick description of the teacher-counsellors' perceptions regarding counselling skills.

Credibility also entails selection of the most appropriate method for data collection, the amount of data to be collected and that participants should accept the reported findings as their own experience (Streubert and Carpenter, 2003). The researcher in the current study did triangulate data to ensure that there is sufficient in-depth information regarding the phenomenon under study. Member checking as a strategy to enhance credibility of the research findings was done where participants were asked to review the data collected, the study findings and the researcher's interpretation of that data. This was to give participants an opportunity to inspect if the researcher's interpretation reflects their intended meanings of the phenomenon studied.

During analysis of data, the researcher made telephonic appointments and upon approval revisited the participants for clarity of some concepts. This was done to ensure that the study presents and report only the teacher-counsellors perceptions not the assumptions the researcher make. The issue of member checking in research is supported by Creswell (2014) who outlined that member checking fills up the gap from the earlier interview. Observation notes taken during interviews offered first-hand information and as such could be trusted for credibility and authentic data.

3.10.2 Dependability

Dependability refers to the extent to which the research instruments used to collect data yields to the same results on repeated trials (Shenton, 2004). The important question for qualitative researchers is whether the results are consistent with the data collected. However, Merriam (2009) is of the point that it is not possible to obtain the same research findings as the human behaviour is dynamic. As a measure of ensuring dependability, the researcher strived for the results to be consistent with the collected data.

Introduce triangulation before making this statement Triangulation used in this study ensured dependability of the research findings. Semi-structured interviews, non-participant observation and documents were methods used to obtain consistency and dependable data. Creswell (2007) asserts that qualitative researchers make use of multiple forms of data instead of relying upon a single source of data for dependability.

3.10.3 Transferability

According to DeVos et al. (2015), transferability refers to the extent to which the findings can be transferred from specific situation or case to other settings or groups. The researcher enhanced transferability by thoroughly describing the research context and assumptions which are central to the research through thick description of situation and methods. When reporting the researcher provided sufficient details and precision so as to enable readers' judgements on transferability. This is a qualitative study and as such its findings cannot be generalised instead it is up to the readers to apply the findings to their own context (Merriam, 2009).

3.10.4 Conformability

Another aspect underlying trustworthiness of the study is conformability (De Vos et al., 2015). Conformability is the degree to which the research findings are the product of the focus of the inquiry not the researcher's bias (Merriam, 2009). Conformability is evaluated on the basis that for the integrity of the research, the researcher should be able to connect the data collected, analysis process and the findings in a way that the reader can confirm the research findings (Morrow,2005). To address the issue of conformability, member-checking

was used and raw data from the field notes, documents and audio tapes were made available to the participants to inspect if the data used is the participants' own view point regarding the counselling skills. There has been transparency in the research process and the researcher's supervisor has critically read the study to ensure confirm ability. The researcher re-interviewed some participants where she did not understand when during data analysis. This was to make sure that the data analysis is done in a way that confirms the adequacy of the study's findings.

3.11 Ethical Consideration

It was necessary that the researcher in this study follows ethical considerations since it engaged use of human beings who are secondary teachers. Welman et al. (2005) outline ethical considerations to be noted by the researcher are, gaining access to field, obtaining informed consent, anonymity, and protection from harm.

3.11.1 Gaining access to the field

Gaining entry into the research setting is one of the initial steps a researcher must consider (Salkind, 2012). Cresswell (2014) stipulates that obtaining necessary permission to the research site involves writing letters. Letters were issued to principals of secondary schools to gain access to schools where selected participants work and practice counselling. This letter showed the purpose of the study and data collection strategies used in the study. Gaining entry established relationship developments in the study between the researcher. This facilitated the researcher's data collection (Marshall and Rossman, 2011). The researcher built a rapport with participants to enable data collection.

3.11.2 Informed Consent

Informed consent means that participants agree to participate in the research process without being coerced (Wagner et al., 2012).. in informed consent forms entailed identification of the researcher, purpose of the study, identification for the benefits of participating in the study, guarantee of confidentiality, assurance that the participant can withdraw at any time and provision of names of persons to contact if questions arise (Sarantakos, 2005).

The guiding principle of informed consent is an individual's personal right to agree or not to participate in a research study (Wagner et al., 2012). In the current study, participants were asked to voluntarily contribute in this study. The researcher informed possible participants that they have a right to withdraw from engaging in the study should they feel like doing so. The researcher also stated to the participants methods that would be used to collect data, the purpose and benefits of engaging into the study.

The researcher built rapport with the participants for maximum trust that is needed for obtaining in-depth and accurate data. The significance of establishing a rapport is supported by Israel and Hay (2006) who stipulate that researchers need to have a rapport with their participants so as to develop trust which will necessitate flow of rich and thick data needed for the study. Permission to tape record the interviews and the use of documents was sought for. After agreeing to participate in the study, consent forms were issued to teachers to sign as a symbol of agreement to participate in the study.

3.11.3 Confidentiality and Anonymity

Salkind (2012) states that confidentiality refers to anything learned about the participants should be held in strictest, confident, and private way. In this study, the information given by the participants would therefore be not used in anything other than the purpose of this study. Anonymity in the context of research implies that no one other than the principal investigator can match the findings of the study with the participants (Salkind, 2012). In the present study, the researcher masked names of participants by using numbers to represent their names. Rocks and soil names were used to represent the participants' schools during data analysis. Tape recorded data were destroyed upon completion of the study.

3.11.4 Protection from harm

It is understood that every researcher should protect participants from any form of harm (Creswell, 2014). Participants' harm manifests itself through inconvenient time constraints, stress resulting from discussion of sensitive topics that are emotionally charging (Wagner et al., 2012). Apprehension is posited as having the possibility to harm the participant (Wagner

et al. (2012). This is where the participants become worried about sharing the private information and are concerned that the researcher may disclose that information.

To avoid harm to participants, researcher collected data at the time convenient to the participants. Participants suggested convenient time for the interviews. The researcher emphasised that the information provided by the participants would not be disclosed for confidentiality purposes. Data analysis and reporting was carried out in a way that hid the identity of the participants and their workplaces. This protected them from discomfort, emotional stress of worrying about exposure of confidential issues they have shared with the researcher.

3.11.5 Beneficence

It is important that the researcher during the initial phase of identifying a research problem to identify a problem that will benefit individuals being studied (Punch, 2005). The study is likely to empower participants and give them self-awareness through a reflexive process that took place during interview sessions. Teacher training institutions, policy makers and MOET are likely to benefit from this study and teachers would benefit from changes that these stakeholders will bring due to the findings of this study. Any change which the study is likely to bring in the provision of counselling in schools can make teachers proud and have a sense of ownership in the new developments regarding counselling in schools.

3.12 Limitations of the Study

Limitations to the study refer to any potential threats to the study that the researcher predicts (Du-Plooy Cilliers et al., 2014). This could include scope, logistical and resource limitation to the study which could affect the validity of the study undertaken. Qualitative studies use small samples hence the results cannot be generalised to the whole population.

The study seeks secondary teachers' perceptions of their counselling skills and has potential threat of misconception. Participants confused counselling skills with psycho-social support skills or life skills. The study is only restricted to the secondary schools, not primary nor

university levels. However, it gives opportunity to readers to evaluate its findings and apply them in similar contexts.

3.13 Conclusion

This chapter outlined the research paradigm and research design which entailed research methodology employed in data collection. Different data collection methods have been discussed and justified to show how their use in this study is relevant to the research topic. Types of qualitative data collected in this research were stipulated and explained. Data processing and data analysis aspects were elaborated in this chapter. Measures of trustworthiness which shape the integrity of the study are outlined together with ethical issues that the researcher dealt with when conducting this study. Finally, potential threats to the study were discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The preceding chapter discussed research methodology employed in the current study. The current chapter deals with data presentation, analysis and interpretation, which is done in line with the research questions. Real names for participants and their schools are replaced by numbers and pseudo-names derived from names of different rocks and soils. This was done to ensure that participants and their schools remain anonymous and confidential. The next paragraph indicates the demographic profile of the participants.

4.2 Participants

Participants consisted of both males and females and each sex was represented by five participants to ensure that each sex was represented. The majority of participants, six out of ten (60%) were aged between thirty five and forty years while three out of ten (30%), were aged between twenty five to thirty years. Only one (10%) participant was aged between fifty five and sixty. This implies that counselling in schools is rendered by relatively young and energetic teachers. The presence of the participants aged between fifty five and sixty years shows that some participants are older and therefore have rich life experiences which could be beneficial when providing school counselling. The wide range of participants' age suggests that provision of counselling in secondary schools is offered by teachers of different ages.

The current study also looked at the qualifications of teachers who provide counselling in schools. Of the ten participants, two (20%) hold an Honours degree in Educational management as their highest qualifications and four (40%) hold a Bachelor's Degree in Education (B.ED). The remaining portion of four participants (40%), hold Diploma in Secondary Education obtained from Lesotho College of Education (LCE). The participants who were trained at N.U.L took one six credit hour course in psychology and counselling at second year. This course is compulsory to all students in B.Ed. Those who were trained at

L.C.E did counselling as a theme in one of the psychology courses. Two participants were further trained on counselling through workshops. The qualifications of the participants suggest that counselling in schools is offered by teachers who did counselling as a theme in a psychology course or as a semester component within a six credit hour course. It is not a fully-fledged programme. Participants who furthered their studies specialise in other areas within the education field and not in counselling.

Most of the participants, eight out of ten (80%) have between five and ten years in counseling students. Of the two remaining participants, one has been counselling students for twenty years and the other (10%) for a period of forty years. The participants' counselling experience suggests that participants selected for the current study are rightly located in terms of rich knowledge regarding provision of counselling in secondary schools. Such vast experience further implies that these participants are likely to provide reliable information on the provision of counselling in schools.

The participants engaged in the current study hold different positions in their schools. Six participants (60%) are teachers, two (20%) are Heads of Departments (HOD) and the last two (20%) are at the apex of the school management, where one participant, (10%) is a Deputy Principal and the second one (10%) occupies a principal position. This implies that the service of counselling in schools is rendered by teachers from all teaching ranks with the majority of teacher-counsellors being teachers who are not in the management positions. This helps to get information regarding provision of counselling in secondary schools from different angles of the school.

4.3 Counselling situations that call for provision of counselling in schools

To solicit information on the provision of counselling in secondary schools, participants were asked to explain situations that require teachers to provide counselling to students. It emerged that teachers provide counselling to students due to factors that originate from different contexts. These contexts are home and school related factors and students' personal factors. Each of these factors is elaborated below.

4.3.1 Home related factors

Participants constituting nine out of ten (90%) outlined that their major cause of secondary school counseling was as a result of home or family issues that become serious factors among learners while in school. It is in this background that teachers have to manage these problems through counselling. Factors that emanate from the home include orphan-hood, poverty and parents' conflicts.

4.3.1.1 Orphan-hood

It emerged from the data collected that orphaned students face a number of challenges at home. Such children are left with relatives who sometimes cannot afford to play the parenting role after the children's biological parents have died. Nine out of ten (90%) participants indicated that orphaned students living with guardians have an immense experience of stress which calls for teachers to offer counselling. For example, guardians who are trusted to take care of the orphans are not financially capable to support orphans as they too have their own children and some do not take the care of the orphans diligently. In this regard, orphans are often seen struggling to get most of the basic school needs like books and school fees. Participants indicated that as a result of orphan-hood, orphaned students are often seen miserable, look lonely and withdrawn. It is therefore understood that loss of parents exerts great pressure in the students' lives to an extent that teachers end up realising a need to assist them with counselling. Participant five put it in this manner: *"One child was orphan and was financially struggling. He had brothers whose wives couldn't allow them to help this child. The child was blaming everything for his situation, including God."*

It further emerged that it is not only loss of parents that call for counselling but even the loss of anybody close to the student. Participants explained that some children are left with relatives such as elderly people and the loss of such people poses a challenge. Participants explained that despite the fact that elderly people cannot provide much needed care but their loss makes students be under stress. It is not only loss of parents which seem to be depressing students. Participants indicate that since these people close to students are the ones they rely upon then their loss exerts stress and the academic performance is affected. Participant two explained: *"one girl was staying with the grandmother and when she lost her, it was a disaster! The girl was not concentrating in class and looked unhappy most of the*

times. The loss of anyone who is close to the student is frustrating. To emphasise this point, participant seven said: *“One form D boy was hired to herd cattle and those people, I mean the family which just volunteered to help him passed on. The boy was stressed and wanted to leave school”*.

Information collected from participants shows that bereavement in its different spheres causes students a great pain that necessitate teachers to render counselling. Six participants(60%) has however reflected that most teachers in secondary education schools are more aware of the need for counselling for students who have lost parents than those who have just lost a close relative. This is evident from participant two responses who stated loss of sibling while more participants have cited loss of parents as the situation which leads to teachers offering counselling in secondary schools. It is therefore emerging as uncommon that a student could be counselled for loss of a sibling by teachers.

4.3.1.2 Parents’ conflicts

The majority of participants, eight out of ten (80%) denoted that there are situations at home which do cause teachers to render counselling to students. Such situations include parents’ fighting, legal separation of parents, parents’ divorce and one parent abandoning the family. Participants explained that students witness domestic violence in their homes and as a result of parents’ conflicts, students’ demands are not met. This negatively affects students. Secondary school students whose families experience these situations often show signs of stress. They lose concentration in class and decline in academic performance. Teachers have to assist with counselling to stabilise these students’ life. One participant explained that: *“Parents’ fights and all the misunderstandings that happen between parents at home affect the student badly. They lose concentration during lessons, get sick, and are lonely. Some even cry in class for reasons not understood by teachers”*.

In the case of single or separated parents, participants further illuminated that students need counselling when they cannot adjust to the fact that one parent has left the family and they feel abandoned. In some cases such students find it difficult to accept their parents’ new partners. Sometimes the new partner’s abuse these students by proposing love to them. Participants denoted that students facing this situation are often seen by performance decline, loneliness and being too quiet or not happy. Participant ten has thus responded like this:

Mostly, I counsel students on the family matters, some live with guardians and have huge problems that are caused by parents" themselves. Some have single parents who have a partner who is disturbing the child and a child fails to cope with this person who is not a biological parent.

4.3.1.3 Poverty

It emerged that poverty at home is a situation that demands teachers to give counselling to students. Seven participants out of ten (70%) indicated poverty as one of the home related issues that call counselling. Students attend schools having taken no food or are without food during lunch or short break. Some of the signs that participants cited as indicators of poverty amongst students are students who have no school necessities like school uniform and looking untidy. Participants stated that students from these kinds of families have low self-esteem and mostly do not participate in school activities. In this regard participants opt to counsell these students so that they could feel worthy and motivated to join other students in both curricular and extracurricular activities. The researcher was shown documented books which showed records of teachers contributions in the form of money and clothes to provide for the orphans. Participants (60%) seemed to align poverty with factors like orphan-hood in that orphans are often subjected to poverty situation when their guardians cannot afford to financial support them. To show how poverty necessitate provision of counselling in secondary schools, participant six has responded thus: *" many students are orphans, more than half are orphans who have nothing to eat, no school fees and no uniform"*.

However, four participants (40%) highlight that poverty manifests itself even in non-orphaned families where both parents are still alive. Participants explained that they even go to an extent of buying food and clothes for these students. Participant three has rightly put it: *"It is poverty of the family, sometimes the family is not able to pay her fees"*. Looking at this response it could be realised that poverty does not affect only orphaned students, but it is an issue that cuts across all students from different family backgrounds."

Themes that have emerged under home factors have revealed that orphan-hood ranks highest among home factors that need teacher counsellors in Lesotho secondary schools to give students counselling. Whether poverty is in the orphaned or non-orphaned homes, it poses challenges that need teachers in secondary schools to provide counselling. One could

however observe that majority of teacher-counsellors are more aware of the impacts of poverty to orphaned children as compared to non –orphaned students. This could result in the situation where by non-orphaned students are sidelined in terms of assisting them with counselling when they face challenges due to poverty. The home factors that cause sufferings to students are beyond the students’ control and choice as are mostly emanating from parents’ side. Parents’ lifestyles and instabilities in the family affect students and therefore call for teachers to give counselling as the remedy to these challenges.

4.3.2 School factors

Besides home factors, participants constituting five out of ten (50%) stipulated that students have school factors which require teachers in secondary education schools to provide counselling. These factors surfacing in the school setting include poor academic performance and breach of school rules and regulations. Each of these factors is elaborated below.

4.3.2.1 Poor academic performance

With regard to poor academic performance, four participants out of ten (40%) reported poor academic performance as one of the situations which necessitate them to give counselling in secondary schools. Participants explained that they often locate decline in students’ academic performance who initially were best performers when there is difficulty in mastering some learning contents in different subjects. Participants explained that the poor performance is normally intertwined with other factors such as absenteeism or misbehaviour. Poor academic performance together with some other indicators like unsatisfying physical appearance serves as alarms for need to counselling in secondary schools. Participant one responded thus:

There can be many of situations which require me to give counselling but the most one I use is that of a child who will be struggling in class and the child was not previously struggling. It could be a problem at home or drug and alcohol abuse, peer pressure or problem with teachers. So you need to dig deep and counsel a child. You see as a counsellor, a child who is not neat, you are worried about the child and you approach the child to counsel him or her.

Participant one went further to be particularly articulate and outlined that provision of counselling is not only given to students whose previous performance was outstanding but it is also given even to the low achievers, those who struggle to grasp learning content.

Participant one said: *“Yes, I can also help a child not performing well, yes, all the time not performing well. When a child is consistently performing poorly you need to know why the child is consistently performing poorly. Every child has to improve”*.

Participant’s one response shows that school counselling is given to students of different learning capabilities. Those students who have their academic performance are helped to maintain their outstanding previous performance while the low achievers are assisted through counselling to improve on their performance.

4.3.2.2 Breach of school rules and regulations

Five participants out of ten (50%) indicated that students’ non –compliance to school rules and regulations contribute to the need for counselling in secondary education schools. Participants indicated that students’ behaviour of not complying with the school time for arrival, not keeping uniform, refusing to be punished and abusing alcohol and drugs cause teacher-counsellors to intervene. Participants denoted that, repeated breaching of school rules and refusal to take punishment creates tension between students and teachers. Teachers avoid disciplining these students and label them rebels who sometimes develop negativity about schooling and end up attending school poorly. If no one intervenes and counsels the students, such students could even end up dropping out of school. Participants indicated that they normally counsel by advising students to accept punishment and be like others at school.

Participant three responded like this: *“Sometimes students” behaviour of speaking Sesotho, late coming, not keeping uniform, absenteeism, alcohol and drug abuse cause problems that need counselling”*.

Nevertheless, two participants indicated that providing counselling is better than administering punishment. One participant explained that she relied on using punishment to solve a problem that a student was displaying but there was no change. However, opting to counselling helped her discover and understand students’ problems better. Participant seven

said: *“I found that one child doesn’t attend school well and I whipped the child several times. So when I decided not to whip that child anymore and be soft, I found deep problems, deep problems that the child is facing”*.

4.3.3 Students’ personal factors that call for counselling

Besides home and school factors, participants’ responses pointed out that, students’ personal factors require counselling. The factors emerged as challenges to students include pregnancy, students’ health status and alcohol and drug abuse.

4.3.3.1 Pregnancy

Pregnancy is among the factors that require female students to seek counselling in schools. Six participants (60%) who mentioned pregnancy as the situation necessitating teachers to render counselling explained that due to poverty of orphaned students, have romantic relationships with adults. Such romantic relationships sometimes yield to early engagement in unprotected sexual intercourse and expose students to STIs as well as premature pregnancy. The results of this teenage pregnancy are possible drop out from school. However, participants indicated that even boys who impregnated girls become depressed and stressed and are often seen not concentrating in class. Participant six explained that:

There are some serious problems. For example we have teenage pregnancy. There is this thing of „blessers“. Yes, big men fall in love with our female students and young boys here fall in love with older women. This is because they are orphans so as to fill the gap of being needy by going for „blessers“ and old women.

Participants stated that technology exposes them to pornography which in turn seduces them and these young people are unable to withstand seduction and so engage in early sexual intercourse. Participant six showed the negative impact of technology on the life of students in this manner:

“These students don’t listen. Their performance is also low. They are always on cell phones where they text and exchange love messages. This makes it possible for them to enjoy love affairs than schooling. They imitate what they see on pornography movies”.

Social media has a significant role in motivating unwanted behaviour amongst students and it seems to be an issue for students from better financial background. Participant six responses regarding teenage pregnancy reflects that teenage pregnancy it is viewed as a challenge students do face because of them misbehaving for participants outlined that they do not listen when they rebuke their misconduct of being on full use of cellphones which expose them to pornography.

4.3.3.2 Students’ health status

One of the situations that require teachers in secondary school to offer counselling is students’ health status. Five participants out of ten (50%) outlined that secondary school students become stressed due to their health status. Participants stated that health related issues such as HIV/AIDS, sugar diabetic, STIs bother students greatly, and they miss classes for check-ups. Participants reported that students whose health status require them miss classes are often reluctant to come out and open up to teachers. Participants explained that with regard to the above situation these students often become embarrassed when they are questioned of their poor attendance of lessons. Students experiencing these challenges are stressed when they feel like they are not like others. It is in cases like this one in which teacher-counsellors indicated that they intervene to support the student to be free and accept his or her health status. Participant five acknowledged:

“Our students suffer a lot from stress due to HIV/AIDS, STIs or sugar diabetic. Most of the times they don’t want to talk to anybody about anything and when we teachers see them, we realise they are not happy”.

It is with situations like this, that it becomes easy for the students to develop negative attitude towards schooling and life. In this case teacher-counsellors are therefore needed to intervene with counselling to help address this problem which could possibly develop into other problems like dropping out of school if not dealt with.

4.3.3.3 Alcohol and drug abuse

Of the ten participants, six participants (60%) indicated that secondary students are engaged in alcohol and drug abuse. Participants indicated that students in secondary especially those that live in rented houses and those whose parents have left them with relatives or helpers, are mostly caught in groups engaged in alcohol and drug abuse. Participants also that some of those rented houses do not have adults who could still parent the students like their own biological parents would do. Students are explained to be buying alcohol and drugs and use them freely in those rented houses. Participant eight said: *“most of our students are staying because we do not have boarding facility. In these rented houses, they put drugs and buy alcohol to use at any time as their parents are far from here”*.

Alcohol and drug abusers are said to be involved in different practices that are contrary to the school system. Students who use abuse alcohol and drugs do not attend classes, bully others and are misbehaving in many aspects of the school. Alcohol and drug abuse in secondary schools is mostly associated with peer pressure because such students take alcohol and drugs with friends from the same school. Participant reiterated that:

more often than not, we get students from their hiding places. Students especially boys, drinking or smoking during lunch, short break and school trips. When one looks at the groups of students who are heavily engaged in drinking beer and using marijuana and others drugs, one realises that same group that is stubborn and misbehaving at school.

However, participants differ regarding the prevalence of alcohol and drug abuse among boys and girls. Four participants from schools that are situated in Maseru urban areas explained the challenge as recognised from male and female students alike. However, two teacher-counsellors from rural areas schools observed the problem of alcohol and drug abuse as more common in male students. Participant nine said the following to show that alcohol and drug abuse is not gender selective: *“our students are using alcohol and drugs and this problem*

here makes them to be unruly and dodge classes. Boys and girls are alike. We have lots and lots of disciplinary cases on this issue”.

The researcher was shown a disciplinary book in Moralla’s High school. The disciplinary book is a notebook where all the disciplinary cases are recorded. The entries in the disciplinary book consisted of alcohol and drug abuse, dodging classes and general acts of misbehaviour.

4.4 Counselling strategies use in secondary schools

After getting situations which necessitate teachers in secondary schools to render counselling to students, participants were asked to explain counselling strategies that they employ when they counsel students with different problems. Thereafter, participants were asked to evaluate the effectiveness of the counselling strategies they use to counsel students. Participants differ in their counselling strategies and the following themes emerged: one on one and group counselling strategies. Other themes which emerged include, use of self-disclosure, role play and poems recitation, and use of counselling theories. Few participants (20%) submitted that they do not know what counselling strategies are. Each theme is elaborated below.

4.4.1 One on one counselling strategy

Of the ten participants, nine (90%) submitted that they engage students one on one counselling strategy. Participants explained that if there is a student they have identified to be facing challenges; they approach the student so that they could offer counselling to the student on individually basis. Participants explained that they ensure that counselling occurs in a comfortable place by carrying out counselling where other students and teachers may not easily realise that a student has come for counselling. According to participants, setting an atmosphere also entails moving from teacher’s shell to parent’s status to ensure that students who have come for counselling trust them and are free to talk during counselling session.

Participants outlined that they then delve into the learner’s problem. The ways in which they delve into the problem include listening attentively and being patient to understand what the student-counselee has to say is their problem in the counselling session. Participants (60%) Some participants explained that listening in counselling which entails attentively keeping

eye contact and avoiding distraction during counselling sessions. For keeping eye contact participant ten said: *"I prefer eye contact to see how he feels so that I can fit well in his situation. I don't like even to use my phone during the counselling session."* Participant nine went further to give reasons why counsellor should take heed to listen to their clients and said: *"I must listen to understand what the learner says so that I could attend to him/her well."*

Patience was outlined by participants as important in listening attentively to the student-counselee. Participants viewed counsellors' ability to be patient to the student-counselee as crucial at this time so that investigating into the student's problem could be easy. Participant eight said: *"In most cases I move away from teacher's status so that the child opens up. I talk as a parent so that the child could be free to talk and ask for any help"*.

It further emerged that when teacher-counsellors use one on one counselling strategy, they let the students discover problems and find solutions themselves. They do not tell students where problem lies in their situations and what to do to solve that problem. Participants outlined that this strategy make them engage in deep questioning by asking questions that seek clarity. Participants agree that questioning should be done in counsell and it includes: reciprocal questioning in that students are also given time to ask about anything during counselling session and teacher-counsellor asks student-counselee questions to seek clarity.

Participants have divergent views in as far as the use of questioning in the interaction of the counsellor and client during counselling session. Three participants (30%) are of the opinion that teacher-counsellors should not question students in a way that a counselling session turns into an interview. Participant one said: *"as we speak in the counselling session, I ask students questions but not in a way that will make the child feel like he or she is being interviewed"*. Participant ten said the following to support the idea of asking question in way like it is in an interview: *"I just interview my students to get answers to questions that I must understand"*. Other participants (60%) hold the perception that students should be interviewed, that is, student-counselees should be asked questions without taking into account the manner in which the questions are asked.

Participants further explained that after the student has opened up, they finally show them consequences of the situation the student is facing, the bad side and good side of the situation.

This, according to the participants is to communicate reality of the situation to the student-counselees and grant them an opportunity to see which option they take to solve the problem at hand. In cases where the situation is too overwhelming, participants explained that they counsell students by telling them to positively look into the matter even if it is giving them challenges they feel overwhelmed with. Participant submitted that they tell students that they are not the only ones facing the same problem. Participant three said: *“I lay down the consequences, let the child discover the pros and cons of the situation he or she is having and show the child which one is harmful for his or her life”*. Five participants (50%) advise student-counselees on how to deal with the problem.

Lastly, participants explained that they make follow ups on what they have talked about and agreed upon during counselling session. Participants explained that at any time if they see the student-counselee they have helped, they ask the student to evaluate the progress made on things agreed upon in the counselling session. One participant gave an example of a scenario where she had counselled a student engaged in smoking, the teacher-participant acknowledged that she makes follow ups in a form of questioning the student to say how far he was in relation to the habit of smoking.

Another participant went further to explain that he makes follow ups by asking teachers to assess the class attendance of a particular counselees who was stressed and was therefore not attending classes. Participant nine explained that: *“After counselling, the child will come back to say I no longer smoke because of the things we have talked about. But I will still follow up by asking the child if he/she is still on those things we would have agreed upon to be solution”*.

When asked about the effectiveness of this strategy of one-on-one strategy, participants indicated change of attitude and behaviour as the signs of its effectiveness. The students who were misbehaving and those who had negative attitude about certain things at home or in life in general, participants stated that they notice positive change in them. However, participants explained that sometimes they are not satisfied with the changes brought about by counselling when students give them feedback. Teachers seem to be expecting more than what they get when students reports after counselling. Two participants out ten (20%) remarked that counselling yields to positive feedback in controlling discipline of rebellious students. There are some positive results like when students themselves could observe a

change in their lives. However, according to teachers, there are some negatives that teachers don't expect to get after using this strategy such as delay in acceptance and behavioural and attitude change. Participant one responded as thus:

The child will come back to say: "Sir you remember when you talked to me and taught me this and that. I think I have done this and I think it works because I have stopped smoking or I now like school." However, most of the time it is not the feedback I need. I would be anticipating a quick behavioural change and acceptance of some things such as accepting that their families are poor and that parents could fight at home.

4.4.1.1 Improvement in academic performance

Four participants (40%) asserted that students' academic performance increases to show efficiency of one on one strategy. Participants explained that if student-counselees have been counselled, they improve on their concentration and class attendance. As a result, tests or exam marks improve after counselling. Participant eight responded thus to show that counselling in school yields to improvement in academic performances, *"Her academic performance improved as a result of me offering counselling. I motivated her to study and work hard so that she could pass exams"*.

4.4.1.2 Re-enrolling students

Participants explained that different problems which students face can make them develop negative attitude about schooling and drop out of school. Four participants (40%) gauged the effectiveness of letting student-client discover problems, by an incidence where students who had dropped out of school re-enrolled. Participants outlined that they normally visit student homes or summon them to school or somewhere they could meet and talk to these students to show them the importance of education, the value of having encountered challenges in life and the significance of having them back at school. Participant three has responded thus: *"To those who did not like school begin to see the importance of schooling after counselling and then re-enroll"*.

Still on the counselling strategy of one on one one, one participant (10%) outlined that when they let students discover problems and find solutions by themselves, students sometimes become rebellious and instead of seeing counsellor as a helper, they view the counsellor as the enemy and do not open up. According to the participants, not opening up during counselling session is one sign of them showing no corporation to the counsel.

When asked to explain how the participants counsel students one on one and let them into discovering problems by themselves, participants seem to be giving responses that show conditions set before the actual counselling commences. They do not necessarily stipulating ways employed by the teacher-counsellor. For instance, participants submit that they firstly organize conducive platform for counselling.

4.4.2 Group counselling strategy

With regard to group counselling, four out of ten participants (40%) stated that they counsel students with similar problems in groups. Such problems according to participants include alcohol and drug abuse, dodging classes and misconduct. Participants submitted that they do group counselling in the class or at the assembly. Participants explained that they normally talk to give advices to the groups regarding the serious problem observed to be challenging students. Participant six has said, *“I use to counsell them in the assembly. When we have a serious problem like alcohol and drug abuse, I counsell them in the class and in groups. I tell them how offensive and bad it is for them to dodge classes if it is a group that misses classes”*

It seems during one-on-one and group counselling sessions, teachers employ analogous methods to address the problems students face: providing them with information that highlights problems of students“ various situations. However even though they have stated that they do not discover problems for students, in practice it appears they let them discover for themselves. One could still observe that they do contribute a lot towards the selection of such solutions when they show students which side of the consequences they should take.

Another way in which effectiveness of one on one strategy which let students discover problem is observed when students improve socialization. As per perception of participants, students begin to warm up and start to do various activities that engage interaction with other

children like playing. Teachers carrying out counselling task in schools were asked about problems which lead them into counselling students, they had stipulated that there are students who would not associate with other students due to problems that they will be facing. Referring to the same problems, participants acknowledged that after counselling the students, there are indicators of improving interaction by the students. Participants submitted that during counselling sessions, students are encouraged to mingle with other children at home and school to ease the stress, refrain from pondering on their problems and to accept oneself and be accepted by others. This implies that letting students discover problem and find solution do yield to positive feedback. Participant two said:

I think they are very efficient although success is not found in a day or two. I think they are ninety percent working. The results are observable behavioural change like acceptance, fitting in well in the student body. Sometimes when these people when they have huge problem isolate themselves but after counselling they mingle with other students. Even if it is after a month I would have done my work.

4.4.3 Use of self-disclosure

Participant explained they use self-disclosure as a counselling strategy. Participants submitted that in most cases, situations that student bring in counselling seem familiar with their own life experiences or is similar to that of people they know in life. In this case, participants explained that students are also given scenarios similar to theirs in order to help them see that what they face as the challenge is not new and unmanageable. Use of self-disclosure is also believed to be making students to open up. What this implies is that, for some participants students' use of self-disclosure enhances students' openness. Participant ten said:

I tell student that she or he is not the only one who has ever experienced the problem he/she has, I also passed through the same situation. Then, I relate my stories, experience or of someone else's. it could be another student I once helped, who had similar experience. Then after this, you will see a child opening up.

Nonetheless, as far as self-disclosure is concerned, teacher counselors use diverse approaches. (20%) do not prefer sharing their experiences when they counsel students even if those problems are similar to those that the students are facing. Such participants regard self-disclosure as inappropriate to use in counselling for it hinders the teacher-counsellor from concentrating on counselling students. Participants viewed self-disclosure as a form of interruption by counsellors when venting their own stories at the time when the concentration and attention should be on the student's problem. Participant four explaining why there is disregard in use of self-disclosure: *"We were taught to listen to our clients. Counsellors do not have to tell the clients their own problems, this is not their platform. They have to help the client find the solution. The client has come to them to seek solution."*

Those who explained that they use self-disclosure were asked to assess its effectiveness. Participants explained that self-disclosure enhances free communication and atmosphere of trust during counselling session. Participant ten said: *"After I have told the student who came for counselling my stories which is similar to hers or his, I always see the student becoming relaxed to talk"*.

4.4.4 Role play and poem recitation

Few participants (10%) did outline that they use role plays and poems to counsel students. The use of role play includes; drama where students play roles related to their situations or poems recitation in schools" drama groups that are found in. This participant outlined that after realising that there is a general problem which poses a threat or at crucial times like exam periods, the participant normally comes up with a story for drama group to act at the assembly as a way of counselling. Using role plays and poems in counselling seem to employ it for helping group of people. Participant four responded thus:

I use drama, when students have similar problems I group them and draft a piece of play for them to play at the assembly. Such drama shows the problems student face and the way they can solve them. Besides this, I normally ask some students to say poems that help heal others from their problems at assembly.

When asked about the effectiveness of use of role play and poems recitation strategy, participant four responded that it is sometimes effective. Its effectiveness is measured where students enjoy watching and as such the message portrayed by the role plays is able to be

absorbed by the students. Participants explained that it is easy to use role plays. Use of role play does not yield to success in students who do not like or have no interest in role play and poems and so make noise at the assembly where they are played.

4.4.5 Use of counselling theories

One out of ten (10%) cited use of the counselling theories as the strategy to counsel students. When elaborating on how the counselling theories are used to counsel students, participant outlined that, a certain that has been learned at NUL, is recalled and some aspects of the theory which relate to the situation of the student-counselee are applied. Of the counselling theories mentioned in this case is the theory of Sigmund Freud and Pavlov's theories. Participant four of Selokoe High School responded thus: *"I use counselling theories to counsel my students. Sometimes their cases make me think of the counselling theories that I could use so that I could solve the student problem easily"*.

Participant submitted that those aspects of theories do help in dealing with the student problems is made. Participant four said:

"Freud's theory helped me to understand that every child behaves in a particular way when she or he is in a certain stage of development. With Pavlov's theory I am able to help students change their unwanted behaviour."

When asked about the effectiveness of use of counselling theories, participant four responded that it is effective because it helps in understanding and tolerating the different characters of students. Participant four responded thus to show the effectiveness of counselling theories in counselling, *"The theories help me understand how a teenager behaves"*.

4.4.6 Not Conversant with counselling strategies

Majority of participants tabled different ways in which they counsel students but only three participants outlined that they do not know counselling strategies as they counsel students without considering the counselling techniques in which to approach their problems. Participants indicated that they only focus on changing the student negative thinking and attitude towards problems and speak to comfort students in their problematic situations without necessarily taking heed that there are strategies to be used. Participant six said,

“errrrrrrrr..... this counselling methods I don’t know”. To emphasise how the changing students’ negative thinking to problems approach is effective, participant five explained:

I don’t think I have counselling methods, I just talk about....yeah.... just talk without using any particular counselling technique. I just talk to say, we don’t see things the way they are but we see things the way we want. I talk to them, I tell them that it is not what is happening that is a problem or what we see but the way we think about problem. We can change the way we see things. We can see life in a better way if we can change the way we think.

When asked about the effectiveness of the approach of changing students’ negative thinking. Participant five explained this strategy as highly effective for it causes students to reduce negativity when they solve problems. It seems for this participant, when students have changed the negative approach towards problems they are able to withstand challenges which they would not handle before. In addition to the responses the researcher got from the interviews, participants were asked to provide any document which shows the counselling strategies they use. There were no documents related to the counselling strategies as participants explained that writing them down would break confidentiality should anyone else get hold of the documents they use.

4.5 Counselling ethics

Teachers were further asked to explain the counselling ethics that they consider in counselling students. Confidentiality, establishing a relationship, empathy, keeping professionalism, providing respect, not judging students and reaching a targeted goal emerged as the counselling ethics that teacher counsellors abide by. Confidentiality ethic theme is elaborated in the following paragraph. The following paragraphs highlight these ethical considerations.

4.5.1 Keeping confidentiality

The majority of participants, seven out of ten (70%) said that confidentiality is one of the ethics they adhere to when they counsel students. To ensure confidentiality participants stated that they do not share what the student said with other people. Six participants (60%) said

that they communicate confidentiality to students at the end of the counselling session. On the other hand, one participant (10%) indicated that counsellee's right of confidentiality is spelt out from the onset of the counselling session.

Participants who claimed to be observing confidentiality explained that even though they would have assured students that they will keep confidentiality; there are cases when they have to tell other people. The situations which could lead to teacher counsellors sharing student-counselee private information are those that relate to the health and safety of the student. Those people whom the participants have stated as having chances to be given the private information shared between the student counselee and the teacher counsellor include, the student's parents or guardians, relatives, chief and policemen. Some participants said they seek students' approval before involving someone else while some do not. Participant one being one of those who seek the students' approval acknowledged that:

Sometimes when I can't solve the problem or am being ineffective or the problem is too serious, I meet with the principal or talk to the parent. Not that I am not observing confidentiality but sometimes it is necessary to break confidentiality. I have to make the learner aware so that the learner will not be surprised.

Another way in which confidentiality could be broken is when a teacher-counsellor after discovering that a student is having a romantic relationship with adult men, calls the policemen to expose the "blesser".

From participant's one response above one realises that participants do break the principle of confidentiality in situations that participants perceive as above their counselling capacity. It appears that parents, school principals and teacher counsellor colleagues are among people involved in these situations. However, parents and school principals are the most people consulted. A small number of participants (10%), which is one participant out of ten, explained confidentiality as the counselling strategy while majority explained it as a counselling ethic.

4.5.2 Establishing good relationship between

Majority of participants, six out of ten (60%) stipulated that among the ethics they adhere to when counselling students is ensuring establishment of a good counselling relationship. In

establishing a counselling relationship, participants acknowledged that they make it a point that where they counsell students, is a place where student-counselee feel comfortable place. Participant five has said, *"I also try to make sure that the person who have come for counselling I have prepared him or her person to be free."*

They also build a rapport between them and students who have come for counselling by ironing out any in differences which existed before so that students feel at liberty to talk. This reflects teachers' understanding of the need for counselling to occur between people with common understanding and willingness to tackle the emerging challenge together. Participant ten outlined that she solves previous conflicts that exist between her and student-counselees before counselling commence.

According to participants' response, establishing a good counselling relationship entails setting a goal which the student-counselee should achieve. Among the targeted goals is change in bad behaviour and attitude. Self-acceptance and improvement in academic are also some of the desired outcomes targeted in counselling.

counselling. Participant five has put it, *"I want to help this child reach a certain target in his /her life even if it is painful situation that the child is facing."* It is worth noting that, some changes that are brought about by counselling could not be achievable within a specified time. Some changes like improvement in academic performance could be observable by the teacher counsellor while some like feeling accepted could not be easily recognised.

4.5.3 Empathy

It further emerged that empathy is one of the counselling ethics teacher-counsellors adhere to. Six participants (60%) stated that when students face challenging situations that need counselling intervention, they do not only look at the problem at face value, but they attend and provide solutions. The participants explained that as a way of showing empathy they even provide schooling needs such as stationery, uniform and financial support. It also emerged that catering for material needs like clothing are amongst the ways in which participants explain as attempts they make to show empathy. Participant eight said, *"Ok... for counselling ethics...I.....don't symphathesize but I emphathise. I put myself in the student's shoes and try to give her possible ways of dealing with his or her problem."* It

seems in counselling students, teachers' understanding of empathy lies within their ability to provide guidance and material needs for students.

The researcher was further shown books denoting records of collection of monies and material needs like sanitary pads, clothes to support students with problems. However, only the material needs given to the students were stipulated but no traces of counselling support were observed. Some participants further explained that although they empathise, they also stick to professionalism. Participants' concept of keeping professionalism in counselling means timing the counselling sessions and bearing in mind to be a teacher, an adult with a helping hand who does not to judge students' counselees but respect them. Participant one said: *"when counselling students, be a teacher still, do not be too playful, do not be too serious."*

From participant's response regarding professionalism in school counselling one could see that teachers perceive balancing between being an authoritarian and a counsellor during counselling as vital. Perhaps this could be because teachers appear as authoritarians in the class but at the same time have to be more democratic during counselling. All in all it could be realised that professionalism by teacher-counsellors entails making the child feel relaxed while at the same time making the student-counselees understand knowing that what they are discussing is not a small matter.

4.5.4 Not judging student-counselees

Another counselling ethic as per participants' responses is not judging student-counselee because of their situations which make them seek counselling. Participant two said: *"I should not label them as inferior or needy because they have come for help"*.

Themes emerging data indicated that confidentiality ranks higher in counselling ethics. It has been noted that teachers misunderstand counselling ethics with conditions necessary for counselling. Such conditions include setting a conducive platform. It has also been noticed that teacher counsellors also confuse counselling skills with counselling ethics. This is evident where they list listening skills as one of the counselling principles. Ideal features for

school counselling and a school counsellor have also appeared to be mentioned by some participants as counselling ethics.

4.6 Challenges teachers face in counselling students

All participants explained that their role of providing counselling in secondary schools faces various problems. From the participants' responses, challenges teacher-counsellors face could be associated with students, teachers, parents, the nature of the problems students bring in counselling as well as teacher -counsellors inability to provide effective counselling.

4.6.1 Challenges associated with students

It emerged from participants' interviews that students have a significance contribution in causing challenges in the provision of counselling in secondary schools. Seven participants out of ten (70%) stipulated that in as much as they dedicate time to counsel students in secondary schools but there are setbacks in their provision of counselling when students do not open up because they do not trust them. Participants indicated that when they approach students who look like they have problems, such students do not open up and if they do talk they do not give detailed information surrounding their situation. Another way in which students' attitude becomes a barrier as per perception of teacher-counsellors is when they lie during counselling session and repeat the same mistakes after counselling session irrespective of the agreement made of changing behaviour. Participant three explained:

sometimes it is the attitude of the child, sometimes you as the counsellor suspects that a has a child problem and go on to face the problem head on by counselling but the child doesn't trust you. There is no mutual willingness; the child gives you short answers.

Participants earlier indicated that they establish a counselling relationship before starting to assist students with counselling so as to make them be free but it seems from the above

responses there are still cases where students do not open up to teacher-counsellors during counselling session . It seems also that teacher-counsellors view students' openness as a sign of students' trust them.

When asked how the students negatively affect them in counselling, participants expressed that they do become hurt especially when they would have left their teaching work to counsell students. Participant four said:

Yeah, sometimes I feel like giving up, I feel fed up. You become fed up when you have put your lessons and things aside to help children but being a parent you become healed and help again. So you think about the child's parent you put yourself in the parent's shoes".

Counselling in schools seems to be a voluntary task not an obligation. Teachers do it out of their free will. Such teachers still have to do all their assigned duties. Participant five submitted: *"Here am a teacher not a counsellor, so if people hurt you because of counselling, it is not fair"*.

4.6.2 Challenges caused by the teaching staff

Besides students, participants asserted that their colleagues are threats to the provision of counselling. Six participants out of ten (60%) stated that teacher counsellors are not trusted by their colleagues and that their colleagues do not cooperate or give necessary support. These challenges are detailed below.

4.6.2.1 Lack of trust

Six out of ten (60%) revealed that their fellow colleagues do not trust them. They explained that male teacher-counsellors are viewed to be establishing intimate relationships when they assist female students. Participants explained that being seen with female student-counselees makes other teachers to label male teacher-counsellors as having romantic relationships with the school children. Participant one of Lesehloa High School rightly put it:

A lot of problemssometimes other students are females and when some people especially colleagues I see me standing with them they think of something about me. Like am proposing love to the young girl that I spent time with them. People never know what you are doing until they see it (voice raised up to emphasise how much this hurt them). Yes, until they see the counselling effort you have applied to save the child.

The other way in which colleagues in the staff room are said to be making counselling difficult for teacher-counsellors is when they ill-talk about teacher-counsellors because they view them as influencers of students' ill-discipline. Participants explained this situation of being ill talking by referring to when teacher-counsellors attempt to give factors which may be contributing towards a particular students' misbehaviour. Participant four said:

sometimes, it hurts when you see a child being crucified at the expense of things this child cannot control. A child arrives late to school because she takes care of her sick mother and it hurts to tell teachers the reason why this child is always late. Teachers do not keep secrets in the staff room but as a counsellor you will have to tell them so that they understand why the child is always late. But it hurts for other teachers won't believe you.

One participant was elaborative on the reason why some teachers do not understand the counselling role played by teacher-counsellors. Participant four explained that due to the fact that some of the teachers approach students' problems differently from other teachers. For instance, participants stipulated that, other teachers question the student with problems in the staff room where everybody else has a contribution to ask the threatened student questions. Other teachers, especially the teacher-counsellors normally take the student to a private place in order to get the student's say his or her side of story. In this manner, the teacher-counsellors are the one who normally attain to get to the deepest magnitude of the problem unlike those who question the student in the staff room. Then, the teacher-counsellors are not believed to be telling truth if they plead students to be excused from punishments.

It is clear from the participant response that this participant uses different approaches from what other teachers are using to attend students' problems. This makes students to feel free and confine in those teachers who them. It appears that these other teachers who students

confine in them and tell them their private information are taken by other teachers as backing up students" **anti-social** behaviour. Participant four explained that:

It's the attitude.....ermmmmm. The attitude from my colleagues they feel like think am sidelining them. It is as if am thinking am better than them when it comes to counselling. They give basics but I go dig deeper to counsel a learner for some days. It is as if I know better than as students always come to me for counselling .They feel free and tell the truth to me whereas to other teachers a child would have not elaborated in details what is his problem.

From participant four view point, this is caused by different approach to counselling that teachers use and lack of follow ups by some teachers when they counsel students. This implies that the manner in which teacher counsellor renders counselling to students in secondary schools, bears a significant impact on the students" willingness to opening up.

4.6.3 Parents' involvement

Besides students and staff, it emerged from participants (50%) that parents contribute to challenges that teacher-counsellors face when they provide counselling in secondary schools. Some parents are explained by participants as not appreciating the counselling intervention in the lives of the students because they perceive it as exposing their family issues. Participant one put it like this: *"Sometimes parents, when they realise you are helping the child they don't like it, they view you as someone who likes to interfere in their family matters especially when the problem concerns parents" fighting or separation."*

The other way in which parents are said to be giving teacher counsellor unsupportive attitude is when their ways of disciplining the students is different from the way the teacher-counsellor consider to be better in dealing with students" problems. In this situation, participants expressed that students get confused and the teacher-students counselling relationship gets affected as the child"s trust tears between the two people in his or her life. Participant three of Moremaphofu put it, *"Actually you are offering counselling to somebody who is receiving advice from parents whose way of looking at things differ with the teacher at school. So as a teacher you are trying to counsel this person and there are array of systems which conflict, and sometimes students end up not knowing which side to trust and*

listen to". Participant went further to elaborate how the parents' attitudes affect them in their provision of counselling. According to participants, parents' attitudes hurt and demotivate them to persist counselling children at school.

4.6.4 Inadequate facilities

Participants articulated that lack of facilities like counselling room, time and funds hinder their rendering of counselling in secondary schools. Participants asserted that more of the teaching time is consumed by counselling because counselling is not catered for in the school time table so the time allocated for teaching is sometimes used for counselling. Participant six emphasised that counselling given in secondary schools is inadequate because it is given haphazardly, it is not allocated in the school time table. The researcher was shown the school master time table and the teacher-counsellors' time table and observed that there is no time allocated for counselling in secondary schools. On the master time table, the researcher observed that at least extramural activities were catered. Participant six put it this way: *"I include a little bit of counselling during my teaching but it is little"*. This implies that time teacher-counsellors use for counselling is inadequate.

However, other participants indicated that sometimes they have to stop counselling students for the sake of avoiding to swap teaching time for counselling. Participant nine said: *"Counselling students, affects my normal teaching, I have to ignore the learner who has come for counselling because it would be teaching time. Again I spent more time looking for a space where I could carry out counselling"*.

While other participants' response showed that they ignore attending to students through counselling due to limited time, some hold the perception that counselling should be rendered timeously and continuously. Participant five put it:

"errrr..., the most problem ,the most errrrr.... Challenge (pause) Counselling is like food given to the person. It should be given on a regular basis. If not given at the right time the person's life could at risk". Counselling appears to be inconsistently provided due to the challenge of if the aim is to assist students in their well-being.

Lack of counselling space emerged as another challenge that teacher-counsellors face. Participants, (90%) explained that there are no rooms set aside for counselling in secondary

schools. Participants explained that they use libraries, computer rooms and deputy principal“ offices to counsel students and sometimes such rooms are occupied. Participant ten said: *“There is no room for counselling except that I use library, science and computer labs or deputy principal office. I normally use these rooms but they are of no use sometimes when they are busy. Again, they are dark, have cracks and are not sound proofed”*.

Besides the above challenges that are aligned to lack of counselling room facility, participants explained it as a contributing factor to conflicts among teacher-counsellors and their colleagues. Participants outlined that due to lack rooms allocated to use for counselling in schools, participants said they use those that have been purposely set for a particular subject or task, so conflicts arise when there is misunderstanding on the use of these rooms for counselling. Participant four said, *“I always clash with someone concerning her office sometimes she locks it”*.

The third way in which provision of counselling is facing challenges is through lack of financial support. One participant (10%) indicated that there are times when counselling files have to be made and there are no funds budgeted for such service. Participant explained that this goes to an extent that money from own pocket has to be used for purchasing files. Participant six said: *“There are times when I have to take my money to do files for the children. I do filing in counselling to help me refer to the approaches I use to solve previous problems”*.

4.6.5 Handling sensitive issues

Participants outlined that the nature of problems students bring in counselling do challenge them. Participants acknowledged that they find it difficult to counsel students who encounters problems of abuse by teachers or parents or anything that concerns a relative to the student-counselee. The other issue which participants is when a student has witnessed domestic violence in the family. Participant six said: *“Handling learners” problems when they are proposed by teachers, the other is when the relative abuse the child, for instance one was sexually abused by uncle”*.

When asked how these affect them in their counselling service, participants expressed that they feel useless and feel like giving up when some problems students bring are beyond their

counselling capacity. Participant eight has said: *“You don’t get happy when you don’t get to the bottom of what you want to help the learner”*.

In general, when one looks at the above responses, one could notice that teacher counsellors become overwhelmed to handle sensitive issues that occur at students’ immediate micro systems, home and school. Perhaps this is because the home and school form the society system which the teacher- counsellor is also a member of so it might not be easy to confront teachers or parents. Again, it could be observed that teacher-counsellors do not however feel satisfied when they are not able to get to the root of the problem, they feel unhappy and useless.

4.6.6 Being emotionally charged

Participants mentioned that besides problems occurring from students, parents and colleagues, they also face challenges that are caused by their inability to manage stress caused by problems students bring in the counselling room. Participants expressed that they become stressed and get sick due to the problems that students share with them in counselling. Some participants were articulate enough to say they become emotionally charged with the students say in counselling when what the student is having is similar to what the counselor once experienced. Participant two has said: *“Sometimes you get emotionally attached especially if a learner is bringing on something that you have experience of. Sometimes our roads of life overlap as human beings”*.

From the above response one could get that problems that students brings into counselling relationship end up causing stress to teachers especially when the problem is similar to the one teacher once had in his or her lifetime. Participants were further asked how being emotionally charged affects them in their rendering of counselling. Participants explained that teacher counsellor who is emotionally affected is not able to do listening that is required in counselling. Participant two said: *“Once you have been emotionally attached, you won’t be able to render necessary listening.”*

Data emerging from this theme show that teacher counsellors in secondary schools encounter a number of challenges. Problems posed by students through their attitude ranks high followed by challenges from staff. Parents’ attitude, sensitive issues and inadequate

counselling facilities are among the challenges teacher counsellor encounter. It has also emerged that teacher-counsellor inability to disassociate emotionally from the student counselee problem also pose problem. The presence of these challenges communicates the need to address them as they affect teachers negatively in their provision of counselling.

4.7 Ways used by teachers-counsellors to address the challenges they encounter

With regard to how teachers address the challenges they face when providing counselling in secondary schools, the following themes emerged, seeking alternative space for counselling, integrating counselling in teaching, parents' orientation, sharing with people, getting management support and ignoring counselling students. The following paragraphs elaborate each of the themes.

4.7.1 Seeking alternative space for counselling

In averting the problem of lack of counselling rooms in secondary schools, the majority of six participants (60%) articulated that they seek for alternative space where they could do counselling. This involves use of science laboratories, library or some offices owned by management. The researcher realised that rooms in four of the schools which the teacher counsellors described as the alternative spaces they use for counselling were dark with walls broken and too open hence no confidentiality could be observed in such rooms. Participant ten expressed,

“for space I use computer lab but it is not efficient because if computer lessons have to resume I move out to counsel learners in an open space where we lose concentration., we look at people passing by and forget that we are in the counselling session.”

Participant ten alluded that sometimes it is not possible to use libraries and labs when they are being engaged in their main purposes. Participants stated that because there is no space set aside for counselling service at school, they use their own cars at lunch time to counsel students. Participant nine said: “Sometimes, I use my car as the counselling room because a

learner would be coming crying and wants me to counsel her. We do not have a counselling room here, some offices or the library would be in use, then I opt for my car”.

The participants responses and the observation made by the researcher stand to say, provision of counselling in secondary schools is inappropriately given looking at the locations in which it is done.

4.7.2 Integrating counselling into other school activities

The other way in which teacher counsellors address problems they face in counselling is by integrating counselling in teaching and in other activities” such as lunch. Six out of ten participants (60%) expressed that they integrate counselling in teaching time. During class lessons, participants counsell students. Integrating counselling according to participants, instead of teaching subject content, teachers counsel learners at one on one basis should there be an urgent case. The other way of intergrating counselling as per participants” responses is when a teacher-counsellor take the opportunity of the subject content which deals with problems that students face and right in the class address students problem in a counselling way. Participant five emphasised: *“Sometimes I counselling in my teaching because if in the subject, I teach I talk elements of counselling to address students” problems. Part of my time is used for counselling and other for teaching”*.

4.7.3 Parents’ orientation

Concerning problems that emanate from parents” attitudes, participants elaborated that parents are given orientation on the importance of counselling and the role of teachers in the life of students. The orientation usually takes place in parents meetings. As put by participant three: *“during parents” meetings, parents are told that they should remember to trust us with their kids, they should allow us to talk to the students and show them the way”*.

4.7.4 Share with other people

Seven participants (70%) outlined that to address problems they meet in their rendering of counselling services like handling sensitive issues and being overwhelmed by emotionally charging matters they share student”s information with other people. According to the

participants, people who could be given private information of the student-counselee are student-counselee's parents or guardians chief and policemen. Participants explained that they do this in cases in which they feel overwhelmed and touched emotionally by what the student's private matter.

One was more articulate to explain that she share student-counselee private information with the other teacher-counsellors as a way to ease stress and to get techniques of dealing with the student-counselee's matter at hand. Some participants stated they still observe confidentiality even if they have to share students' secrets with other people as they do not disclose real names of the student-counselee. Participant six said: *"I talk to other people about the situations but I don't tell the exact names of the child involved in the situation"*.

Other participants submitted that they use sharing with another as a threat to students in order to make them tell the truth and open up. Participants use sharing student counselee information as a way to dealing with the student problem for the benefit of that student. Participant eight has said, *"I overcome lack of openness and being by telling them that if there is anything that needs us to see the third person we have to do, if you tell the truth no problem will need us see the third person"*.

4.7.5 Management support

Participants have acknowledged that the support she gets from the management helps her in addressing the problems she encounters in her counselling task. Participant four acknowledged: *"In other spheres I am fine, the principal supports m."* In further stating how she is supported by the management, participant elaborated that during conflicts that are caused by lack of resources for counselling, the principal intervenes. Participant four even indicated that where there was a conflict of the room, she was given a duplicate key so that she could have access to that office.

4.7.6 Ignoring students who require counselling

Challenges that teacher-counsellors experience in rendering of counselling do cause other participants to respond to the problems by ignoring to counsel students. This however was reported by few participants. Two out of ten (20%) participants indicated their way of addressing problems in counselling as ignoring students' problems. Such participants ignore

students who do not open up and are stubborn to change to the agreed behaviour and the new way of looking at things. Participant one has explained: *“I don’t fight to make people change or help people. If I have two or three people am fine. If I see one person change I am ok, that’s an achievement”*.

Teacher counsellors could be ignoring stubborn students because they know that in counselling one should not be forced to say what he or she does not want to tell. Participant seven emphasized: *“ You become angry at someone who has made you leave your work to help her”*. However, participants in the current study seem to ignore stubborn students because of anger and not because of counselling practices.

There are two participants however who differed from participant one on these issue. Participant seven and participant two are in the same wave in as far as tolerating students’ problematic attitude of not opening up is concerned. Such participants persist in counselling students because they understand the students’ needs. Participant seven said, *“When students do not open up, you become fed up but you end up putting yourself in their parents’ shoes and go on to help them.”* However, participant two has outlined that she like participant seven persists to render counselling to students irrespective of their problematic attitudes. Participant two said, *“I just tell myself that I have to help children...like I said you put your emotions a side...it is about who you are dealing with”*.

When one looks at the age ranges of participant one and participant seven, participant one ranges in the forties while participant seven is in the sixties. One could say perhaps is the age that determines the tolerance span between these two teacher counsellors. However, participant two shared the same views with participant seven yet her age ranks between thirties and forties same as participant one. This brings in to say tolerance in counselling is not correlating with age. Maybe the character of individual teacher counsellor giving counselling counts.

Some participants submitted to be ignoring their teacher colleagues when they ill -talk about them. Participant three has said, *“As for other teachers, our colleagues, who have given us labels of proposing to kids we normally leave it as it is but it is painful and we won’t let the children suffer because of unreasonable and false impression people have about us, male teachers.”*

Although participants have said they ignore their colleague's negativity but the appearing fact from participant's three view point is, this negativity hurt them. What seems to be keeping the teacher counsellor in the provision of counselling despite this negativity is the feel of need to help innocent students.

Data emerging from this theme indicates that teacher counsellors in secondary schools do not leave out the challenges they face unattended as they employ several means to survive the impacts of these challenges. Seeking alternative space for counselling ranks highest followed by integrating counselling in teaching time. However, it has been found out that although teacher counsellors take effort to address challenges they face when they counsel students, there are still some limitations in those ways they employ in dealing with the challenges that emerge in their counselling tasks. For instance, libraries and laboratories used are not properly designed for the rendering of counselling. They are not sound proofed like participant ten has indicated.

4.8 Ways of empowering teacher counsellors

There are ways which participants perceive as possible mechanisms to help improve in their counselling role in secondary schools. Themes which emerged in this section include, counselling training, adequate facilities, integrating counselling in schools and positioning psychologists in Lesotho secondary schools.

4.8.1 Counselling training

Participants hold a perception that they could be empowered in counselling if they could be given proper counselling training. Participants have proposed in-service workshops and being given counselling books or written literature to sharpen their knowledge on counselling.

Participant ten said: *"I think we can be empowered through counselling trainings, I haven't gone to counselling workshops and proper training. Never"!*

The above participant's response indicates clearly that secondary teacher counsellor perceive their counselling skills to be lacking, hence counselling training is seen as the best weapon

to improving on their provision of counselling service in secondary schools. The use of the word, “never” denotes emphasis participant on the fact that counsellors are not provided with trainings on counselling.

Participant seven added that the counselling workshops are important and were once given in the past. Participant held a perception that maybe life skills have replaced counselling in secondary schools. Participant seven said:

This issue of counselling was once there, two teachers were given training on counselling. So one wonders why they have stopped training counselling. But then one could see that life skills have a little bit of counselling in it. We have teachers trained in life skills.

Participant seven responses shows that teachers consider life skills as replacement of counselling because counselling in schools has been replaced by life skills. However, participant seven use of “a little bit of counselling” further shows that teachers still perceive life skills as not replacing counselling.

Still on counselling training, other participants hold view point that the use of counselling literature such as manuals on counselling could help sharpen their skills in counselling. Participant two said:

We should be given manuals, workshops, reading material to guide us because we are not professional counsellors but our job demands us have these necessary counselling skills. We may try to but to the level required. Proper guidance, proper training is needed by the Ministry of Education.

Participants revealed that counselling training in secondary schools is needed to empower them with stress management. Participant eight said, “*More of the trainings because there are some things that touch the heart so you begin to deviate.*” From participant’s eight points of view, the counselling training that other participants have talked about, should also be meant to equipping teacher counsellor with skills that will enable them not to be over-drown by students’ problems. Participants had earlier submitted that they become stressed as

students tell their problems particularly when student's problem seem similar with the one the teacher counsellor has experienced.

4.8.2 Counselling facilities

When mentioning mechanisms which could be done to empower teacher counsellors in their counselling role, participants came up with idea of a room dedicated for counselling in schools. Participants explained that counselling room is needed for protecting students being seen when they come for counselling. Participant nine said:

A room for counselling to avoid library where there is no sound proof and sometimes you could see lizards falling down. Children don't come to counselling because of the shabby space we use for counselling like library where there are lizards seen during counselling sessions.

It appears that there is a need for secondary school teacher counsellors to be given a room designed for counselling so as to necessitate students' access and privacy. It also emerged from participants that this room is perceived by participants as necessary for safety for keeping of counselling files.

4.8.3 Professionalizing counselling in schools

One of the viewpoints that teacher counsellor hold regarding their empowerment in the provision of counselling in secondary schools is that counselling should be formally part of the school activities. Participants stated that these could be attained through having counselling departments at each school and students be made aware. Participant one said:

We should have a counselling department that has an office so that I do not counsell under the trees, or expel learners, hide behind classes. It should be a school not my own thing. The students should know that office that when they have problem they could go there.

Still on the same theme, participant further showed that counselling be allocated time in schools. Participant five showed the importance of having counselling formalised in

schools as to provide sufficient counselling time for teacher counselors. Participant five said: *“The school should give us time to attend students’ problems and to enable us talk to them based on individual problems”*.

The above responses give glaring evidence that participants perceive counselling in schools as not professionalised for it does not have formal features of being known and being given time like other school activities. It also emerges from the participant responses that with regard to counselling being not professionalized, teachers are unable to counsel students satisfactorily especially at individual level.

4.8.4. Psychologists be stationed in schools

Participants hold perception that they are not properly trained to give counselling effectively in schools. With regard to these views, participants suggested that psychologists should be stationed in secondary schools to help them in rendering counselling to students. A psychologist could handle a wide range of problems, including students’ psychological problems. Participant three said: *“We should have counselling training through workshops. We should also have social workers or psychologists working with teachers at school to help us counsel students properly...you see we are not professionals in counselling”*.

The participants’ response give light that they perceive themselves as inadequately trained to provide a counselling help in some of the areas. Hence, why they perceive there is a need for people who are competent in dealing with psychological problems to be positioned in schools to assist teachers.

4.9 Summary

This chapter explored situations which lead secondary teachers in Lesotho into offering counselling to students. It has been noted that amongst the problems that call for counselling are problems associated with orphan-hood and best student achievers seem to be given more attention by teachers. Counselling strategies which teachers employ when handling students’ problems have also been captured and those include, letting students discover problems and solutions by themselves, delving into the problems, therapy sessions and use of counselling theories. However, the findings have revealed that teachers in secondary schools do not know

counselling techniques that they use in counselling students, they haphazardly do counselling. It has been found out that due to lack of knowledge of counselling strategies, they confuse counselling skills, counsellor qualities with the counselling strategies.

From the a forgoing, the study overall findings reveal that in as much as teacher-counsellors experience challenges in the course of exercising their counseling skills at school with some becoming too stressed up; overwhelmed with parents irksome, clients refusal to open up as well as dearth of counseling rooms for effective activity, they - participants ad-lib ways to cope with these challenges. Such coping devices stem from the use of open spaces, school laboratories and or school libraries to execute their purposes as revealed by these findings.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the discussion of the findings which relate to the study. The discussion of the findings highlight on the major issues related to the aim of this study - to explore secondary teachers' perceptions regarding their counselling skills when handling students' problems. The previous chapter presented the participants' views which were analyzed and finally interpreted. The current chapter focuses on the discussion of the findings, conclusion and recommendations of the study. The discussion draws from relevant literature and Hornby's (2003) three stage model for school counselling. Moreover, the discussion in this chapter is guided by research question and the main constructs which emerged from chapter four. Finally, conclusions are drawn and recommendations proposed on how to improve on teachers' provision of counselling. Pseudo names were used for real names of the participants and their schools to observe confidentiality.

5.2 Discussion of findings

Participants in the school under review indicated a number of reasons which influenced Lesotho's secondary school teachers' perceptions of their counselling skills when supporting students encountering problems. As the main research question which is now asserted herein as a major statement for discussion, the findings' revelations are dismal. This abysmal state also placed the researcher to find out the various situations which necessitate counselling in school

Data revealed that there are a number of home, school and student - personal factors that necessitate the provision of counselling in Lesotho secondary education schools. These findings overlap with Yuksel - Sahin (2009) who avowed that the fundamental nature of school counselling among secondary students has been levelled against personal, social and educational goals.

5.2.1 Home factors that call for counselling

An analysis of data showed that there are home factors that influence teacher-counsellors to render counselling in secondary schools. The situations at home that prompt students to seek counselling include orphan-hood, parents' conflicts and poverty.

(i) Orphan-hood

More than 90% of the respondents in the study under review revealed that the care and upbringing of orphaned students rest upon relatives who are unable to provide the necessary financial support needed by this vulnerable group. This appeared to be due to the fact that the relatives have their own children and as such caring for the orphans becomes a great burden. The inadequate financial resources that some guardians have are unable to cater for the needs of extra children. These findings are supported by Nyabanyaba (2009) who highlights that orphans' care is left in the hands of people who cannot afford to meet their basic needs. Participants' responses further revealed that this orphan-hood exposes students to despondent circumstances where necessities such as school fees and uniforms are not always met. The current study also found out that there are factors towards guardians' inability to support orphans. For instance, one participant explained that an orphan was not financially supported because her sister-in-law denied the orphan's brothers to offer financial assistance.

This study further revealed that the loss of a student's relative or anyone closed to them could automatically cause stress. Here, the researcher did not access any related literature to support or negate the findings. However, the current study affirmed that loss of these important people in the students' lives creates hassle and anxiety that requires provision of counselling services.

Due to the high prevalence of HIV/AIDS, Harris (2013) deliberates that there is an increasing number of orphans in schools and teachers are faced with immense counselling work. Consequently, emotional support becomes the pivot of school based counselling. Participants acknowledged that most orphans stay with elderly people who cannot grand adequate emotional support. Participants emphasized that this situation calls for teachers' counselling

intervention to supplement emotional care. This measure of providing counselling to HIV/AIDS orphans is supported by Syamujaye (2011) who indicates that such orphans require counselling services to curb, deal and cope with their distress and grief-stricken circumstances.

(ii) Parents' conflicts

Data derived from eight participants (80%) revealed that parents' unhealthy lifestyles and family instabilities negatively affect the well-being of children. This finding is parallel to the Department of Education Report in England (2015) which indicates that in secondary schools, the most frequent issue that young people present to school based counselling, as recorded by their counsellors, is family issues. In this study, most of the participants' interviews revealed that domestic violence, legal separation, divorce and parent desertion are factors that call for counselling in schools. UNESCO (2009) also succumbs to it that there is a global divorce rate increase while the numbers of single-parent families are escalating and these are alarming stress factors for students.

This study revealed that students whose families are experiencing problems such as divorce, separation and conflicts were extremely affected. These according to, REPSSSI (2013) confirm that parental distress and family functioning impacts on children's psychological well-being and affect their cognitive, behavioral and social development. Inability to cope well to the parents' separation and not acclimatizing well to the condition of parents' new partners are indicators of family distress that grieves the child. These findings concur with Lines (2010) who affirmed that students go under great stress due to family separations. The participants' views are of a general perception that being prone to the new partner's abuse also poses students to stress. Loss of concentration in class and decline in academic performance are some of the indicators that a student experiencing problems at home portray. From participants' responses, it was clear that teachers through counselling would be of great help to stabilize these students' life by telling them the positive reward of accepting their parents' new partners. The findings in the current study equally revealed as a byproduct to family violence as a serious consequence in the negative life of the learner. Poverty at home leads to a situation where students attend school having not eaten and as well as lacking food to eat during school time. Some children do not afford to buy uniform because of poverty and therefore look untidy.

Data revealed further that teachers are also aware of the impacts of poverty in secondary students when they develop low self-esteem and do not participate in school activities. It is in this situation that teacher-counsellors explained that they make financial contributions and donate clothes to elevate their self-esteem and participation in extra-mural activities. The findings of this study corresponds to Hepburn (2002) who outlined that poverty has urged some countries to hand out basic needs that entail food and blankets as more immediate needs than counseling; in line with this view is the revelation from this study that revealed that some teacher-counsellors inappropriately perceive that counselling entails providing material needs such as food and clothes.

5.2.2 School Factors that call for counselling

Data revealed that at school there are problems which call for teachers to offer counselling to students. In the following paragraphs, poor academic performance and breach of school rules and regulations as some of the areas that call for counselling are explained.

(i) Poor academic performance

In this study, the participants' views showed that teachers base their selves on decline in academic performance to observe when students have problems that call for counselling. Decline in academic performance and difficulty in understanding some learning concepts by students are signs of poor academic performance. The proficient students are the ones who are easily recognized in this issue. Continuous low performance of incapable students is also considered as a need for counselling. On this issue, teachers explained that they assist them to improve on their performance. This finding is in conformity with Harris (2013)'s insight that, in the United States of America, school counselling was introduced with the sole purpose of helping students to improve on their academic performance. Data collected in this study, further reflected that students' poor performance is also linked to absenteeism which is aggravated by family problems or misbehavior. Participants also explained that, it is through counselling that students' declining academic performance is improved. Mwamwenda (2004) supports this view by stating that secondary school students may have problems that hinder their academic achievement but counselling play a vital role of improving their performance. Students could be helped with study methods, note-taking, writing skills, research skills and

how to identify important material as they read various books (Odu, 2004; Mwamwenda, 2004). Another role of school counsellors according to Odu, 2004 is to offer students assistance on to how to approach tests, assignments and examinations, to help increase their concentration in class and to improve on their academic capabilities. In giving students educational support, school counsellors as indicated by Mwamwenda (2004) should organize orientation programs for the students followed by assisting learners to select courses they would like to take based on their ability, personality and job opportunities. As part of educational support, the counsellor explores the educational opportunities available beyond secondary school with the students by availing information related to the higher learning institutions available to students (Mwamwenda, 2004).

(ii) Breach of school rules and regulations

In this study, it emerged from the participants' interviewed that when students breach school laws and regulations that are put in place, among other issues, teacher-counsellors' intervention is essential. There is related literature that supports the view that breach of school rules and regulations exist and can be managed using counselling. Sun & Steward (2007) explained that personal problems confronting secondary school students include among other things, attitude and behavioral problems that are conflicting in nature with personal tensions and indecisions. Elliot (2004) and Okoch & Kimea (2013) affirmed that disruptive behavior in secondary schools result to breach of set school rules and are taken as some of the most serious contemporary problems in secondary schools. Elliot (2004) further enlightens that these disruptive behavior could bear negative effects on students' learning and the entire school climate. This is also evident from the findings of this study which revealed that tension is often created between teachers and misbehaving students. The harmonious school climate is disrupted if teachers opt to avoid disciplining certain students who misbehave. However, Mushaandja et al (2013) claim that although the contribution of school counselling to the lives of the students and to the whole school system could not be measured but it could be gauged in values such as enhancing the level of student's discipline.

According to the present study participants' responses, teacher-counsellors serve to intervene by advising students to accept punishment and behave normally. Few participants were articulate to point out that if no counselling intervention is given to these students, school drop-out becomes the solution. There is paucity of literature showing how breach of school

rules cause tension between teachers and the wrong doers and how this could consequently lead to school drop - out in order to admit or disprove the findings of this study. However, as the participants revealed, their role in disciplining students through counselling is tremendous.

It further emerged from the data that counselling is better in dealing with students' problems than administering punishment. This was evident when one of the participants explained that the reliance on punishment did not yield to success in managing student's behavior until the decision to use counselling assisted her to discover the real problems behind that student's deviant behavior. This findings are in accord with Mosia (2015)'s results outlining that a deviant behavior or bullying is only prevented using healthy measures such as counselling in schools.

From the findings of this study, counselling is considered to be a significant approach to disciplining students. Nonetheless, the study findings show that the way teacher-counsellors in secondary schools handle students who breach school rules slightly deviates from what literature indicates on some areas school-based counselling.

5.2.3 Students' personal factors that call for counselling

An analysis of the data shows that students' personal factors can also cause teachers to give counselling to students in secondary schools. The factors that emerged as students personal factors include pregnancy, students' health status and alcohol and drug abuse. The finding of this study which shows that counselling has a significant contribution in helping students with personal problems is not a new concept. Brammer & Macdonald (2003) submit that one of the aims of counselling is to help people solve their personal problems. The following paragraphs explain how each of these factors causes teachers to render counselling in schools.

(i) Teenage pregnancy

In this study, the findings from the participants' responses revealed that teenage pregnancy is a problem that confronts secondary students. This result corroborates Hayes & Morgan (2011)'s assertion that one of the problems secondary students face is teenage pregnancy.

Hlojeng (2014)'s study revealed that, in Lesotho orphaned students in secondary schools are facing the problem of teenage pregnancy. The current study revealed that teenage pregnancy

is emanating from students' misbehavior and lack of taking heed of teachers' advice that discourage romantic relationships with adults. There is rarity of literature to indicate how students' disregard of teachers' advices yields to teenage pregnancy. The correlation between teenage pregnancy and orphans is also admitted by Nyabanyaba (2010) who outlined that due to orphan-hood and poverty amongst orphans, girls are compelled to look after families and they become prone to felling pregnant as they engage in sexual affairs with adults.

Participants' views further revealed that the effects of premature pregnancy are seen in both parties involved: the boy and the girl. Girls are said to be finally dropping out of school due to pregnancy while boys get stressed and lack concentration in class. Like participants in the current study submitted, through counselling, the problem of teenage pregnancy is managed, Stockton et al (2012) aver that teenage pregnancy underscore the need for well -developed counselling system. In the case of school pregnancy, counselling could be provided to both teenage boys and girls.

Students' health status

Another cause for teachers to give counselling in secondary schools that emerged is student ill health. HIV/AIDS, sugar diabetic and STIs. The study finding is in line with HIV/AIDS impact on students, for Harris (2013) explained that school counselling in African countries was introduced in the wake of HIVAIDS. However, this study revealed that it is not only students' HIV/AIDS related problems that call for use of counselling, even sugar diabetic and STI's.

It further emerged that due to their health status, students in secondary schools miss classes for check-ups and are depressed because they feel like they are different from other students. This finding is in line with Mallmann (2003) who outlined that children infected or affected by HIV/AIDS feel overwhelmed and helpless. It emerged that they do not easily open up about their health status and when questioned about missing school, are shy to disclose their health status call for check-ups. Participants explained that it is in cases like these that school based counselors can easily intervene.

Alcohol and drug abuse

Data that emerged from participants' semi structured interviews revealed that secondary students abuse alcohol and drugs. Participants pointed out that, students who stay in rented houses are more prone or susceptible to abuse of alcohol and drugs. Furthermore, participants explained that even those who stay with helpers are often seen or caught in alcohol and drug abuse act. World Health Organisation (2009) submit that secondary schools are facing great challenge of alcohol and drug abuse but World Health Organisation (2009) finding do not reveal students stay in rented houses as the contributing factor to the problem of alcohol and drug abuse. The current study found that students staying away from parents and those left with helpers are the most vulnerable group in as far as alcohol and drug abuse is concerned.

Participants hold the perception that through counselling they help students with alcohol and drug abuse problem; Lines (2010) asserts that counselling young people in school for smoking drugs and alcohol by raising awareness of the subtle influences of addictive behaviour, giving information for responsible decision-making, regulating intake and maintaining sobriety is valuable.

It also emerged that participants hold divergent perceptions in evaluating the prevalence of alcohol and drug abuse among boys and girls. Participants from schools in the rural areas label it as the practice of male students while those in urban areas understand it to be a challenge in both sex; this by itself could be a foremost challenge the teacher-counsellor can face.

5.3 Counselling strategies that teachers employ in counselling with problems

The previous section discussed finding situations which require teachers to use counselling in schools, this sub section discusses the counselling strategies teachers use when they deal with students' problems. The sub section is thus responding to the research question, "What are the counselling strategies that secondary school teachers employ when they counsel students with problem". In this sub section, the effectiveness of those counselling strategies is described. The following themes emerged from the participants' semi-structured interviews: one on one, and group counselling strategies. Other themes which emerged include, use of self-disclosure, role play and poems recitation, and use of counselling theories. Few

participants (20%) submitted that they do not know what counselling strategies are. Each theme is elaborated below.

Of the ten participants, nine (90%) submitted that they engage students on one on one counselling strategy. Participants explained that if there is a student identified to be facing challenges, they approach the student and offer counselling on individual basis. This finding is in line with Mwamwenda (2004) Harrison and Wise (2005) and Donald et al. (2013) who propose that immediate individual counselling should be provided in times when students are confronted with crises and sensitivity of problems brought to the counsellor. But contradicts with literature in that, Mwamawenda and Donald et al.(1981) regard one on one as the level of counselling not the counselling technique a counsellor uses to counsel students.

The findings revealed that participants when counselling on one on one basis, they ensure that counselling occurs in a comfortable and private place by carrying out counselling where other students and teachers may not easily realise that a student has come for counselling. According to participants, setting an atmosphere also entails moving from teacher's status and be a parent so that students trust and freedom to talk are enhanced during counselling session. The Hornby's (2003) three stage model for school counselling posits that the counselling session should have three levels of which establishing a therapeutic relationship is the foundational stage. According to Hornby's (2003) model, (2003) American School Counselling Association and Dyk (2013) the school counsellor should built a therapeutic relationship by setting a comfortable environment as indicated by the participants. Central to exploration stage is establishment of counselling relationship (American School Counseling Association, 2005).

Teachers are aware that before counselling commences there is need for a counsellor to have mutual relationship building where trust and freedom of students is important. However elements in the relationship building which the model indicates such as introducing counselling and set time frame for counselling are what the data did not reveal. This means teachers are not aware of use of these, hence the significance of this study.

With one on one counselling strategy, seven participants (70%) explained that they delve into the problem by listening attentively and patiently to understand what the student-counselee

have to say. Listening in counselling which entails attentively keeping eye contact and avoiding any sort of distraction during counselling sessions. Studies (Okun, 1997; Dyk, 2013; March-Smith, 2005; Geldard and Geldard, 2007) explain what listening attentively in the counselling session means and the importance of its use by the counsellors. Active listening skill is where the clients express concerns, needs and feelings before the counsellor who is listening attentively.

According to participants, listening lies only within the ability of teacher-counsellor to avail himself or herself to attend to the students' problems and listening student-counselees without disturbances of any sort. March-Smith (2005) shows the importance of listening attentively in the counselling as to enabling counsellors to feed back to the clients their understanding of the client's problem or situation in counsellor's own words.

It further emerged from data that when teacher-counsellors use one on one counselling strategy, they engage in deep questioning by asking questions that seek clarity. Geldard and Geldard (2007) indicate that among basic components of effective listening skill in counselling is questioning.

Four participants (40%) hold perception that teacher-counsellors in the counselling session should not question student-counselee in a way that a counselling session turns into an interview, it should be reciprocal. This finding is in line with Hamilton and Dinat (2007) who state that asking student endless questions could make the child feel threatened and exposed. Data revealed that few teachers (40%) are aware of this, evidence presented by Hornby's model as a solemn challenge.

Besides questioning component, are reflection, summarising, use of minimal responses and paraphrasing components of attentive listening. The study finding revealed that teachers use only one component; listening. This implies that teachers are not using the other components.

After the student has opened up, they finally show them consequences of the situation the student is facing.

Lastly, Participants' responses revealed that as a follow up, teachers ask students to evaluate their change and progress in relation to what was agreed upon. This finding relate to the

Hornby's (2003) three stage model for school counselling although it is done in different way. The last stage of the model proposes that, the school counsellor should support the student-counselee to remain committed to achieve the set goal. The model states that school counsellors should monitor progress and to carry out action programs developed to deal with the problem at hand. The support includes teacher's encouragement and motivation to students to be assertive, to help remove hindrances that could stop the student towards achieving and maintaining a permanent change.

When asked about the effectiveness of this strategy of one on one strategy, majority of six participants (60%) indicated that there are some positive results like when students themselves could observe a change in their lives, academic performance improve or when they re-enroll after they have been through counselling intervention. Participants explained that students' increase confidence and improve on their concentration in class and so increase their test and exam marks. As for re-enrolling students into the schooling system, participants' semi-structured interviews showed that various problematic situations which students face in secondary schools may yield to them dropping out of school. But four participants (40%) gauged the effectiveness of one on one strategy when students who had dropped out of school came back to school again after being counselled. Participants explained that they visit students' homes or meet them to discuss the importance of schooling, re-enrolling and of experiencing the problems, they have at hand. This implies that teacher-counsellors deal with negative thinking when they have problem that have caused them to drop out of school. There is abundant literature on problems that cause drop-out rate in secondary schools but there is paucity of literature on this issue of how teachers through counselling assist and curb drop-out rate among students in this level of schooling. This shows the significance of this finding to those faced with managing high dropout rate in schools.

However, according to teachers, there are some negatives that teachers don't expect to get after using this strategy such as delay in acceptance and behavioural and attitude change. Two participants out of ten (20%) remarked that counselling yields to positive feedback in acceptance as students begin to accept their family backgrounds or their parents' poverty status.

5.3.1 Group counselling strategy

Four participants (40%) responds show that students are counselled in groups in the class or at the assembly when there is a common and serious problem amongst students which include alcohol and drug abuse, dodging classes and misconduct. However, the participants' responses highlight that the group counselling they practice is not planned according to the similarity of the problem the counselees have. All people are addressed at the assembly or in the class including those who are not having the same problem the teacher-counsellor would be addressing. This suggests that group counselling in schools is done in an unplanned manner that does not cater for the group counselling techniques. Furthermore, literature indicates that, teachers offering counselling in schools need to have group leadership skills among other skills necessary for effective counselling in schools (Harrison and Wise, 2005). Among others, it worth noting that when using group counselling it is vital for counsellor to be able to develop trust within the group and to maintain a focus on the goals of both the group as a whole and of the individuals within it (Payne, 2005).

Participants further explained that as they engage in group counselling, they talk to show how the problems students are facing could impact on their future. For instance, in Moremaphofu High school, teacher-counsellor presents at the assembly the effects of alcohol and drug abuse in their lives. This finding is in line with Barret and Logan (2002) who outlined that group counselling is suitable for helping in instances such as classroom issues and alcohol abuse.

Participants outlined that group counselling is efficient because it improves socialisation when students begin to warm up and start and to do various activities that engage interaction with other children like playing to ease stress and refraining from pondering on their problems. Mwamwenda (2004) indicates that group counselling gives members a distraction from narcissism in their own problems and thus have a new perspective.

5.3.2 Use of self-disclosure

Data emerging from five participants, (50%) showed that some participants' views on counselling include use self-disclosure. Participants submitted that in most cases, situations that student bring in counselling seem familiar with their own life experiences or are similar

to those of people they know in life. Self-disclosure is supported by Hill and Knox(2002) which is the skill where the counsellor shares information about his or her own experiences, feelings and behaviour in a constructive. Participants explained that the effectiveness of self –disclosure is to enhance students“ openness because if used properly it enhances the client-counsellor counselling relationship and help problem-solving (March-Smith,2005).

Participants explained that students are also given scenarios similar to theirs in order to help them see that what they face as the challenge is not new and unmanageable. The client may feel comfortable due to self –disclosure and therefore build more trust on the counsellor (Cormier and Hackeny, 2005). Self –disclosure in the case of grief experience may help normalize the pain and encourage the client to disclose more. Self-disclosure may also help the client gain a sense of confidence believing that if the counsellor has passed the same situation it is then possible for the client to come to terms with and work through this pain.

However, it emerged that two participants (20%) have different opinions regarding use of self-disclosure. Such participants view self-disclosure as interrupting and hindering concentration the focus on the student-counselee problem. Literature indicates that use of self-disclosure is not properly used if there is no limit of what must be disclosed by the counsellor because this could lead to the focus being diverted to the counsellor“s problem instead of the client Dykes et al.(2014). These authors propose that the counsellor could avoid this by only giving a summary which is sufficient to enable the client to draw similarities.

5.3.3 Role play and poems recitation

The study noted that few participants (10%) signal that teacher-counsellor use role plays and poems to counsell students when there is a general problem. This finding intersects with the three stage school counselling model, Vernon (1993) and Reid and Jane (1996) where it proposes among counselling strategies the use of drama therapy. Drama therapy involves the spontaneous use of role play in which children can safely express strong feelings and learn from externalising the experience.

When asked about the effectiveness of use of role play and poems recitation strategy, participant four responded that it is sometimes effective. Its effectiveness is measured where students enjoy watching and as such, the message portrayed by the role plays is able to be

absorbed by the students. Geldard and Geldard (2007) views tally with the finding where the authors submit that dressing up in costumes and the use of puppets can be helpful in encouraging children to be fully involved in role plays and to facilitate the expression of feelings.

Participant explained that it is easy to use role plays but use of role play does not yield success in students who do not like or have no interest in role play and poems and so make noise at the assembly where they are played. This finding is in agreement with Geldard and Geldard(2007) who highlight that involving students in role play is not every child preference as some are too self-conscious to allow themselves to play a role creatively.

5.3.4 Use of counselling theories

Another strategy for counselling which emerged from data **was the use** of counselling theories. Few participants (10%) explained that use of the counselling theories entails applying some of the aspects of certain counselling theories. For instance, participant four of Selokoe High school mentioned Sigmund Freud and Pavlov's theories. There is paucity of literature on this theme because the available literature only gives descriptions of counselling theories without showing how teachers in the counselling rooms can use them to counsell students. This means literature acknowledges that there are counselling theories. This could be aligned to the response the participant gave when asked to evaluate the effectiveness of the theories. When evaluating the effectiveness of using counselling theories, the participant explained that it helps her understand and tolerate the different characters of students. It is observed therefore that from the participants' responses, the theories only enhances understanding of some aspects necessary for the teacher-counsellors to know when dealing with children especially adolescents.

5.4 Not conversant with counselling strategies

The study results showed that majority of participants tabled different ways in which they counsel students but only three participants (30%) outlined that they are not able to say the counselling strategies they use as they do not know counselling strategies. Participants indicated that they only focus on changing the student negative thinking and attitude towards

problems and speak to comfort students in their problematic situations without taking into account use of counselling strategies. Literature and the three stage model associates this finding with cognitive counselling strategy. Correy (1996), Cowie and Pecherek (1994) and Hornby's three stage model for school counselling submit that this counselling strategy is based on the view that the feelings and behaviour of students are influenced by their thoughts or beliefs.

Cowie and Pecherek (1994) suggest three main phases in cognitive therapy. The first phase is helping students to recognise that it is their beliefs about events not the events themselves that are causing their problems. The second phase is to help students to identify the specific irrational beliefs, which are causing their problems. The third phase to this approach is to dispute these irrational beliefs in order to enable students to stop thinking on this basis and adopt new, more helpful beliefs. Ultimately, students are encouraged to act on the basis of their new beliefs.

Changing students' negative thinking have been explained by the participant as reducing students' negativity when they solve problems and give them motivation to withstand challenges in life. This means in as much as participants assert that they do not know counselling strategy they use, but they seem to be using cognitive strategy which the model and literature have supported and have described as cognitive strategy.

5.5 Counselling ethics

Teachers were further asked to explain the counselling ethics that they consider in counselling students. Data emerging from participants' semi-structured interviews and researcher's observation showed the following: confidentiality, establishing a relationship, empathy, keeping professionalism, providing respect, not judging students and reaching a targeted goal emerged as the ethical considerations that teacher counsellors abide by. Confidentiality ethic theme is elaborated in the following paragraph. The following paragraphs highlight these ethical considerations.

5.5.1 Keeping confidentiality

Data revealed that majority of seven participants (70%) explained confidentiality as one of the ethics they adhere to when they counsel students. To ensure confidentiality participants stated that they do not share what the student said with other people. From literature, Donald et al., 2013; Hamilton and Dinat, (2007) spell out that some of the essential ethical principles in counselling is confidentiality.

Participants differed regarding the time when the teacher-counsellor should communicate confidentiality. Others (10%) opine that it should be said at the beginning of the counselling session while others (60%) suggested at the end of the session. It further emerged however, that participants do break confidentiality where matters related to students' health and safety are great concern. This finding is in line with Ali and Graham (1996) and Dyk (2013) for these authors indicate that breach of confidentiality could be done only in exceptional cases like when there is a concern for the child's safety and health and student's parents or guardians, relatives, chief and policemen could be involved.

Some participants appeared to be not seeking students'-counsees' approval when they share with other teacher-counsellors to ease their own stress. This is in line with Donald et al (2013) who illuminate that counsellors may share with more experienced counsellors in order to get how the experienced counsellors tackle and withstand some challenges in counselling provision. This means approval of the student-counsee is only sought when teacher-counsellor shares with all other people except when they share with their teacher-counsellors colleagues.

5.6 Challenges that teachers encounter when counselling students with problems

It emerged from all the participants that their service of counselling encounters various challenges that emanate from students, teaching staff, parents and the nature of the problems students need to be counselled with. Participants' interviews further illuminated that teacher – counsellors' inability to detach emotionally from student- counsees' problems when they provide counselling is also a problem. It further emerged that these challenges affect teachers negatively in their provision of counselling.

5.6.1 Challenges caused by students

It emerged from participants' interviews that students' attitude towards counsellors is one of the problems participants stated in their responses. Majority of seven participants (70%) stated they approach students who appear to be having problems but lack of students' openness as a set-back in their rendering of counselling. Another way which emerged and which shows how students' attitude is a challenge to teachers is when they lie to teachers concerning their problems. Nkuba(2013 and Mushaandja et al.(2013 are in line with the research finding where they acknowledge that there challenges in school counselling when students could display lack of trust and belief in teachers ability to counsel them.

Participants' semi-structured interviews further reflected that students' attitude in counselling is a challenge when they repeat the mistakes despite the counselling agreement made. It emerged from data that students' attitude negatively affect teacher-counsellors in that they become hurt when students do not open up because they sacrifice their teaching time so that they could counsel them. There is scarcity of literature of how teacher-counsellors are affected when student-counselees do not open up in the counselling room.

5.6.2 Challenges caused by the teaching staff

Besides challenges brought in by students in the provision of counseling, participants' interviews pointed out that staff attitudes have a contribution towards causing challenges. Participants explained that male teacher-counsellors are perceived by other teachers as pushing romantic relationships when they help female students. This finding is in line with Hanko (2001), Anyi (2003) and Olandej (2006) Anyi (2003) and Olandej (2006) who explain that sometimes teachers are being viewed as secret admirers of students when they counsel students. Olandej (2006) illuminates this point further by giving a case where a male school counsellor gives female students the support and observe confidentiality by not saying to the other that pertains to the relationship the teacher has built with the student. Participants also explained that other teachers hold this perception because they would not know what the teacher-counsellor and students are meeting for. However, Anyi (2003) pledges this point to say, this perception other teachers hold it where there is doubt about the moral integrity of the school counsellor. The participants' views did not highlight the reason which Anyi (2003)

attached to the teacher-counsellor moral behaviour. This suggests that school counsellors' behaviour has a significant influence on the perception of the teachers' role in counselling. The counsellor's behaviour and dignity could play a major role in curbing the suspicion of the counsellor's counselling role.

Majority of six participants (60%) indicated that despite the fact that male teacher-counsellor's counselling is misunderstood, they are also said to be backing up students' deviant behaviours when they give factors which could be contributing to the identified problem. It further emerged that colleagues do not cooperate or give necessary support. These challenges are detailed below.

One participant was elaborative on the reason why some teachers do not understand the counselling relationship other teachers have established with the students - participant four view point, this is caused by different counselling approaches other teachers use and lack of follow ups by some teachers when they counsel students. The finding is in parallel with the study carried out by Mushaandja et al. (2013) who found that Teachers' attitude towards counselling and their use of certain strategies in disciplining students violates the counselling approaches in that there is lack of Teachers' knowledge of appropriate actions and counseling approaches. Common understanding regarding the authentic approaches to counselling poses a challenge in the provision of counselling in schools (Mandera, 2013). Teacher-counselors' lack of appropriate counselling approaches could be results of lack of students' openness.

5.6.3 Challenges caused by parents' involvement

It emerged from five participants (50%) that parents are not appreciating the counselling intervention given to the students. Participants explained that parents perceive counselling as exposing their family issues; for example when it involves a student facing parents' fightings and separation. Another way in which parents' involvement cause challenges when their ways of disciplining the students is different from the way the teacher-counsellor consider to be better in dealing with students' problems. According to participants, students get confused and the teacher-students counselling relationship gets affected as the child's trust tears. Participants explained that parents' attitude hurt and demotivate teachers to persist counselling children at school. On this point where teachers are affected by parents' attitude,

there is scanty of literature to explain how teachers are affected by negativity of parents towards counselling.

5.6.4 Inadequate facilities and financial muscle

Participants' interviews coupled with researcher's observation showed that insufficient and absence of counselling facilities like counselling room, time and funds in schools hinder provision of counselling. This finding is parallel to Nkala(2014) and Anyi(2003) note that counselling services require a number of facilities that include; office space, bookshelves, drawers, files, finance, time, reference books, guidance and counselling manuals, and psychological test materials. Nkuba (2013) have indicated that lack of relevant facilities in school counseling inhibit effectiveness of school based counselling.

Another challenge in the provision of counselling is lack of financial support. Majority of participant did not explain this as the problem, only one participant (10%) did. The participant indicated that when there is a need to make counselling files for each student-counselee, there is no money to purchase materials used in making files. Participant explained that at times, money from own pocket is used for buying files' materials to be used for this vital service. This is in agreement with Anyi (2003) and Wilde and Lee (2013) outline that There is slow growth of counselling in educational systems attributed to lack of funds to support the even established tiny counselling activities in several schools. The danger of overextension, emotional exhaustion, burnout and compassion fatigue exist among the counsellors due to emotional charge counsellors get from counselling students.

5.7 Ways used by teachers-counsellors to address the challenges they encounter.

In this sub section, the research question number which unpacks how teachers address the challenges they face when providing counselling in secondary schools. The following themes emerged, seeking alternative space for counselling, integrating counselling in teaching, parents' orientation, sharing with people, getting management support and ignoring counselling students. The following themes are elaborated in the next paragraphs.

5.7.1 Seeking alternative space for counselling

In averting the problem of lack of counselling rooms in secondary schools, the majority of seven participants (70%) articulated that they seek for alternative space where they could do counselling. This involves use of science laboratories, library or some offices owned by management. The researcher realised that rooms in four of the schools which the teacher counsellors described as the alternative spaces they use for counselling were dark with walls broken and too open hence no confidentiality could be observed in such rooms.

5.7.2 Integrating counselling into other school activities

Six out of ten participants (60%) expressed that they integrate counselling in teaching time. During class lessons Participants, counsel students. Integrating counselling means that instead of teaching subject content, teachers counsel learners at one on one basis should there be an urgent case. The other way in which teacher counsellors address problems they face in counselling is by integrating counselling in teaching and in other activities" such as lunch. This finding is line with American School Counsellors Association (2013) which outlines that counselling should be integrated in schools through planned counselling programs that based on the students" needs and school"s vision and mission statement. The integration of the school counselling program could also entail activities that show counsellor collaboration with other stakeholders involved in the education of the child like school principals and parents (Dahir and Stone, 2011).

5.7.3 Parents' orientation

Concerning problems of parents" attitudes, participants elaborated that parents are given orientation in parents" meetings the importance of counselling and the role of teachers in the life of students. This finding is in line with Anyi (2003) and ASCA (2005) **propose that** parents should also be included in guidance and counselling programme by giving them progressive reports of their children. Anyi (2003) went further to explain that this will help develop strategies for school administrators and teachers to achieve a realistic perception of counselling in their school environment.

5.7.4 Share with other people

It is evident from participants' views that they do share private information of the student-counselee to their parents or guardians, chief and police men. Ali and Graham (1996) indicate that when there is concern over student's health and safety and teacher-counsellors are unable to assist the student alone, they may share and refer the student to the next person. The approval of the student should be sought before sharing his or her private information.

It further emerged that participants do share student-counselee private information with the other teacher-counsellors as a way to deal with their own Stress for they feel overwhelmed and touched emotionally by what the sensitive student's matters stress and to get skills other teacher-counsellors when they face similar problems and as such, sharing is also seen in supervision as part of self-care. Other participants submitted that they use sharing with another as a threat to students in order to make them tell the truth and open up. There is no literature to support using sharing information as a means to make student open up.

5.7.5 Management support

Participants have acknowledged support of the management helps in addressing the problems encountered in their counselling task. In further stating how she is supported by the management, participant elaborated that during conflicts that are caused by lack of resources for counselling, the Principal always intervenes.

5.7.6 Ignoring

Challenges that teacher-counsellors experience in rendering of counselling do cause other participants to respond to the problems by ignoring to counsell students. This however was reported by few participants, two out of ten (20%). Such participants ignore students who do not open up and are stubborn to change to the agreed behaviour and the new way of looking at things. There were two participants however who differed from participant one on these issue, participant seven and two. The two participants are in the same wave in as far as tolerating students' problematic attitude of not opening up is concerned. They persist in counselling students regardless of their stubbornness because they regard students as not yet

mature to understand what is good for their life. This brings in to say tolerance in counselling is not correlating with age.

5.8 Ways teacher- counsellors could be empowered

There are ways which participants perceive as possible mechanisms to help improve in their counselling role in secondary schools. Themes which emerged in this section include, counselling training, adequate facilities, integrating counselling in schools and positioning psychologists in Lesotho secondary schools.

5.8.1 Counselling training

It emerged from participants that they need to be given proper counselling training, in-service workshops and being given counselling books or written literature, manuals to sharpen their knowledge on counselling. Participants explained that they need training to help teachers with skills on how to deal with challenge of being drowned in stress when they encounter counselling students with emotionally touching matters. This finding is supported by Yeung (2014) who states that counselling service providers are untrained in counselling; even the trained teachers do not cover sufficient courses counselling to enable them effectively render counselling services. Participant seven has added that counselling workshops are important and were once given in the past and it helped them. Participant seven even held a perception that maybe life skills have replaced because life skills have some areas that addresses students' problems. There is scanty of literature which shows relationship and difference between counselling and life skills.

Hornby et al.(2003) and ASCA(2005) propounds that for a teacher to be a competent counsellor must possess knowledge of child development and ought to have an understanding of the typical emotional and behavioral problems which children experience such as conduct disorders and phobias. ASCA (2005) recommends that school counsellors should be qualified personnel who have an experience of working with the young people.

5.9 Conclusion

The purpose of the current study was to investigate into secondary school teachers' skills when counselling students with problems. This section single-mindedness is on the conclusions that are made in line with the following objectives of the study:

- When determining counselling strategies that secondary school teachers use to assist students with problems in Lesotho, the findings indicate that, Participants differ in their counselling strategies and the following themes emerged: one-on-one and group counselling strategies. Other themes which emerged include, use of self-disclosure, role play and poems recitation, and use of counselling theories.
- In investigating the challenges teachers encounter when providing counselling to learners participants acknowledged the stumbling block they get from other colleagues who act as a menace to them as well as some being so treacherous. The findings also revealed that some students failed to open up while on the other hand, the parents of these learners see teacher-counsellors as those who nose and impede their family private life.
- Likewise in establishing ways in which teachers address problems they encounter when providing counselling to learners, participants avowed that they employ skills by integrating counselling into other school activities while at the same time organize parents orientation discussions during parents-teachers' meeting.

Finally, on the question on how secondary teachers perceive their counseling skills, participants delineated that they do not know counselling strategies as they counsel students without considering the best counselling techniques and approaches to ameliorate the situations. Some of them even signposted that they only emphasis on changing the student negative thinking and attitude towards problems and speak to comfort students in their problematic circumstances without necessarily taking heed of the essential strategies

The study revealed that teachers in secondary schools are observant of different problems students get challenged with. Teacher-counsellors gauge through indicators such as low and

declining academic performance, loss of concentration and untidiness to observe when students are in need of a counselling service. However literature has shown that a teacher-counsellor should be able to observe internal and external world of a child to see if there is a need for counselling. This brings in to say that there is a need for teachers to be equipped with observation skills to enable them see both the internal and external problems that could call for counselling.

It is further revealed by the study that problems teachers observe, emanate from home, school and students own personal issues. According to the findings, home problems which rank highest include: orphan-hood, poverty, parents' fighting, legal separation and divorce. It appeared that teachers turn to focus more on the effects of loss of parents whereas loss of siblings also cause stress to students. The stress of students who are orphaned is due to the fact that some guardians do not have financial muscle to support their own children together while some have means but are turning blind eye on supporting orphaned students. Findings from few participants however revealed that it is not only orphaned students that suffer from poverty. It makes one to conclude that non orphaned students' problems that are caused by poverty are overlooked as teachers turn to be focusing on counselling orphaned students.

In order to give counselling support to the students, teachers' empathy means contributing material needs such as clothes and money. Literature however revealed that counselling is not providing material needs the teachers perceive, it appeals to the emotional healing through a counselling relationship which the model anchoring the study stipulates. Though the model does not propose material support for counselling students, it however proposes a three linear stage where the counselor establishes a relationship, gives intervention strategies and empowers the student to recuperate their self-worth and true meaning of life. In as much as home factors affect students at school, the study revealed that parents do not perceive counselors as parents too in the welfare of their children. They regard teacher-counsellors as...in their family issues to expose the secrets of their family. It can therefore be concluded that teacher-counsellors and parents are not at the same wavelength in as far as provision of counselling is concerned. Teachers reported this parents' attitude as demotivating them and in some schools, there is initiative of orientating parents during parents of the importance of teachers to counsel the students.

While parents and teacher-counsellors are at different world regarding the importance of counselling to the welfare of the children, students problems extend to where even at school they breach school rules and academically underperform perform. By their virtue of being adolescents, they face certain challenges which are realised through teenage pregnancy, alcohol and drug abuse and ill-health. It emerged that teachers regard the personal problems such teenage pregnancy as indicators of misbehavior.

Teachers align pregnancy to orphan-hood but literature indicated that even those non orphaned students do get pregnant because all children undergo increased sexual maturation period in adolescence.

From another wavelength, the research question was used where participants were asked what counselling strategies that secondary school teachers use to assist students with problems in Lesotho.

In the light of the above objective, the study revealed that teachers employ different counselling strategie which are one on one, group, role play and poems recitation and use of theories. Lastly, teacher-counsellors claimed not be conversant with counselling strategies as they just change the negative thinking of students. Although they said they do not know counselling strategy. In one-on-one counseling, teachers set a comfortable place for counselling to occur, delve into the problem by attentive listening and patience. Teacher-counsellors also let students discover problems and find solutions by themselves by engaging in deep questioning and laying down standard to show the student the pros and cons of the situation they are in. Lastly they make follow up by asking students how they gauge their progress in terms of the set goal.

Another strategy revealed by the study is group counselling where teachers in the class and assembly they talk to counsel students through integrating counselling matters in the subject content they would be teaching. Again, they also counsel students at assembly when there is a general problem like abuse of alcohol and drugs.

Counselling is a practice involving the welfare of one person by another person and as such should have ethics set to allow the smooth deliberation of the exercise. The findings of the current study pointed out that only a few teacher-counsellors made good use of counselling

ethics. According to the findings, majority of them adhere to counseling skills, establishing a relationship, empathy and not judging student-counselees. In light of the above observations therefore, it is clear to conclude beyond all reasonable doubts and without any fear of contradictions that teacher-counselors adhere to counseling skills, that is – empathy and refraining from judgment but are deficient in ethical issues such as confidentiality.

The study also sought to investigate the challenges teachers encounter when providing counselling to learners. Teacher-counselors came up with challenges such as students not opening up, repeating the same mistake and telling lies when vital information is required of them.

It was further revealed that some teachers do not trust teacher-counselors and perceive them as promoters of students' misbehavior. This lack of trust is particularly done towards male teacher-counselors who are perceived as engaging in romantic relationships. Teacher – counsellors are sometimes overwhelmed when it comes to counselling sensitive issues which concern abuse by relatives of the child.

The study revealed that parents also cause challenges in that they do not see counselling given to their children as important and thus see teacher-counselors as exposing their family private matters.

Lack of facilities like counselling room, time and funds hinder their rendering of counselling in secondary schools. The current study further sought to establish ways in which teachers address problems they encounter when providing counselling to learners. In an instant, a teacher-counselor revealed that some of them engross learners in subterranean questioning to allow them sightsee and discover by themselves the problems they encounter in life. Counsellors further enhance this method by laying down some standard procedures that point to the pros and cons of the situation the learner is in.

The ultimate aim of the study was to explore secondary school teachers' skills when counselling students with problems in secondary schools in Lesotho.

The study concludes that teacher-counselors skills are not good enough and the fact that they confuse counselling strategies with counselling ethics was sufficient enough for the researcher to conclude thus. All in all, the study further revealed that teachers-counselors see

themselves as derisory personnel in counseling due to lack of proper training in this discipline.

5.10 Recommendations informed by findings from the study

- a) I would exceedingly recommend that the institutions of higher learning make tremendous efforts to open training centres as well as organizing workshops programmes to classroom teachers who are often very much greenhorn in counselling.
- b) That, school-based counselors and educational psychologists be deployed in schools that do not have trained personnel in counseling
- c) Also, the government should develop infrastructure that could be used as a hale and hearty environment for teacher-counsellors to do their duty; this will enhance privacy and many other ethical considerations revealed by this study as somber challenges in schools. Counselling is more pertinent not only to learners' demand but also to the expectations of society at large and this should be given utmost attention by stakeholders.
- d) Drawing from the findings of this study, there must be harmony between the school and family as agents of socialization to enhance and establish cordial relationships that will motivate counseling exercises at school.

5.11 Recommendations for future research

These recommendations are based on the opinions expressed in the findings of the present study.

- As a result of the glaring financial constraints, the study focused only on an investigation into secondary school teachers' counselling skills when supporting students with problems. As a result of this focus, the researcher recommends a comparative study that should involve both Primary and Secondary school levels.
- When a similar study is to be carried out in future, a larger sample should be involved.

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APPENDICES

1. PARTICIPANTS' DEMOGRAPHIC INFORMATION

Participants' Demographic Information

1. Please tick the appropriate option(Sex/Gender).

Male	
Female	

2. Please tick your highest qualification.

25-34	
35-44	
45-54	
55-65	

3. Please tick your highest qualification.

Certificate	
Diploma	
Bach. Degree	
Honours	
Masters Degree	
Doctorate Degree	

4. Please tick your teaching position.

Teacher	
Hon.	
Dep.	
Principal	

5. How long have u been counselling students?

1-4	
5-10	
11-20	
21-30	
31-40	
41-50	
51-60	
61-65	

6. Please indicate where you obtained your counselling training.

L.C.E	
N.U.L	
Others(specify)	

2. LETTER TO PRINCIPALS

THE NATIONAL UNIVERSITY OF LESOTHO

Telephone: +266 22340801
Fax : +266 22340000
Website: <http://www.nul.ls>



P.O. Roma 180,
Lesotho.
Africa.

Faculty of Education

20th April, 2018

The Principal/Headmaster/Headmistress

Dear Sir/Madam,

Introduction Letter for Data Collection for Tlhalane Lekhao

I am more than happy to introduce the bearer of this letter who is a part time student pursuing Master of Education in the Faculty of Education at the National University of Lesotho. As part of the programme requirement, students are expected to write a Dissertation on topical issues in education, hence your school has been sampled for this particular exercise.

You are kindly requested to provide her with necessary assistance during her visit in your school.

Thank You

Retšelisitsoe Matheolane (Ph.D.)
Supervisor

3. INFORMED CONSENT FORM

Informed Consent

Dear participant

I, Tlalane Lekhao ,is undertaking a study that explores Lesotho secondary teachers' perceptions of their counselling skills. The reason Iam undertaking this study is to improve on the current provision of counselling in schools. All answers are correct and please note that your participation in this study is voluntary and should you feel not comfortable with any question, you are welcome to refrain from responding.

No participant will be identified in the research report and your identity will in no way be disclosed. If you agree to participate in this study, please sign on the spaces provided below.

Name..... Date.....

Signature.....