TOWARDS A MODEL FOR MAINSTREAMING PSYCHOLOGICAL SUPPORT SERVICES IN PRIMARY SCHOOLS IN SWAZILAND

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TOWARDS A MODEL FOR MAINSTREAMING PSYCHOLOGICAL SUPPORT SERVICES IN PRIMARY SCHOOLS IN SWAZILAND

By

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Submitted: 2020

Signature.....

DECLARATION

I, BUYISILE CLEMENTINE DLADLA – SIMELANE, do hereby declare that this thesis, entitled ***TOWARDS A MODEL FOR MAINSTREAMING PSYCHOLOGICAL SUPPORT SERVICES IN PRIMARY SCHOOLS IN ESWATINI*** is my own original work, and has never been submitted to any University for the award of any degree and will not be presented to any other institution of higher learning for a similar or any other degree award. All the sources have been acknowledged in the form of references.

CANDIDATE'S SIGNATURE: …… DATE: June 2020

SUPERVISOR'S SIGNATURE: …….. DATE:

CO-SUPERVISOR'S SIGNATURE: …… DATE:

DEDICATION

This dissertation is dedicated to my beloved children; Bonginkosi and Nhlakanipho for their support. Your presence in my life greatly ignited me to further my academic studies and always persisted for what is good. You are my inspiration and source of encouragement; I will always deeply love you for being so selfless and understanding during my academic journey.

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ABSTRACT

Mainstreaming Psychological support services in primary schools calls for collaboration amongst all the stakeholders. The government should make sure that all the stakeholders are capacitated on psychosocial support. The schools should introduce support teams which will include teachers, learners, parents and other stakeholders. These teams should make sure that everyone understands very well about the psychosocial support that should be given to the learners.

This study aimed at to suggest a model for mainstreaming psychological support services in primary schools in the Shiselweni Region in Eswatini. The model can be employed by Eswatini schools to make the mainstreaming of psychosocial support services effective. The study was conducted using a mixed method approach which was driven by both qualitative and quantitative approach. In this study a sample of 90 teachers, 15 principals and 3 inspectors participated in this study. Both quantitative and qualitative research and data were collected through the use of structured questionnaires and focus group discussions with inspectors, principals and teachers. The SPSS computer software Version 25 and thematic analysis were used to analyse the data collected. The analysis of quantitative data was done using frequencies, percentages, means and standard deviations, while the qualitative data were analysed using themes that emerged from the interviews. The findings revealed that teachers, principals and inspectors had a problem in implementing the mainstreaming of psychological support services in primary schools, particularly the second pillar, which talks about psychosocial support. Despite the challenges they faced, they managed to provide support, although it was not at the level it was expected to be. Most of the schools that participated in the study considered mainstreaming psychosocial support as a concept that was new to them and they were not aware of what they were supposed to do in order to support all the learners who had challenges. The findings also showed that teachers also need to be supported emotionally and be given all the necessary help they need so that they can overcome their problems and also be able to deal with new challenges. The findings

indicated that a majority of the respondents in this study agreed that there was a need for a model that will integrate psychosocial support into all the activities of the curriculum making sure that all the learners in all the schools can get support for all the challenges they are facing on daily basis. The overall findings of the study showed that teachers' were not properly trained on providing psychological support and also in implementing the mainstreaming of psychosocial support services; some had stressful experiences whilst others had supportive and conducive environments which enabled them to mainstream psychological support services successfully. Teachers cited certain stressful conditions such as; not being capacitated on psychosocial support, lack of support from the inspectors and the administration, poor provision for policy implementation, teacher training and professional development, all these factors disturbed teachers from effectively mainstreaming psychological support services in primary schools. Children's psychosocial wellbeing has since become a significant priority for education since a lot of learners' experience family breakdown, anxiety, and depression and attention difficulties. The following recommendations were made; the government through the Ministry of Education and Training should provide clear policies governing the implementation of mainstreaming psychosocial support services in the primary school curriculum. It should also provide appropriate strategies to raise awareness on the provision of psychosocial support in order to assist learners facing challenges. Senior officials from the Ministry of Education are expected to take the lead by committing themselves and ensuring that all the stakeholders take the mainstreaming process as mandatory. They should also carry the mandate to ensure that psychosocial support is reflected in the policy document, strategic frameworks and plans. There is a need for developing a model for mainstreaming psychosocial support in primary schools. It has been observed that there are some gaps and there is a need for the curriculum in order to develop a model of mainstreaming psychosocial support services in primary schools in Eswatini. This model will, in turn, cater for all the needs of the learners, irrespective of their gender, background or the challenges they face in life. The study is expected to give insight reference to policy makers, scholars and researchers in order to improve the weak areas.

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ABBREVIATION/ACRONYM

ABBREVIATION/ACRONYM	FULL MEANING
ARC	ACTION FOR THE RIGHTS OF CHILDREN
ART/ ARV	ANTIRETROVIRALTHERAPY/ ANTIRETROVIRAL TREATMENT
CTSL	CARE AND SUPPORT FOR TEACHING AND LEARNING
IASC	INTERAGENCY STANDING COMMITTEE
INEE	INTER- AGENCY NETWORK FOR EDUCATION IN EMERGENCIES
MD	MEDIAN DEVIATION
MHPSS	MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT IN EMERGENCY SETTING
MoET	MINISTRY OF EDUCATION AND TRAINING
PSS	PSYCHOSOCIAL SUPPORT
R.E.O.	REGIONAL EDUCATION OFFICE
REPSSI	REGIONAL PSYCHOSOCIAL SUPPORT INITIATIVE
SCCS	SCHOOLS AS CENTRES OF CARE AND SUPPORT
UNESCO	UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION
UNHCR	UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES
UNICEF	UNITED NATIONS CHILDREN'S FUND

CHAPTER ONE

INTRODUCTION AND ORIENTATION TO THE STUDY

1.1 Introduction

This chapter consists of the background to the study, statement of the problem, purpose, significance, study objectives, research questions, limitations and finally the organization of the chapters.

Webb, Stewart, Bunting and Hassan (2012) assert that, for any country or community to develop, there should be quality education offered to its citizens. Education greatly influences the political environment and social growth. This can equip the learners with important skills. These skills can greatly help in reducing future unemployment and societal drawbacks. A lot of children are struggling to perform better at school since they are faced with diverse family challenges such as poverty, mental ill-health and emotional problems.

Shittu (2010) also pointed out that the gift that a nation can give to its people; especially the youth is education because the advancement of any nation heavily relies on the type of education that is given to its population. It is for that reason that the improvement should begin with the empowerment of humanity. Therefore, formal education still remains the main instrument for socio-economic advancement and social mobilisation for any community or nation.

In the same vein Cristine, Santos dePaula, Goncalves, Sergio and Andreoli (2016) assert that education is a road map to better health. It increases the chances of improving one's life and possibly ending the chronically poor people from remaining poor over a long period from generation to generation it can further improve sustainability allowing the choice of healthy behaviours and quality.

They further said education is regarded as an important way for addressing disparities in accessing education thus retaining teenagers at school longer

until they finish school. They are likely to transform, manage and reduce susceptibility, therefore it is imperative that psychosocial support interventions are directed to the alleviation and prevention of vulnerabilities in order to evaluate, prioritise educational chances in order to retain teenagers at school.

In agreement with Cristine, Santos de Paula, Goncalves, Sergio and Andreoli (2016) and the Eswatini Education Sector Policy (2018) posit that, in its attempt to expand the educational scope for all the learners the government of Eswatini, the Ministry of Education opened up its policies by aligning itself with global, regional and national policy activities.

The Ministry of Education have ratified most of the international treaties such as the Education for All (EFA) targets and the Millennium Development Goals (MDGs). Notably, the SADC Strategic Framework and Programme of Action (2008-2015), which sets standards for mainstreaming of care and support for allthe in different sectors of development whilst also improving the conditions of service. It also addresses the challenges confronting both young people and teachers concerning issues of children's rights, protection, care and support for children. Psychosocial support is an all-embracing, responsive environment for catering for all the needs of all the children in order to promote wellbeing.

In agreement with Webb, Stewart and Bunting, and the Eswatini Education Sector Policy (2018) posit that, like all the countries in the world that strive for quality education for their sustainable development, the government of Eswatini considers education as a fundamental right and an essential means to ensure that all Swazis realise their full potential. It places special emphasis on basic education as a priority area. For that reason, the government ratified the international declarations supporting Education for All and the rights of the child has since been coherently articulated in domestic or internal guidelines such as the Child Protection and Welfare Act (2012), the Inqaba Schools Programme (2011), the Education Sector Policy (2018) and the Sexual Offences and Domestic Violence Act (2018). These have all been developed in an effort to give support to universal, regional and domestic policy activities.

In the same vein, Mofida (2014) asserts that a nation is deprived of potential human resources for its all-round development if the children are deprived of their proper childhood in society. There are many factors that lead to deprivation of proper education to the children and some remain out of school. It is important to open new schools in those inhabitants which do not have required school facilities, since education is one of the most powerful instruments in shaping the human race as it is the only answer to all our socio-economic problems. Several global organisations have been emphasising the need for universalization of primary education. Basic education provides learners with fundamental skills which address the learners' academic, emotional, moral, physical and spiritual development. Therefore, elementary education should be given the highest priority because this is the stepping stone of children to pursue higher education. If they are able to undergo their elementary education well, then there is a probability that they will be able to continue their education up to high school or even a higher degree.

Fazel, Hoagwood, Stephan and Tasmin (2015) also pointed out that children spend more time in school than in any other formal institutional structure. Schools play an important role in the lives of learners, covering a wide range such as peer relationships and social interactions to academic attainment and cognitive progress, emotional control and behavioural expectations, physical and moral development. All these areas are mostly troubled by mental health increases in recognition of the mental problems on academic attainment and the unique platform that schools can offer in access to and support for children and adolescents with psychological difficulties.

The Inqaba Schools Programme (2011) concurs with Fazel, Hoagwood, Stephan and Tasmin (2015) by pointing out that the introduction of the Inqaba Schools Programme also helped in extending the support to all the children in all the schools in Eswatini. The term Inqaba is the SiSwati word for fortress; it embraces and protects all children irrespective of their diversities. Attention should be squarely directed to orphans by making the schools specifically a safe place for dealing with all factors which affect quality. It should pave a

pathway for the provision of child centred methodologies taking into consideration the best interest of the child.

The term Inqaba School was derived from terms such as Schools as Centres of Care and Support (SFCs), Care and Support for Teaching and Learning (CTSL) and Child Friendly Schools. These four terms mean exactly One and the same thing, but Eswatini opted for the term 'Inqaba'. Schools as Centres of Care and Support (SCCS) are a programme that is being implemented in Zambia, Mozambique, Malawi, South Africa, Democratic Republic of Congo, Madagascar and Eswatini. The concept is spreading globally and has been well embraced by the SADC region and Eswatini in particular. It is an initiative of 13 Ministers of Education from Eastern and Southern Africa and is internationally known as Child Friendly Schools (CFS).

The Inqaba Schools Implementation Programme (2011) further pointed out that, in the Swazi context, psychosocial support is one of the pillars in the Inqaba Schools Programme which addresses children's social and emotional health and it has a beneficial impact on their academic performance, retention and progression. It pays attention to removing barriers to teaching and learning by enhancing the education system through the expansion of accessibility to a variety of services offered to learners in the school.

The provision of a comprehensive quality care and support the kingdom of Eswatini will be able to reach out for vulnerable learners in the country. This can be achieved through the proper provision of psychosocial support in all the schools, paying attention to the day to day support needed by those learners who are more vulnerable than others. It is a comprehensive, supportive environment meant to meet the physical, social, emotional, mental and spiritual needs for an individual to facilitate wellbeing.

In agreement with the Inqaba Schools Implementation Programme (2011) Bernado (2012) asserts that education can take action to reduce unemployment in a country. Learners acquire fundamental skills through education which can help them fight future unemployment and cultural disadvantage. Most of the learners do not perform very well at school

because of the chaotic family life, poverty, mental ill-health and emotional problems. This might be due to the fact that they come from different cultures reflecting unique social and religious backgrounds.

The Education Sector Policy (2018) clearly states that all learners in Eswatini should begin schooling at the age of six up to the last level where learners write an external examination coordinated by the Examinations Council of Eswatini(ECOE) In the same vein, UNESCO (2011) highlighted that psychosocial support is an important mediation strategy for dealing with negative effects of conflict such as depression, trauma, shame and withdrawal, which can have significant consequences for individual learning.

In support, UNICEF (2009) advocates for effective learner-centred methodologies to promote the psychosocial wellbeing for both the teachers and the learners. Evidence shows that students' relationships with teachers are useful indicators improved academic achievement and positive health and social behaviours. Several meta-studies identified perceptions of teacher fairness and teacher respect for students as important contributors to resilience and psychosocial wellbeing.

The school setup is the largest institution with a lot of highly skilled people who communicate with learners on a daily basis in any society. This makes the school a significant place capable of addressing the diverse need of the learners. Therefore, it is not uncommon to burden the school with extra work yet they are under resourced. Thornton (2011) also pointed out that children's mental well-being has emerged as a distinguishable priority for education, since here are escalating numbers of learners experiencing numerous problems such as family breakdown, anxiety, depression, oppositional disorder and attention difficulties. Therefore, the school together with the teachers are expected to play an important role in supporting all the learners in the school. Educational policy has focused on the importance of research-based prevention and early intervention in schools, leading to a lot of courses aimed at preparing children socially and emotionally for the 21st century. Increasingly, teachers have been viewed as having an integral role to play in supporting children's mental well-being.

According to Ahmed (2017), in the school set up since learners spend a lot of time at school and they get a lot of support from all the stakeholders in the school environment or setting. Some schools provide psychosocial support and mental health services to its learners. Therefore, the teachers are the ones who are supposed to set up the stage for psychosocial for learners in an emergency. In turn parents and the community at large expect teachers to go an extra mile in providing support in such situations. Learners look up to their teachers as models for good behaviour and guidance, while parents demand that schools completely respond to such situations convincingly.

In the same vein, Skodval, Morten and Campbell (2015) assert that, the school setting have since been given the task of attending the challenging social problems troubling learners and the youth. This can be the aim of extending learning through collaborative and accessible education or teaching learners to become responsible citizens. It can also be with the aim of promoting their psychosocial and physical health, or of addressing particular child protection issues. Weare (2013) posits that the school setup has since become the main agency for addressing society's most crucial problems thus coming up with a more comprehensive and cohesive communities. They in turn promote the spirit of citizenship in the young learners. Though keen to respond, schools are already under so many pressures that such responsibilities can seem daunting.

Ainscow (2013) pointed out that, many care and support practices within school settings are driven by recognition that failure to consider the social and personal problems of children and young people impedes the efforts of teachers and interferes with learning by learners. Such practices may include school based projects that focus on specific problems, such as bullying or substance abuse, or that connect children and young people with agencies that are equipped to meet the needs of those with social, mental or physical health problems.

Bell (2011) observed that, unlike physical injury, psychosocial problems are seldom obvious. It is through purposeful assessment actions and procedures that they are best identified. The most effective interventions are those

chosen on the basis of an assessment that considers people's emotional, social, physical and psychological wellbeing needs within their psychosocial context. By targeting interventions based on assessed needs and with the understanding of the psychosocial context, it is possible to use limited resources in the most effective way and avoid the potential harm of inappropriate or unneeded treatments.

As the degree of disruption and loss becomes clearer it is important to identify people in immediate clear need of specialist psychological health services. However, in general, it is not proper to come to conclusions about psychological health problems without properly diagnosing them early and later stages, that is, an active surveillance approach that allows time to pass before beginning any treatment.

1.2. Problem Statement

Many school going children in Eswatini are faced with increasing challenges and threats which include HIV and AIDS, Poverty, Displacement and Violence. It is disheartening to realize that a lot of learners in Eswatini are experiencing hardships and their development processes have been disturbed. They are mostly exposed to different types of abuse since they lost their parents through HIV pandemic. They are also forced to look after their ailing parents and they have to undertake more than their normal role with household chores (Inqaba Schools Programme, 2011). Children themselves are disturbed by myriad challenges hence they lag behind in their academic work. It is for that reason that the education offered in the schools should focus more on the problems faced by the learners and it should be related to the actual situation in their community and must squarely address their needs. (Swaziland Education Sector Policy, 2018).

It is in the light of these risks that there is a need to suggest a model for mainstreaming psychological support services in primary schools; this can help in addressing these challenges. In turn, they can reach large numbers of children paying attention specifically to their wellbeing. It has become very clear that the education system has tended to prioritise knowledge at the

expense of other very important aspects of our personality. It had again been recognised that in order to prepare young people for life there is need to pay specific attention to attitudes and behaviours rather than assuming that they will miraculously arise out of the knowledge imparted.

The problems of not properly attending the challenges faced by the learners are diverse in nature, delaying the learners from participating in many activities outside their academic work. Such problems become persistent and the learners will be forced to drop out of school. In that way they will be forced to partake in different forms of disruptive behaviours, in ad outside the school.

However, this study aimed to suggest a model for mainstreaming psychological support services as a potent factor for learners' psychosocial support, hence, the investigation on mainstreaming psychological support services in primary schools in order to improve learner support in primary schools.

1.3 Purpose of the study

The aim of the study was to suggest a model for mainstreaming psychological support services in primary schools to improve learner support in primary schools.

1.4. Research Objectives

The objectives of this study were to:

1.4.1. Explore the experiences of teachers as they implement the mainstreaming of Psychosocial Support services in Primary Schools in Eswatini.

1.4.2. Find out precisely about the conditions of teachers which affect them in mainstreaming of psychological support services in Primary Schools in the Shiselweni region in Eswatini.

1.4.3. Determine how the teachers in the primary schools have modified their practices to respond to the requirements of mainstreaming psychological support services in primary schools in the Shiselweni region in Eswatini.

1.4.4. Suggest a model that can be employed by Eswatini schools to mainstream psychosocial support in primary schools in Eswatini.

1.5 Research Questions

1.5.1. What are the experiences of teachers in mainstreaming psychosocial support services in Primary Schools in the Shiselweni region in Eswatini?

1.5.2. To what extent does the condition of teachers' service affect them in mainstreaming psychosocial support services in primary schools in the Shiselweni region in Eswatini?

1.5.3. How have the teachers in the schools modified their practices to respond to the requirements and objectives of the Inqaba Schools Model especially the mainstreaming of psychosocial support in primary schools in the Shiselweni region in Eswatini?

1.5.4 What model can be employed to mainstream psychosocial support in primary schools in the Shiselweni region in Eswatini?

1.6 DEFINITION OF OPERATIONAL TERMS

1.6.1. Collaboration

This term refers to the action of working with someone to produce or create something. It means working together in order to obtain a shared objective, project or mission. Collaboration enables people to solve a problem at hand (Moseley, 2019). Children's wellbeing therefore depends on contributions from many people and structures which support the learner's development in the community. In this study the concept means that all the stakeholders need to come together to contribute their expertise, sharing knowledge for the benefit of all the learners in the school. They will be able to work together as a

team to solve the problems which may arise while executing their duties. This in turn leads to social connectedness and it includes stakeholders such as teachers, religious leaders, community leaders and health workers who are all important sources of protection and support. A collaborative and integrated approach to psychosocial support should strengthen or reinforce these crucial supports.

1.6.2. Implementation

This concept means a continuous process that includes a set of activities designed to put a programme or activity (that we know works) into practice. It is a deliberate but flexible path using evidence effectively (Morris, Wooding & Grant, 2011). It also means providing a practical means for accomplishing something, carrying it into effect. Rouse (2019) defines implementation as the fulfilment of a plan or method for putting something into practice. Therefore, implementation is the act that follows any exploratory reasoning in order for something to actually take place.

For implementation to be fully administered there should be a series of tasks which need to be put into practice. In this study, this concept means successful mainstreaming of psychosocial support in primary schools in order to address the different needs of all the learners in the school, hence delivering the best possible care.

1.6.3. Intervention

Kohrt (2018) defines this concept as a plan of action crafted in a bid to offer professional help from all the different structures in the society. These structures can offer professional help for learners with traumatic experiences

In this study intervention means a strategy used to protect and support, heal mental distress and build social frameworks for dealing with emergency and demanding events. It means helping people change into effective survivors rather than uninvolved sufferers and preventing distress and suffering from developing into something severe. It also means, to make people strong and

face their problems and come to terms with their everyday life woes. It also helps them to to resume their normal lives. It is a plan of action crafted in a bid to offer professional help from all the different structures in the society. These structures can also focus in reducing an individual's chances to be exposed to problems by helping them to gain strength and mobilizing protective processes in the social systems that surround them.

1.6.4. Mainstreaming Psychological Support

This concept means paying attention to the emotional and social wellbeing of all the learners at different categories of the school community and all the aspects that touches upon the lives of the learners. it also means including Psychosocial support in policies, procedures and regulations governing the operation of the school whilst monitoring and making sure that evaluation networks with government sectors and institutions are in place.

Mainstreaming makes sure that that children's psychosocial wellbeing is a priority in all aspects of programming, policy development and organisational development. In this study mainstreaming psychosocial support means making sure that children feel supported in every area of their lives irrespective of where they are, be it in the classroom, playground, on the way to school and many more (REPSSI, 2009).

1.6.5. Mental wellbeing

This concept means to be in a healthy state of mind doing well especially in relation to one's happiness physically and socially and not purely the absence of disease or infirmity. It is a phase in which the individual becomes fully aware of his or her own capabilities, can manage with the normal pressures of life, can work effectively or successfully and is able to play a part to his or her community. In this study, this concept means having the ability to live a full and innovative life, as well as having the resilience to deal with life's ups and downs.

1.6.6. Model

This concept means a proposed structure that can help you understand how the system or process works, or how it might work. It is a classical presentation of reality. According to the Collins Dictionary (2019), it is generally used for an idealistic plan and especially for an idea or principle held within a specified classified category. It means an established pattern which is supposed to be used or followed as a procedure, authentic source or foundation of comparing the quality and quantity. I n this study, it means a procedure established as a policy or an authentic source based on the comparison of assessing quality and quantity. In this study, it means facilitating an understanding by eliminating unnecessary components; hence it explains controls and predicts events on the basis of past observations.

1.6.7. Psychosocial Wellbeing

This concept means a situation in which a human being is doing well especially in all or most of life's spheres; namely, heartiness, social welfare and psychological stability. It is the ability to address one's world, and to properly have a stable sense of emotions over it and a sense of hope for the eminent reality. This is when a person's psychological and outermost prerequisites are satisfied physically, mentally and socially healthily.

It refers to the development and ardent wholesomeness of an individual and the capability to find your touch as a human being. It also stretches over different areas of somebody's life; the psychological aspects including, emotional, cognitive, mental health and spiritual issues, while the social aspects refer to relationships with others, the environment, and community in which the individual lives (REPSSI, 2009). In the context of this study, the concept means the state of an individual learner being well socially, physically as well as cognitively.

1.6.8. Resilience

This concept refers to the process of adapting well while experiencing difficult circumstances. Gillian defines resilience as a list of characteristics that help a person to face a variety of the negative consequences of adversity. Resilience is the property of recovering quickly to the original condition after being pulled or painful experience, and makes a suitable alteration for change. Oliver, Collin, Burns and Nicholas (2006) said resilience is not an inborn characteristic but it is an accommodating process is not an innate attribute, but rather an adaptive process involving establishing relations between risk and protective factors within an individual's lived experience. In this study it means the ability to overcome adversity and positively adapt after challenging or difficult experiences (Ungar, 2015).

1.6.9. Vulnerability

Vulnerability is the ability or the position of being in an awkward position, whereby an individual is likely to experience expressive physical, emotional or mental damage that may result in their human rights not realized. Defencelessness describes the aspects and experiences of a society, network or resource that make it susceptible to the damaging effects of a risky situation. There are many aspects of vulnerability, stemming from different physical, social, economic, and contextual circumstances (Brown, 2019). In this study this concept means the diminishing capacity of a human being or group to visualize, deal with, combat and get back from the consequences of natural or manufactured casualties.

1.7. SIGNIFICANCE OF THE STUDY

This study is important in many respects, because it revealed the elements of organizational factors responsible for instilling value and the welfare of educators at all the levels in primary schools in Eswatini. Finally, it will contribute to the local body, giving insights into the nature and dynamics of mainstreaming psychological support services in primary schools by uplifting a model which can be used in all the primary schools in Eswatini. The study

will also establish a sound foundation for further research. It will benefit learners, teachers, principals, schools and the Ministry of Education as follows:

The study will benefit ***the learners*** through offering opportunities of promoting the learners' academic achievement by establishing different modes of instruction paying attention to the relationship between the the elements which promote organizational harmony. There was an increase in children's psychosocial wellbeing, moving from borderline abnormal to normal. Children will learn in an everyday classroom context that supports them in developing personal, social and emotional skills.

The current study will enable ***the teachers*** to use effective learner-centred teachings and learning methods such as discussions, roleplaying, and group working – all which have the potential to improve learners' psychosocial skills. This will enable them to be aware of the entire important part played by the educational establishment contributing towards the support of learners who are overwhelmed by various problems. They will also explore a wide range of different beliefs, bearings and line of communication to use in the classroom to support learners and build resilience and understanding of the importance of effective communication skills and also figure out what they can do in the society in order to support the readjustment and psychosocial progression of the child.

Teachers will also transform the educational programme or approaches in order to cater for behavioural changes such as lack of concentration which is a result of being exposed to stressful situations. Teachers will fully apply themselves tasks like decision making and in developing programmes meant to promote the understanding of learners' psychological wellbeing. The study also deepened teachers' understanding of the requirements for successful implementation of the Inqaba Schools Programme. Additionally, it will give meaningful insight into how teachers could be empowered and prepared to conduct and extend the Inqaba mission.

The study will enable ***the schools*** to effectively address the needs of learners in a holistic manner through engaging a diversity of skills and resources. They will be addressed in a comprehensive and meaningful approach at all levels. Schools will also be determined to reconsider the needs and stability of their own learners, families and staff to decide the best way to invest in their psychosocial wellbeing funding.

The schools will then be committed to the welfare and learning of the learners by providing a safeguarded and complementary or warm environment whereby all the learners can increase their learning; remaining attainable and reactive to learners' needs; and accommodating learners to develop their capability to deal with challenges and stress. Principals will become confident in dealing with psychosocial support issues such as physical, sexual and emotional abuse of learners and family violence as these are viewed as having the highest impact on academic performance and learner behaviour.

Finally, ***the Ministry of Education*** - the study offered empirical support to assist educational policy makers, administrators and educators in the educational planning and implementation of the support, care and protection. The study will enable the Ministry of Education to provide supporting framework, seminars and coaching that will empower teachers with the background they lack to provide psychosocial support to all the learners in primary schools. It will also enable the Ministry of Education and Training (MoET) to promote systemic and methodical transformation in educational institutions in order to develop traditions which will encourage the mainstreaming of psychosocial support in primary schools. The MoET will then take ownership over the psychosocial support trainings at pre-service and in-service programmes.

The study also developed knowledge for policy drafters to take into consideration the matter of drafting policies which will be adapted to mainstreaming psychosocial support or any newly designed programme. The government, through the MoET, will make sure that programmes emphasise enduring skills, flexibility, and the basic establishments of and approaches to psychosocial support.

1.8. PRELIMINARY CHAPTER DIVISION

CHAPTER ONE: This chapter comprises the motivation of the entire study, statement of the problem, aims, definition of operational concepts, and the entire plan of the whole study.

CHAPTER TWO: This chapter covers a theoretical frame of reference for the study, based on relevant literature.

CHAPTER THREE: This chapter provides a detailed review of literature on mainstreaming psychosocial support for schools. Research by other scholars on the phenomenon was reviewed and addressed in this chapter.

CHAPTER FOUR: This chapter details the research methodology; research design, and paradigm of the study. All aspects of methodology are presented, data analysis and presentation, ethical issues were taken care of during the data collection process.

CHAPTER FIVE: This chapter provides a detailed data analysis and interpretation as well as discussion of results. Discussion of both quantitative and qualitative results is discussed in this chapter.

CHAPTER SIX: A summary of the main findings, limitations of the study and recommendations are presented in this chapter. It also presents the proposed model for mainstreaming the psychosocial support in Eswatini schools.

1.9 Chapter Summary

This chapter presented an introduction and background to the importance of mainstreaming psychosocial support services in primary schools. It also looked at the rationale for the study, as well as the objectives and questions influencing the study. *The next chapter presents the Theoretical Framework of the study.*

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 Introduction

According to Sinclair (2007), theories are drafted to clarify, forecast and interpret the experience, and in many cases, to test and broaden current information, within the limits of the demanding bounding hypothesis. The theoretical framework is the framework that can grapple or backs an assumption of a research study. It offers and defines the theory which illustrates why the research problem currently under discussion prevails.

Sinclair (2013) further explained that, at the beginning of any research study it is imperative to examine the applicable theory supporting the information background of the phenomenon under investigation. The theoretical framework of a research depicts the rational foundations on which the research takes place, and forms the connection between the theoretical aspects and factual factors of the investigation undertaken to form the basis of the study. This study is being anchored on the theoretical underpinnings of Erikson's Psychosocial Development theory which was developed by Erikson employed Freud's production as a focal point to establish a theory about personal growth from birth to death. Its purpose is to provide a framework within which development can be considered, rather than a testable theory.

According to Kelland (2017), Erikson's Psychosocial Development theory essentially states that each person experiences eight psychosocial crises' which help to define his or her growth and identity. People experience these psychosocial crisis' stages in a fixed sequence, but times differ according to people and circumstances. Karcher and Benne (2010) postulate that, Erikson developed a theory of human development that projects the advancement of the personal growth stages in the social, emotional, and cognitive skills that individuals use in their relationships with significant others across the lifespan.

Initially, this theory was referred to as a bio-psycho-social theory of human development, but over time and across their careers of writing about human growth. Erikson placed more emphasis on charting how individuals manage interpersonal tasks and demands than on the biology of Freud's drive psychology which served as the initial impetus for the model. In fact, the biological dimension of the theory, drawn in part from Freud's model and from the ways in which physiological maturation affects the demands and tasks placed upon individuals, has been the least referenced component of the theory. Instead, the psychological and social constructs have come to signify the theory and most directly reveal its use in counselling.

Freud further stipulated that, the theory addresses the psychosocial demands placed upon human beings and our development from birth to death in response to changing interpersonal situations, all of which are embedded within a radius of relationships with significant others. Viewed from this perspective, the theory provides a unique lens for the work of counsellors, from those in community settings, working with adults to those counsellors in schools who try to bridge the lives of children and adults through child-focused mediations

This theory will offer a basic framework for this study because of its ability to tie together important aspects of social development across the entire lifespan. It focuses on how people's self-concept is promoted, or how people fail to develop faith about themselves, which enables them to become effective members of the community. This theory incorporates how people develop beliefs psychologically and mentally with how they learn to exist within a larger community of people.

Habib (2017) pointed out that, Erikson believed that the process of development is ascertained by cooperation between the mind, body and cultural influences. Even though he accepted Freud's idea of ego and superego, he disagreed with Freud's belief that personality solely depends on the basis of sexuality. The developmental theory shows how one develops through innate schemes and how she or he is raised up in a family which

expresses the virtue of their culture. He believed that the outside world and one's culture have a substantial outcome on an individual's nature.

Business Balls (2012) states that, the theory deals with the psychosocial requirements placed upon human beings and their growth in response to changing interpersonal situations from birth to death, all of which are embedded in relationships with significant others. Therefore, this theory, when viewed more deeply, is about the strain of human growth in relationships and the resulting harmony between needs for friendship and relatedness, as well as for translation

Sutherland, Monson and Arbuthnot (2017) assert that**,** Erikson's theory is based on the notion that growth comprises of a list of mental problems which an individual need to solve adequately and positively passes through as they develop. These problems include an individual's inability to acquire individuality and also learn to operate well in the community. Erikson came up with eight different stages of growth punctuated with experiences developed as the child interacts with the adults and also amongst themselves.

Play is considered as an integral part of human development because it helps learners to reorganize the way they look at the world and the things around them. It also helps them to fit into them properly the external world. The stages are sequentially ordered, moving from simple to the more difficult ones as they build upon each other. The crisis encountered in each stage should be properly addressed before the individual moves on to the next level of development.

Kelland (2017) postulates that, Erikson's model emphasises the sequential significance of the eight stages, paying attention to the fact that people continually develop throughout their lives. This encourages the individuals to see the near future as an opportunity to embrace positive change and develop instead of blaming themselves for things which were not properly addressed in the past.

As more people successfully progress through the stages they tend to address and face what lies ahead of them. Lessons can be effectively revisited when they present themselves again. It is important that we should be able to recognise them so that we can address them successfully.

According to McLeod (2013), this is a wonderful development theory for self-awareness, and teaching in order to help others who are experiencing problems as they develop in their lives. The theory emphasises the sequential progression though the stages. The stages correlate with a particular strength or crisis, which gave the individual a semblance of instinctive certainty in his social ecology. Each level of development can be looked at as an activation of a perculiar sense of alienation, which can become the foundation for psychopathology. All the eight stages are associated with a certain capability, hope will, purpose, competence, fidelity, love, care and wisdom. Individuals who lose their sense of special predictability and cultural continuity may face individuality recognition.

The concept states that people continue to change as they grow in their entire lives. This is an important and bright idea which is also realistic. This stance helps in promoting individuals to view themselves positively as a mode for positive change and growth rather than continually blaming themselves.

Boeree (2014) asserts that, Erikson proposed a structure of development which is based on the evaluation of an individual's observable adaptive functioning as they cater for the ever changing problems and stresses from an early age to the latest stage. He describes his work as an epigenetic structure made up of the different rungs on a development ladder in which each stage lays the foundation on for the next in a vertical way across the life span.

According to Frosh and Baraitser (2008), Erickson's main theory displays that as people continue to grow they become more vigilant as they interact with the entire social society, leading to the development of a healthy personality. He also believed that effective resolution of each challenge strengthens the self-concept, while failure to negotiate one or more of the psychosocial crises results in emotional distress.

Bunyamin (2010) says that, failure to solve the present problem will create more problems which will lead to more complex difficulties in the successive stages and this compels an individual to go back and master the previous stage, because it becomes too difficult to compensate for the damage caused by the previous stage. Such personality disorders can be addressed for later in life with a healthy strategy Similarly, Batra (2013) said failure to successfully pass through the expected level in a particular stage of growth may develop into emotional stress, making the individual unable to deal with the problems of the current and later stages of growth.

2.2 Philosophical Foundations of the Theoretical Framework

The theory has its philosophical basis in Erik's Psychosocial Development theory. Karcher and Benne (2010) modified and expanded Freud's stages of growth by placing much emphasis on the social context of development. Erikson is the first person who developed a life cycle that covers the complete period of existence. His alterations were motivated by humanistic discoveries and a concern with the social on-going of these levels which positively contribute to a movement from the sexual orientation of human beings to an ideology of psychosocial development. He further explained that the main idea in this model is the acquisition of an ego-identity, and the exploration of identity issues becomes the distinct component of adolescence.

Although the main attributes of individuals differ from culture to culture, the achievement of this developmental task has similar factors elements in all cultures. According to Karcher (2010), Erikson's theory crucially included cultural and social orientations into Freud's sexually identity theory. He was able to develop this because of his strong desire and empathy for people, young people in particular and simply because his research was conducted among communities far removed from the inward looking world of the psychoanalysts. A component of Erikson's approach is founded on Freud's ideas in a culturally sound and accessible approach which is not completely dependent on Freud's thoughts.

Scholars like Mwoma (2015), Mwenza and Tchombe (2011) highlighted in their studies that Erikson's psychosocial development theory established collaborations amongst different levels of human growth and the relationship with the individual and the community. They maintained that as each stage moves with age, the family, school, peer group and society influence the complexity of an individual's behaviour (Batra, 2013).

Tchombe (2011) postulates that solving the challenges in each level will make an individual to effectively manage all the challenges experienced as they progress from one stage to another, this promotes a positive and healthy development of the child's ego. Tchombe further highlighted that managing the stresses of each stage of development is very important in enabling the child to develop a healthy personality, in relation to what is observed in most African cultures. In agreement,Mwoma and Pillay (2014) argues that Erikson's theory left out the observation of the availability differences in culture which disturb the smooth transition in the various stages of growth, paying attention to the different approaches of reframing the problems.

On the other hand, Okeke and Mazibuko (2014) posit that the psychosocial development theory combines personal, emotional and social growth instead of paying attention to the characteristics of human development and, thus, it was called psychological development. Beichler and Lowis (2002), state that crisis occurs when people are forced to adapt to the proposed guidelines and dictates of the community, yet they are not t completely sure they are ready to carry out these demands. Within the context of psychosocial theory, when the antagonistic surpass pleasant for any developmental stage, problems in growth and adaptations will occur. The problems witnessed in each stage will come back later in life if they are not fully completed. ,

2.3 Relevance of the theoretical framework to the study

This theoretical framework is relevant to the study because the study is looking into the mainstreaming of psychosocial support in primary schools. This will enable all the stakeholders to provide psychosocial support to all the children who are living at risk. Nzelwa (2011) asserts that, Erikson's structure

of psychosocial development is still very important, highly recommended and meaningful concept because it pays attention to life's lessons and challenges, which help us, develop healthily. The psychosocial principle is genetically unavoidable in moulding human development.

Nzelwa further explained that, Erikson's' theory is still applicable even today as when he first introduced it and actually given if you look at the current stress on society, family and the relationships and the call for individual development and satisfaction, Erikson's are still relevant more than they were before. this makes the model more powerful and relevant to today's life in different avenues to facilitate an understanding on explaining the development process in people. Therefore, Erikson's model is very important in teaching parenting, self-awareness, managing and coaching, dealing with challenges and generally understanding other people.

Jarvis (2014) confirms the relevance of the theory to this study, where he states that, it provides a model for thinking about the life cycle as a series of eight successive tasks, the mastery of which is considered integral to the living of a satisfying life. Erikson conceived of each task as comprising a crisis whose successful resolution promoted the psychosocial development of the individual and increased likelihood of the positive resolutions of subsequent development crises. In fact, Erikson understood the eight development crises he outlined in much the same way as opportunities of growth and positive change. McLeod (2013) posits that an effective progression from one stage to another heavily relies on balancing up the opposite extremes instead of depending completely on realistic most favourable extreme in each challenge. In this endeavour, the approach covers a wide area in highlighting why excessive attention to each stage is not beneficial in promoting a healthy personality. A well-adjusted conclusive experience in each stage develops a relative value which allows a range of other relevant temperamental and mental power. McLeod (2013) also noted that, when people successfully pass through each stage of development, they become fully prepared to face what awaits them in future, but this is does not mean everything is completely destroyed when an individual experienced negative experiences in any

specific crisis stage. He further explained that, this theory should be taught to everyone, most importantly to learners, educators and everyone else involved in shaping the lives of learners.

It is absolutely reachable and would be of great help everyone to understand the interrelatedness between life experiences and human behaviour and how adults can disturb the development of their children into emotionally matured people That is why the theory was good in promoting the way learners are taught and nurtured, and it would be appropriate for his ideas to be more widely known in day-to-day life, beyond the clinical and counselling professions. DARA (2008-2018) concurs with MacLeod in that, any person is unable to successfully solve problems that occur during the development process, who fails may face the same problems again in future.

The psychosocial crises are psychological health challenges which happen because of life's health problems that occur due to life experiences. If an individual does indeed successfully reconcile these forces, he or she emerges from the stage with corresponding virtue. It is certainly a view that greatly helps others in motivating oneself intrinsically so that they view the future as an opportunity for positive change and development, instead of looking with blame and regret.

Kelland (2017) posits that Erikson's concept is significantly incorporated into cultural and social aspects, which is very accessible and clearly applicable to contemporary life, from various perspectives for understanding and explaining how society can influence the personality and behaviour in people. As such, Erikson's theory is important for coaching, parenting, self-consciousness, managing and coaching, dealing with conflict, emotions and generally for understanding self and others. Erikson's psychosocial theory actually states that human beings pass through eight psychosocial stages of development which greatly influence an individual's development and personality involving people with problems. The theory emphasises that each stage presents two challenges of two opposing emotional forces or contrary dispositions.

Frosh and Baraitser (2008) assert that teachers, inspectors and the school's nurse are supposed to take part in all informational decisions on behalf of the learners they teach, because most of them are faced with diverse problems. Within the context of psychosocial theory, when the negatives outweigh the positives for any given stage, difficulties in the development and adjustment will arise. The challenges of stages not successfully completed may be expected to reappear in future as problems.

Bunyamin (2010) pointed out that, it is vital that parents understand this theory and the stages so that they can understand their children better, their environment and the way the respond to these conditions. In this endeavour, it is possible to see the variations and problems between normal and abnormal people while following their personal development. Erikson's theory promotes the methods children and young people are instructed and nurtured, and it would be proper to publicise the core ideas so that they can be applied on daily basis.

2.5 Chapter Summary

By using Erikson's theory, the research wider understanding of the psychosocial wellbeing of all the participants in this study and how they could be motivated and encouraged. This function has enabled the researcher to view different components of psychosocial needs and connectedness of all the participants. As the theory pointed out, the concept asserts that people change and develop throughout their entire lives, and that personality is not exclusively formed during early childhood years. It is certainly a view that greatly assists in motivating oneself and others to see the future as an opportunity for positive change and development, instead of looking back with blame and regret. Everyone can change and grow, no matter what has gone before. And as ever, understanding why we are like we are- gaining meaningful self-awareness is always a useful and important step forward.

Erikson's concept helps enables one to clearly understand the process of individual development. Frosh and Barrister (2008) believe that, Erikson's theory should be taught to everyone especially to school children, teachers

and parents, because it’s certainly user friendly, and it would greatly help all the people across the stages of development. It also encourages interconnection between human experiences and human behaviour enabling adults to promote emotional maturity. The next chapter is Literature Review.

CHAPTER THREE

LITERATURE REVIEW

3.1 Introduction

This chapter extensively reviewed the literature in relation to the objectives of the study which were to:(a) Explore the experiences of teachers as they implement the mainstreaming of Psychosocial Support services in Primary Schools in Eswatini.; (b) Find out precisely about the conditions of teachers which affect them in mainstreaming of psychological support services in Primary Schools in the Shiselweni region in Eswatini ; (c) Determine how the teachers in the primary schools have modified their practices to respond to the requirements of mainstreaming psychological support services in primary schools in the Shiselweni region in Eswatini;(d) Suggest a model that can be employed by Eswatini schools to mainstream psychosocial support in primary schools in Eswatini.

The literature will be discussed under the following sub-topics: *Background information on mainstreaming psychosocial support services in Primary schools. Advantages of mainstreaming Psychosocial support services in primary schools, School practices supporting the mainstreaming of psychosocial support services in primary schools, Experiences and perceptions of teachers in implementing the mainstreaming psychosocial support services in primary schools, Support systems employed to facilitate the implementation of psychosocial support services in primary schools. Modified practices responding to the requirements of mainstreaming psychosocial support, and introduction of the suggested model for mainstreaming psychosocial support services in primary schools.*

3.2 Background information on Psychological Support Services in line with differentiated curriculum

The Southern African Development Community (SADC) region is facing an escalated increase in the number of learners and youth who don't have

access to the essential services which they need to grow up well, especially, food, shelter, education and vital skills, health care, clean water and sanitation, protection from situations of abuse, denial of their basic liberties and emancipation from extreme poverty. Deprivation and vulnerability of children and youth in the region is largely caused by HIV and AIDS which have been recorded to be more prevalent in the SADC than in any other region globally, high levels of poverty, and in some cases conflict and natural disasters. As a result, they are engaging or are more likely to engage in socially deviant and risk behaviours such as criminal activities, transactional sex, conflict and violence, early marriage, alcohol and substance abuse, as well as depression and suicide (Salamao, 2011).

The Arc Resource Pack (2009) states that, having problems or troubling situations can invariably affect the social and emotional welfare of children. Exposure to violence or disaster, loss of, or separation from family members and friends, deterioration in living conditions and lack of access to services can all have immediate, as well as long-term consequences for children, families and communities' balance, development and fulfilment.

In the same vein, Adrianopoulos and Brennan (2017) posit that growing up today have since become too difficult than it was before, nowadays learners and the youth face a lot of challenging situations than it used to be in the past and it is difficult to comprehend that. They also believe that schools should be welcoming and supportive in order to promote relevant structures to address the disturbing currents that can set us back. However, they further assert that, for schools to be successful in assisting learners; priorities for the nation must be readjusted and the education setting must balance out scholarly culture and emotional welfare. This is what all the stakeholders deserve more than anything.

The Inqaba Schools Implementation Programme (2011) concurs with Adrianopoulos et al. in stating that children come from a range of diverse cultures displaying distinct social, cultural and religious backgrounds. When the learners come to school, they come with different painful experiences since they have gone through a lot of negative things, such as painful

experiences, and children with negative experiences find it difficult to pay attention to their scholarly work. The Inqaba Schools Framework, therefore, points out that it is very important that educators have a good foundation on children.

The teachers also need to make their children to calm down by involving them in various light- headed activities. These activities could be taken as important components of psychosocial support. People are said to be completely developed when they are meaningfully engaged socially, mentally, physically, emotionally and spiritually. The Ministry of Education in Eswatini is appreciative that these components are complementary and add value to the welfare of all the learners.

The Inqaba Schools' Framework is a component of the new Education Sector Policy (2018); it points out that all educational institutions in Eswatini should promote the schools to the status of being a fortress for all children; paying special attention to orphans and vulnerable children. Protecting learners' means, catering for the diverse needs for all the children by providing them with opportunities for expressing their views and feelings freely. This programme promotes effective and worthwhile participation of children, teachers, school committees and parents in all the levels of development and management. This collaboration entails, promoting awareness and transmitting information, conferencing and nurturing; building upon the current conditions.

Inqaba schools are required the involvement of the members of the society in order to collaborate and develop working relationships with all the important partners, such as administrators, teachers, parents, Non-governmental Organisations, Ministry of education officials and parents. The main theme of this course is the development of healthy lifestyles, integration of gender perspectives, equal opportunities and equality and respectability. This is confirmed by differentiated curriculum in the South African context. According to Huebner (2010), nowadays, there are a lot of diverse learners in the classroom with who are diversified philosophically linguistically. They also differ in their psychological understanding, fundamental knowledge and

learning styles. Due to the diversity of the learners, a lot of schools have decided to adapt learning to the needs of individual learners.

Gregory and Chapman (2013) point out that in South Africa; curriculum differentiation is directed by the differing abilities of the learners in the classroom. It acknowledges the singleness of individual learners in relation they to the way they interact, areas of origin, cultural and religious tradition, socio-economic status according to their language of communication, place or origin, cultural and religious practices, socio-economic status, family background, learning strategies and learning needs, without taking into account the learner's capabilities. It is a mentality or ideology that empowers educators develops a master plan that will accommodate the diverse needs of the learners in order to accomplish specific goals. They also revealed that understanding the diverse needs of the learners is not something new, but it calls for deliberate effort from the educator in order to review the available knowledge to take decisions on how these needs can be adapted to the available information. UNESCO (2004) concurs with Gregory and Chapman in that, when curriculum is differentiated, the level of expectation is altered in respect of content, process, product and learning environment- based on an assessment of student readiness, interest and learning profile in an effort to meet the learning needs of all students within the class. For the simple reason that learners are not the same, teachers need to apply different instructional strategies in the classroom to ensure their maximum participation in the curriculum. Such strategies include applying varying questioning strategies, varying the complexity of questions and tasks, designing a lot of different activities that blend assessment and instruction, and establishing multi-layered centres or situations in the classroom.

In the same vein, Sternberg and Zhang (2010) posit that while curriculum differentiation may be a more difficult challenge for the instructor, it can greatly benefit the learners at all levels, giving them enough chances to develop and learn at their own space. By using differentiated instruction strategies, educators can meet the needs of all students and help them to meet and exceed the established standards. Inclusion of students in the

mainstream curriculum is said to depend on adequate differentiation of the teaching approach to match individual learning characteristics of the students.

Levy (2010) also noted that students enter classrooms with different capabilities, learning styles, and personalities. Educators are commanded to make sure all the learners meet the required standards set by the department. Differentiated teaching strategies will enable the teachers to cater for needs of all the learners so that they meet the required standards to see that all students meet the standards of our district and state. In agreeing, Marishane&Mahlo (2015) indicate that the starting point for any school improvement must be the teaching staff. This, in turn, suggests that teacher development for improved teaching practice should be a prerequisite for effective learning in an inclusive classroom environment where such improvement is to be pursued and sustained.

To improve such development calls for long-term and consistent approaches for empowering all the educators at the school level. The focus on teacher development at the institutional or school level is crucial as it underscores the view that classroom practises influence teaching and learning. In the same vein, Marishane and Mahlo (2013) assert that, curriculum differentiation is a strategy that involves modification, adaptation and extension of methodologies, instructional and assessment strategies and curriculum content. They also noted that curriculum differentiation is about the teacher's response to the learners' needs. For such response to occur, the teacher should have an in-depth understanding of the learner diversity, the principles that should guide such response, elements of a differentiated classroom and relevant strategies to be applied to achieve success in the process.

The UNESCO (2007) concurs with Marishane and Mahlo in saying that central to these classroom practises is curriculum delivery to learners in the class through differentiated instruction. Differentiated instruction involves instructional practices and teaching strategies that are inclusive in nature, practises that enable all children, including those with disabilities to access and succeed in the general education classroom and curriculum. The emphasis on the classroom stems from the fact that it is at this level where

teaching and learning processes, learners, teachers and the curriculum interact. The importance of differentiating curriculum for learners with different educational needs, abilities and behavioural problems, has been recognised for many years' and documented in many studies. This recognition resulted from the absence of empirical evidence in support of segregated education.

According to Ledwaba (2017), most countries, including South Africa, have witnessed a growing recognition of the importance of curriculum differentiation as a key strategy to make the curriculum accessible to all learners in schools. However, increasing recognition has not been proportional to the number of opportunities provided to learners to access quality education. In general, schools in South Africa are faced with a diverse learner population that demands a shift from traditional teaching to a more inclusive approach. South Africa has been hailed for developing a comprehensive and progressive Inclusive Education policy that requires the implementation of curriculum differentiation to meet the diverse needs of learners in schools. However, in spite of this policy, a huge percentage of learners in need of additional learning support are not able to access the curriculum effectively.

There are other compelling reasons to support the differentiated curriculum. Concurrently, de Jager (2016) posits that, African teachers encounter numerous challenges in the creation of differentiated activities to include diverse learner needs in effective teaching and learning. These challenges include the inability to identify learning barriers and adapt the curriculum, teaching and assessment methods according to the learning styles and readiness levels of learners. Opertti (2009) also noted that teachers should be equipped with the appropriate skills and materials to teach diverse students and meet the diverse needs of all different categories of learners. Moreover, there is a need to develop a common sense of purpose amongst teachers which may require a paradigm shift in their mind set about schools and their pedagogies, re-examining the practice to make it more tolerable, flexible and responsive.

Morgan (2013) concurs with Opertti that, today teachers are responsible not only for meeting the diverse needs of all students, but also ensuring improved

educational outcomes. Accordingly, school personnel are seeking proven ways to strengthen traditional classroom practices. Rock, Gregg, Ellis and Gable (2010) highlighted that students enter the classrooms with different abilities, learning styles, and personalities, hence, educators are mandated to see that all students meet the expected standards.

Through the use of differentiated instruction strategies, educators can meet the needs of all students and help them to meet and exceed the established standards. UNESCO (2004) states that, for the simple reason that learners are not the same, teachers need to apply different instructional strategies in the classroom to ensure their maximum participation in the curriculum implemented. Such strategies include applying varying questioning strategies; varying the complexity of questions and tasks; and designing multi-level activities that blend assessment and instruction in the classroom.

Lee, Gragouda, Theohari and Wehmeyer (2006) also highlighted that addressing the needs of all learners in schools should be understood from the perspective that teachers must not only be positive about learners who are perceived as achieving lower outcomes than their classmates, but must also be able to differentiate the curriculum to meet their learning needs. In order to provide learning support to a diverse group of learners, adequate differentiation of the curriculum is required for better support and integration of individuals regardless of any learning barriers they experience. According to the DoE (2011), curriculum differentiation includes the modification, changing, adaptation, extension and variation of teaching methodologies, teaching strategies, assessment strategies, resources and the content of the curriculum. The collective components of curriculum differentiation are assessment, content, teaching methods, resources, learning activities, learning environment and learners' products to address the diverse needs of individuals and to maximise their learning opportunities in the classroom.

The differentiation is guided by variation in individuals' learning abilities, learning needs and learning styles. In this instance, the teacher or the facilitator differentiates his or her way of teaching, assessment of learners' activities, time allocation to complete an activity, environmental settings as

well as teaching and learning resources for learning to take place. Curriculum differentiation has long been identified as the most logical way to respond to learners' diversity in their learning environment as it promotes the progress of each learner in a general curriculum (DoE, 2011). Tomlinson and Imbeau (2010) point out that differentiating content allowed students to use a variety of real life examples, anecdotes and simple content more meaningfully.

When teachers differentiate instruction according to interests, such students are motivated to connect what is being taught with things they already value, differentiation also encourages students to discover new interests. For example, teachers may choose to differentiate key skills and materials to be learned, with particular students' interests in several areas such as music, sports, or wild life. Interest-based differentiation is directly linked to studies in motivation which show enhanced student engagement with the task, great student creativity and productivity, as well as higher level of intrinsic motivation when instruction caters for student interest.

In agreement, Alvarez (2018) pointed out that differentiating instruction in the classroom has many benefits, some of which are obvious, and some less so. Teachers can see these benefits without burning out from working extra hours on creating separate lessons for students at each level. Students can learn and demonstrate knowledge in different ways. There are opportunities to learn and practice alone, in groups, by reading, by watching videos, by completing projects and more. Students all learn differently, and every student has an opportunity to learn in a way that works for them.

Alvarez (2018) further said that differentiation teaches learners that there is not just one right way to learn, everyone is different, and everyone has different strengths. Instead of seeing others as simply good in school or bad in school, students can see value of their peers' individual interests and strengths. In a differentiated learning environment, students have an opportunity to explore topics that interest them and they can choose their own article to read and then share what they learned with the class. Students might choose articles, or choose topics that make them excited about learning.

Differentiated instruction allows all students to participate in and contribute to classroom activities. No students are left out of learning opportunities simply because the reading assignment was above their level. Teachers can tell at a glance how each student is performing in each skill and quickly assess when intervention is needed. Tomlinson and Alexandria (2017) assert that in a differentiated classroom, teaching is evolutionary. Students and teachers are learners together. While teachers may know more about the subject matter at hand, they are continuously learning about how their students learn. On-going collaboration with students is necessary to refine learning opportunities, so, it is effective for each student. Teachers monitor the match between learner and learning, making adjustments as warranted. Differentiated classrooms operate on the premise that learning experiences are most effective when they are engaging, relevant, and interesting to students. A corollary to that premise is that all students will not always find the same avenues to learning equally engaging, relevant and interesting. Further, differentiated instruction acknowledges that later knowledge, skill, and understandings must be built on previous knowledge, skills and understandings and that not all students possess the same learning foundations at the outset of a given investigation.

Masten (2017) points out that those teachers who differentiate instruction in academically diverse classrooms seek to provide appropriately challenging learning experiences for all their students. These teachers realise that sometimes a task that lacks challenge for some learners is frustratingly complex to others. Teachers who understand that teaching and learning approaches must be a good match for students look for every opportunity to know their students better. They see conversations with individuals, classroom discussions, student work, observation, and formal assessment as ways to keep gaining insight into what works for each learner. What they learn becomes a catalyst for crafting instruction in ways that help every student make the most of his or he potential and talents.

Masten (2017) also noted that in a differentiated classroom the teacher assumes that different learners have differing needs and proactively plans lessons that provide a variety of ways to get at and express learning. The

teacher may still need to fine- tune instruction for some learners, but because the teacher knows varied learner needs within the classroom and selects learning options accordingly, the chances are greater that these experiences will be an appropriate fit for most learners. Effective differentiation is typically designed to be robust enough to engage and challenge the full range of learners in the classroom.

Stetson, Stetson and Anderson (2019) confirm that differentiated instruction allows teachers to provide those opportunities without labelling or obviously isolating individual learners in the classroom. One approach to dealing with the individual differences of students is the method of differentiated instruction. In this approach, the focus is on the academic success of individual students or a small group. In order to use this method, a teacher needs knowledge of the students' learning history, interests, and readiness to learn among other things. This knowledge helps in developing individual lessons and activities that maximise the personal growth of each student. Differentiated instruction leads to better classroom management and discipline and cuts on distractions and interruptions to teaching.

On the same note, Joy (2019) pointed out that, differentiated instruction is a teaching method tailored to students' needs. Differentiation may involve individualising content, the process, the materials used, or the learning environment. An important element of differentiated instruction is on-going assessment and necessary adjustments, as well as flexible grouping of students by readiness level and interests. She also mentioned that differentiated instruction or curriculum is when teachers maximise the learning potential of a classroom by modifying curriculum, teaching methods, learning resources and activities to address the needs of the students, as individuals or small groups gathered by learning level or readiness. The teacher adjusts the pace of the teaching according to the needs of the students as well as their interests and learning styles.

Logsdon (2018) posits that, in a differentiated classroom, teachers recognise that all students are different and require varied teaching methods to be successful. Instruction is adapted across subject areas to allow students to

embrace the teaching method most appropriate to them. These include students with learning disabilities who might otherwise fall behind in a traditional classroom setting. The aim of differentiation is to employ a variety of teaching styles to ensure that students can approach learning in different ways, but with the same or similar outcomes. Differentiation is meant to stimulate creativity by helping students make stronger connections, understand relationships, and grasp concepts in a more intuitive way.

Kostyukova and Revyakina (2016) concur with Logsdon (2018), in stating that learners experience a unique scholastic journey which leaves an important impact throughout their lives. During these educational years, children acquire the opportunity to develop themselves in a holistic way. Thus, it is important that the school sets up structures for the creation of a safe environment by providing means of protecting children from negative influences that might hinder this holistic development of the learner. In the same vein, the Special Education Needs-A Continuum of Support (2016) reported that, the problem of the child who lags behind in his school work is one of the most difficult situations that teachers have to face. It is a problem which can arise in almost any school. In primary schools there are children who are not performing well in their capabilities to such an extent that they may be seriously handicapped in their relationship with society. The deficiencies are built on a foundation of persistent failure to achieve what other children are achieving. Therefore, any teacher who has reason to think that a child may be having special difficulties in class should take steps to ascertain the nature of the difficulties and whether the child needs remedial treatment in an ordinary school or special education in a special school or class.

On the other hand, UNICEF (2013) postulates that, education and psychosocial support is purported to have a dynamic and mutually reinforcing relationship. Effective child-centred learning is important in promoting psychosocial wellbeing of both learners and teachers. To strengthen its purpose in promoting psychosocial support within educational programming in emergencies, UNICEF, Save the Children, International Rescue Committee

amongst others, have emphasised the importance of training teachers and school counsellors.

However, the Arc Resource Pack (2009) pointed out that the psychosocial support approach shifts the emphasis from the children as active voice of suffering and adopted the approach providing services which acknowledges and invigorates resilience and local competencies. The term ‘psychosocial’ rests on the conception that; there is a consolidation of aspects that are important for the psychosocial welfare of human beings, in a holistic manner since these factors cannot be naturally detached from each other.

The term directs attention towards the totality of people’s experience rather than focusing exclusively on the physical or psychological aspects of health and wellbeing and emphasises the need to view these issues within the interpersonal contexts of wider family and community networks in which they are located.

In agreement, Salamao (2011) points out that psychosocial support characterizes a continuity of support that tackles social, emotional and psychological problems in order to safeguard the welfare of individuals, their families and countries. It can also be provided by the members of the family, or people who are closely related to an individual or by services offered by the community, government and non-governmental organisations. Mwoma and Pillay (2015) noted that psychosocial support encourages the interrelationships between psychological factors and personal experiences and broader interpersonal adventures affecting relationships, customs and perceptions.

The Regional Psychosocial Support Initiative (REPSSI (2013) confirms that, psychosocial support helps individuals to soothe the mental grief and restore social hierarchy after traumatic experience or a grave situation. It can support people to become active survivors rather than passive victims. Therefore, early and adequate psychosocial support can prevent distress and suffering from developing into something more severe, helping people cope better and

become reconciled to everyday life, and helping beneficiaries to resume their normal lives to meet community identified needs.

Similarly, Thornton (2011) believes that psychosocial support is an integral part of all children's daily school experience regardless of whether they live in situations of calm or amidst the tragedy and chaos of immediate or protracted emergencies.

3.3 Advantages of Mainstreaming Psychosocial Support Services in Primary schools

According to the Arc Resource Pack (2009), psychosocial integrating the curriculum is about considering all the components of programming and legal composition of course, developing policies and institutional growth and taking into consideration the learner's welfare. Educationally, psychosocial support should be fused in such a way that the programme addresses all the relevant issues and also paying attention to all programmes, course of action within the institution and how applies consolidating psychological components into; policies, procedures, programme designs and development of educational activities and budgeting, further training and staff development, observing and appraising associations with government sectors and institutions.

The Regional Psychosocial Support Initiative (2018), leads to understanding that mainstreaming psychosocial support will lead to standardization and approved state of psychological welfare required for learning to successfully happen, addressing the challenges faced by of adolescents and youth and the main pushers of HIV infection and alleviating the causes of uncertainty such as poverty, abuse and abandonment, which negatively impact on the learning process.

They further state that psychosocial support is significant to all human beings because it restores confidence and reassurance, because without faith there is no progress. Psychosocial support highlights the innate potential and supports an individual to secure a different perspective; orphans and vulnerable children need to be encouraged because it enables them to take

better care of themselves that s/he can be able to collaborate with other community members efficiently.

In agreement, Reynolds, Zuphanick and Dombeck (2013) affirm that mainstreaming also introduces all children to different backgrounds and such diversification is naturally experienced by many people in their entire lives. An education system is the real place to observe and adjust to the different settings and it should take note and adjust to the difficulties faced by learners. This ideal setting is advantageous because it develops the capacity to acknowledge human differences and abilities are very important in working together with everyone in the community.

Psychosocial support is a continuous sequence of love, care and protection that strengthens the psychological temperaments and the spiritual welfare of an individual by enhancing the social and cultural connections. Mental Health Net (2019) concurs with Reynolds et.al (2013) in that the integration of the curriculum introduces learners to diversity. Such a variation is originally experienced in an ideal environment where learners actually meet and interact with a lot of people in their entire life. The education system is the real situation for seeing and harmonizing the differences observed amongst the learners. This real world preparation is advantageous, because it promotes the ability to promote the ability to accept people's differences. These abilities are helpful in enforcing participation among colleagues and the entire neighbourhood. Mainstreaming is aimed at developing the best abilities irrespective of whether or not this ideal world is realised is a different issue altogether. It provides teaching and coaching opportunities to produce more advanced learners and this stimulates a more realistic setting for everyone.

A good educational framework is the one that appropriately helps learners to attain their objectives in the individual education plans. Every learner must have various aims, capabilities and needs which are supposed to be fulfilled. There is no single framework that can suit all the different learners. Instead, all the people working with the learners should ideally upgrade the teaching and learning environment and materials found in their local societies. Then, they can make a wise selection that best matches the child's needs and

circumstances. Teachers should aim at developing a conducive environment. On the other hand, Dawood (2013) views psychosocial support as very important in recognising the significance of the social setting by alleviating the psychologically difficult situations in addressing the psychological impact of stressful events experienced in crisis. In practice, this calls for the redesigning of governmental frameworks which have been destroyed or weakened by an emergency, so that they can provide good and efficient support for the people affected by hardships that match with the learner's needs and situations. He further posits that for educational experts, psychosocial work focuses on putting into practice sound teaching and learning experiences. Teachers are expected to create a conducive environment responsive to the different learning situations responding to the challenges faced by learners from conflicted environments. They need to assist them to regain strength after the crisis.

UNICEF (2013) has also contributed immensely by reporting that, when psychosocial support services are mainstreamed into primary school programmes they can reach large numbers of children. This will contribute to good results towards the educators' temperamental care and welfare, educators' knowledge, expertise and the education and classrooms and institutional security. Hence, mainstreaming psychological support services into schools can develop lifelong experiences in order to safeguard children and also develop good habits, whilst the educators can develop good wholesome support to the vulnerable learners.

In support, Morgan (2009) indicates that integrating helps in realizing that vulnerable learners feel fully supported in every aspect of life, everywhere and anywhere. It also means including a focus on the emotional and social wellbeing at all levels of the school community such as; curriculum development and classroom practices, planning and budgeting, capacity building and professional development, policies and procedures of the school, monitoring and evaluation, and networking with government sectors and institutions.

The Inqaba Schools Implementation Programme (2011) indicates that the idea of mainstreaming psychosocial support develops spaces to enable the learners to discuss issues in order to identify alternatives. This will help them to progress with their own lives in spite of the problems they encounter along the way. It also creates a warm and responsive setting and strives toward a holistic welfare of the learners whilst developing social and mental abilities by reinforcing the relationships and collaboration between the school, community and other important stakeholders.

The psychosocial approach views the child and his or her needs according to the environment or setup. The psychological component of this intervention is concerned with mental processes such as feelings, thoughts, behaviour and motives whereas the social component consists of family, school peers and the wider community. The child's needs are then analysed from the child's psychological, social and cultural perspective (Inqaba Schools' Implementation Programme, 2011).

UNICEF (2013) relates mainstreaming psychosocial care, support and protection as the purposeful and organized involvement of psychosocial care into all the departments of the starting with the leadership and management of the school and policy level, through to the school culture to all areas of the school and after school learning. When psychosocial care, support and protection is mainstreamed, school policies and learning programmes are developed and delivered in a way that promotes the psychosocial welfare of the educators, non-academic staff, learners, youth, families and the society at large. The encompassing approach of psychosocial welfare requires that assistance given to the learners should correctly and sufficiently given through all the channels that interact with the learner.

The Regional Psychosocial Support Initiative (2013) supports government and nongovernment service providers integrate support into the various services and programmes developed for learners and the youth. Mainstreaming happens at four different areas such as the leadership and policy development level, operational and application level, girls youth and families and at the community level. Psychosocial support caters for the physiological

needs such as safety, shelter, nutrition, health and education which are the foundations for wellbeing.

Furthermore, the Regional Psychosocial Support Initiative (2013) further explains that, when psychosocial support services are integrated into courses so that they can be provided to a lot of people including girls, boys and the youth. Psychosocial support is very important in the context of HIV and AIDS prevention, treatment and many other areas which require specialised attention.

Psychosocial support in schools refers to both the day-to-day support needed by all learners for them to grow and develop healthily as well as a more focused and purposeful type of support needed by those learners who are more vulnerable than others. The Health Department of South Africa report (2016) points out that psychosocial support involves restructuring and enhancing relations which are very important to human growth and development. The report further highlighted that meaningful and very important forms of psychosocial support and care should be given on daily basis by the immediate family members, members of the society and the significant others to promote psychosocial strategies and other health activities.

Salomoa (2011) asserts that psychosocial services are integral for learners and youth to develop together with capable people to promote and administer complete human abilities in order to become dynamic and productive members of the society for their entire lives. He also cautions that a lack in the essential psychosocial needs can lead to poor development results, such as anxiety, depression, bad behaviour, low self- esteem, poor relationships, dangerous sexual behaviours, desire to end their lives, low educational achievement, poor health and non- productivity. The presence of psychosocial support may successfully ignite certain mental and social pathology to help them to control their situations. When psychosocial support is effectively implemented a learner will feel completely supported socially, emotionally and spiritually supported in every area of their lives. He also explains that psychosocial support services also develop coping strategies, thus enhancing

healing mentally, while at the same time guiding affected equipping them with leadership skills for controlling their varied situations enabling them to add value to the growth of their individual families and societies.

3.4 Experiences and Perceptions of Teachers in Mainstreaming Psychosocial Support Services in Primary Schools

The most effective interventions are those chosen on the basis of an assessment that considers people's emotional, social, physical and psychological wellbeing needs within their psychosocial context.

Banerjee, McLaughlin, Cotney and Roberts (2016) indicate that there is a familiar problem to implementation of evidence-based interventions in schools. There is a lack of participation of all the categories of the school personnel. Additional challenges exist across individuals such as discrimination, help-seeking behaviors, psychological health status, parental risk factors, and community and system levels. Several factors affect implementation across these three levels, from the competing priorities of stakeholders involved, children, parents, school staff, educational authorities, and mental health services, to the focus of the intervention and the outcomes of interest such as educational achievements, psychological measures and social functioning. Implementation science helps to advance the understanding of core organizational culture, climate, leadership, classroom, and teaching practices that can impede or aid uptake of evidence-based interventions. The models to improve implementation are complex and multitier, but manageable when systematic approaches are taken.

In the same vein, Weare and Nind (2011) concluded that going beyond the curriculum to consider the whole school, such as changes to school ethos, teacher education, and liaison with parents, parenting education, community involvement and coordinated work with outside agencies, is needed for maximising positive impacts. On the other hand, they also caution that reviews of multi-component versus single-component programmes do not always find stronger effects for the former. However, this speaks to the fact that multi-component implementation may be particularly challenging,

because of the number and complexity of school systems that need to be addressed. On the other hand, O'Sullivan (2017) believes that it is important that school personnel provide an integrated curriculum that recognises the richness and uniqueness of the individual and the importance of the quality of teaching and learning experiences

Social, personal and health education is central to pupil development in its broadest sense and is an essential part of school curricula. Effective implementation of the curricula recognises that difficulties other than within child factors should always be considered and may arise from a mismatch between teacher instruction and instructional level at which the pupil is functioning. An instructional level that incorporates a variety of practices and resources will reflect the suitability of the material being taught, the students' ability to learn from the material being taught, the students' ability to learn from the material and the skill of the teacher in teaching the material. Banerjee, McLaughlin, Cotney and Roberts (2016), state that the real world success of intervention and prevention efforts cannot be attributed to any given programme *per se*, but rather to the way in which the programme is implemented and embedded in a school that is coping with an extensive set of daily demands and priorities. Virtually, all domains of activity, school-based work designed to foster children's well-being and resilience can only be understood and evaluated fully when there is a consideration of its implementation. This, of course, is the fundamental gap between developing a successful programme and demonstrating its success in an efficacy trial with tight control and support, on the one hand, and rolling it out with demonstrable effectiveness in a cluster of schools, a school district, or even a whole nation, on the other hand. A reasonable starting point for examining this issue would probably be an examination of the school factors that would influence how well the prescribed elements of the programme are actually implemented.

Concurrently, Burde, Guven, Kelcey, Lahman, & Al-Abbadi, K. (2015) point out that school-based provision of psychosocial counselling interventions tends to be well-suited to offering the lower-level intervention that can be hard to access through formal referrals. They also act as a preventative measure to

ameliorate psychosocial issues in refugee children and ensure that they do not become more advanced in the short-term. In addition, school-based provisions are largely accessible, avoiding lengthy or complex referral processes, and waiting periods tend to be relatively short. Schools act as familiar territory and can assist in restoring some sense of normalcy in affected children.

Similarly, Durlak and DuPre (2008) also observed that, application heavily relies on the collaboration among all the stakeholders and all those involved in educating the learners. They also believed that there is a strong foundation for situating work on emotional health and welfare within the framework of teaching methods meant to promote the learners' freedom and self-sufficiency through the provision of advanced choices and paying attention to the perfection of learning activities than academic achievement and social comparison goals. This also includes successful collaboration amongst the school, learners, parents, caregivers. All these are very important in promoting learners' psychological health and welfare needs. These partnerships should be based on realistic debates on effective communication.

Durlak and DuPre (2008) further explained that, collaboration in supporting learners can and must be developed into multiple stages within the school. Effective teacher-learner relationships help in promoting learning in making sure that social and emotional needs are catered for in the classroom. When working cross culturally with students, it is important to have advice from someone who understands the culture of the student and who can identify nuances in communication as well as help to clarify any contextual or cultural factors that may be impacting on individual students inculcating effective participative relationships amongst families and schools can give good assistance for learners' achievements. Promoting home school collaboration also promotes the development of powerful protective elements for learners' wellbeing. A socially effective strategy for promoting mental health needs a strong partnership with dignified local leaders in order to promote socially

relevant and good messages surrounding mental health and the welfare of learners.

Similarly, Gladwell and Tanner (2014) posit that there is training for understanding and use of participative education methods, including the development of the educators' involvement and the confidence in addressing the new curriculum and pedagogy and training models that help the teachers to apply them in small groups. In agreement, Sinclair (2013) states that teachers require training and support to help them identify and skilfully deal with the psychosocial needs of the learners and themselves. Participative training practices that relate to intrapersonal communication, temperamental proficiency, endurance, empathy, avoiding stereotyping and so on, can assist with healing together with giving basis for capabilities such as resolving disputes which is part of education for citizenship and peace.

3.5 Support in the Mainstreaming and Implementation of Psychosocial Support Services in Primary Schools

The implementation of the psychosocial support services is crucial in schools. This is confirmed by Morgan (2014), in stating that, psychosocial support is an intervention and a fundamental right, especially for school children. It is supposed to be given together with the other foundational services to at risk learners and the youth. Psychosocial support services are more successful when given by family members and community structures including the education sector and religious groups. They should promote interrelationships between all the people who are working with children. Following this, The National Counsellor for Special Education Report (2014) revealed that there are many ways in which a teacher can provide psychosocial support and protection to children.

The most natural and effective way is to look consciously into creative and effective ways of integrating psychosocial principles into the everyday relationships with the children; the benefit of mainstreaming psychosocial

support is that it reaches out to all the children, including those who are vulnerable. This reduces the stigma sometimes associated with targeted programming for vulnerable learners. The mainstreaming approach is also preventative; it reduces the number of learners who require specialised one-on- one intervention.

The Inqaba Schools Implementation Programme (2011) points out that, with regard to children, psychosocial wellbeing concerns the connections between the child and the people in the community and society. It involves the ways in which the learner perceives himself in relation to the structure of life and thinks about himself or herself and about life generally. However, Ahmed (2017) comes with a different view in stating that maximum results from teacher development and training of other education staff are attained when the strategies for providing psychosocial support by educators are integrated into the school subjects and extra-curricular activities. This depends on the availability of professional psychosocial practitioners to train, support and monitor teachers and other staff members.

The skills that children learn in their everyday classroom context support them in developing personal, social and emotional skills. Therefore, what is critical is the teachers' pedagogical knowledge, skills and competence to design and implement innovative classroom activities that engage children in their learning whilst building these crucial social and emotional skills.

O'Carroll (2009) observed that, in the context of the education sector as a whole, mainstreaming translates into a sensitised school community that cares for all its members in a concrete manner. Traditionally, education emphasises cognitive and academic objectives, and its overall aims are psychosocial because it is ultimately the whole learner who is nurtured. Hence addressing learner's experiences and needs is a holistic development. Psychosocial programming takes into consideration the fact that a child does not exist in isolation, instead, it seeks to strengthen children's relationships with themselves and with those around them.

Scholars such as, Reynolds, Zuphanick and Dombeck (2013) have variously highlighted that the best educational set up is the one that effectively assist the learners to attain their academic goals. All the leaners have different goals, abilities and needs and there is no one best setting for all children. Therefore, parents and teachers must ideally upgrade the educational set up and materials available in their societies. Thereafter, they can make a good choice that exactly corresponds with the needs of the learners' needs, situations and placement decisions. For that reason, decisions should be re-evaluated timeously because learners' needs keep on changing over and over again.

UNICEF (2009) also reported that international, regional and national policies provide the context and mandate for care and support in teaching and learning, thereby addressing significant causes of children's vulnerability. Internationally, the Millennium Development Goals (MDGs) and Education for All (EFA) goals commit countries around the world to get key global educational growth goals such as alleviating extreme poverty, hunger, achieving universal primary education, promoting gender equity and the training of women, decreasing the numbers of child mortality, preventing HIV and AIDS and other diseases from spreading fast and making sure that the environment is sustained.

The report also highlighted that SADC Member States are party to these international declarations emphasising particular development needs of vulnerable children across the region, Eswatini included. These regional declarations and protocols provide guidelines to the building of capacity and enabling environments for the implementation of national policies which include: improving school enrolment quality, education, access to shelter, nutrition, health services and child protection.

The report further advocates the integration of rights, protection, care and support for children in member countries' National Plans of Action as encapsulated in the Eswatini Vision 2022. The Eswatini National Response to Psychosocial Support Programme addresses the challenges confronting both young people and teachers concerning issues of children's rights, protection,

care and support for children. Support is a detailed welcoming setting for catering for holistic needs for an individual learner to promote wellbeing. Notably, the SADC Strategic Plan set standard for mainstreaming psychosocial support for children in different sectors of development while also strengthening the conditions of service. It addresses challenges confronting both young children and teachers concerning issues of children's rights, protection, care and support for children.

An educational institution is a setup which looks after individual learners making them successful. It is a setting where the learners' needs are met whilst they are safeguarded and confident and they enjoy learning. It is a place where children should feel all their needs are met, whilst they are protected, confident and enjoy learning (Inqaba Schools Implementation Programme, 2011). Therefore, the concept of mainstreaming psychological support services in primary schools is used as a basis for ensuring that children feel socially and emotionally supported in every area of their life.

The attention is directed to all the needs of the learners not only on their academic performance, because teachers naturally feel obliged to cater for only the academic part. Fortunately, the Inqaba Schools programme also focuses on other aspects such as health, security and safety, nutritional status and the mental wellbeing of the learner together with training of educators and the relevant pedagogy and teaching materials. It improves chances of participation and also develops healthy learning spaces by adhering to the rules and regulations of the school.

The Inqaba concept is a setting which helps individual learners to realise their full capabilities through the development of the most effective educational context. It enhances psychological and physical welfare of the tolerance, gender equity and the respectability of the learners. This approach is a gateway for enforcing a successful promotion of the right of children towards an education that offers equal opportunities and that which is continually directed by high participation. The main focus of this approach is to upgrade schools and the entire education sector into effectively towards good standards attending all the components which promote the welfare of all the

learners as the sole beneficiaries of teaching and learning whilst promoting other school functions.

The Inqaba programme, together with the education Sector Policy, emphasizes that all children in Eswatini schools system should readily have access to quality education. UNICEF (2013) posits that, education and psychosocial support are purported to have a strong and positively motivated relations. Successful learner-centred designs are vital in providing psychosocial support to both teachers and learners. It also reinforces its efforts of promoting psychosocial support within the educational context in emergencies. UNICEF, Save the Children, International Rescue Committee, amongst others, have emphasised the importance of training teachers and school counsellors.

The Inqaba Schools Implementation Programme (2011) asserts that, the psychosocial support approach views the child and his/her needs in connection with the environment or setting. The psychological component of this intervention is concerned with mental processes such as feelings, thoughts, behaviour and motives, whereas the social component consists of family, school, peers and wider community. The child's needs are then analysed from the child's psychological, social, and cultural perspective. Reynolds, Zuphanick and Dombeck, (2013) concur with the Inqaba report that mainstreaming affirms that the child with special educational needs is properly placed into regular classrooms. It emphasises the importance of regulating all current levels to accommodate to accommodate the child's special education needs. They usually have additional supports as well, because they receive education alongside with their peers.

It is an appealing, inclusive approach providing an ideal setup in order to promote and teach vital skills. A real learning context have a list of ideal learning chances because it provides a lot of creative chances of socialisation since some learners have unpolished social skills. These hindrances actually disturb their advancement in life. Actually, social abilities can only be imparted and received in a social setting. Quite logically, social skills can only be learned and acquired in a social environment.

The Special Education Needs-A Continuum of Support (2016), states that in order to be successful in giving support to all the learners the mediation strategy should be placed in the natural context and resources and the current culture and social values. The strategy for helping the learners should centre around developing societies, families and other social structures such as the school which is a supportive environment for learners. REPSSI (2018) articulated that the teacher is supposed to utilise to use key Psychosocial Support theoretical concepts and assessment to scrutinize the school's psychological framework in order to come up with a strategy to make it better. The teacher may also be able to implement social and psychology concept and capabilities to assess personal character to review self-identity and harmonize specific, experienced and national requirements. The teacher is enabled, capacitated and encouraged to collaborate with their learners in order to assist them to develop culturally, intensely and mentally to become hygienic and more satisfied.

The teacher also displays cultural and sensitive teaching abilities in promoting a tender and warm classroom practice which encourages effective learning, communication, collaboration, explanation and support by all learners. Furthermore, the teacher also demonstrates capabilities and expertise to organize school administration, politics and executive to enhance the school's cultural and natural environment and apply guidelines to comprehend the capability of the school as a heart and soul of learning and care. Therefore, the teacher is able to use capabilities and expertise of their role as a community development in exchange and record and distribute the stories of change in their school community.

UNICEF (2009) also noted that the development of teamwork among staff is equally important, as it is promoting of self-assurance in school administration and good classroom management. Academic performance in schools can be improved by structuring the school in such a way that the responsibility of teachers is enhanced to include delegated authority which should enable them to make critical decisions, facilitate, collaborate with the head teachers

in the school's management and decision making process. Collegiality results into collective responsibility and good governance of the school.

Education and psychosocial support are purported to have a dynamic and mutually reinforcing relationship. Effective child-centred learning is important in promoting the psychosocial wellbeing of both learners and teachers. To strengthen it, efforts in promoting psychosocial support within educational programming in emergencies, UNICEF, Save the Children, International Rescue Committee, amongst others, have emphasised the importance of training teachers and school counsellors.

Furthermore, UNICEF (2013) asserts that teachers are supposed to have the require experience, capabilities, expertise and support to take in a wide spectrum of diversification among learners in the classroom. They must be able to choose the suitable pedagogies in order get good results because learners' academic performance is not just an issue of what is happening in the education sector, but it is also an outcome of high participation amongst all the stakeholders.

Even though the schools make a huge difference in supporting the learners, there are different factors which alter learners' success, such psychosocial support which influences the wellbeing and rights of the child as a learner and the main beneficiary of teaching, while improving other school duties in the process.

Salomao (2011) avers that psychosocial support services are important all learners and the in order to develop into a balanced human being who are keen to develop and display their complete human potential so that they become industrious and answerable compatriots throughout their entire life cycle. A failure to gratify the fundamental psychosocial needs can lead to unfavourable developmental results among which are anxiety, depression, delinquency, low self-esteem, poor relationships, risky sexual and other behaviours, suicidal tendencies, low educational achievement, poor health and low productivity.

The existence psychological support services may successfully negate some psychological and social pathological factors or permit them to be educated. When psychosocial support services are flourishing, a child or youth will feel culturally, temperamentally and religiously supported in every form of their lives. Salomao further says that, psychosocial support services develop adaptation strategies, speed up wholesomeness, psychological and direct defenceless learners and the youth, pass on responsibility and administrative capabilities for controlling their positions and make them to add value to the advancement of their families and societies.

3.6 Support Systems Employed to Facilitate the Implementation of Mainstreaming Psychosocial Support Services in Primary Schools in Eswatini

Schools are good places to identify children who need help and support and to monitor their wellbeing, since children spend a lot of time at school over many years (UNICEF, 2013). Fazel (2014) indicates that the factors that put children at risk of mental health difficulties help health experts to plan and develop the kind of support and resources needed to intervene early to improve children's mental health. They also help to guide efforts to prevent mental health problems from developing. He further posits that it is important to note that the presence of a risk factor does not mean that an individual child will necessarily develop a mental health difficulty.

Some of the important influences include children's physical, social and emotional development, family circumstances, sense of belonging to school, and access to resources and support services. Furthermore, Fazel (2014) further points out that the overall mission of the school mental health programmes is to promote healthy social, emotional and behavioural development of students. Hence, it is of crucial importance that barriers to learning must be addressed so that the general wellbeing of students, families and school staff can be enhanced in collaboration with other comprehensive student support services. There is also support for the emotional health and academic growth of all students through a comprehensive array of effective

service and support which is integrated throughout the levels of student support.

Inqaba Schools Implementation Programme (2011) explains that in order to be effective in providing support to learners the intervention should be situated in the local context and material environment, and prevailing culture and social values. The plan to assist has to focus on strengthening communities, families and other social institutions, including the schools as protective spaces for children. This should enable learners to become active agents in building communities and planning for their futures. Together with teachers in the school, an attempt should be made to provide additional experiences that will enable emotional healing, promote coping and positive development despite the adversities experienced. These experiences include recreation and involvement in various activities and roles. Totana, Kostyukova and Revyikina (2016) believe that a key component to an effective academic intervention is to identify appropriate academic expectations for the child that is to ensure an instructional match. By first assessing a child's instructional level in each subject area, interventions can be individualised to a child's specific needs. Such an approach may have the added benefit of preventing maladaptive behaviour that is the result of academic frustration. Interventions and instructional modifications resulting from such an assessment include direct instruction in areas of need and activities that provide for frequent practice repetition and feedback.

The American Psychiatric Association (2018) hold the view that the interventions promote awareness of personality associated with cognitive distortions and alternative coping strategies, and ultimately reduce development of some problem behaviours. Prevention programmes are often delivered in classrooms or in small groups. In schools, several prevention efforts have been successful in addressing risk factors, including interventions to decrease substance abuse in adolescents who score highly on certain personality measures, suggesting an increased risk of problems with substance abuse.

Research conducted by the Department of Education (2016) revealed that mentally healthy students are more likely to go to school ready to learn, can actively engage in school activities, have supportive and caring connections with adults and young people, use problem solving skills, have non-aggressive behaviours, and add to positive school culture. Key points for supporting children who may be affected by mental health risk factors can be achieved through building caring relationships. A caring relationship having at least one important adult, ideally a parent or a caregiver is a significant protective factor that builds resilience to help children cope with difficulties.

The mental health and wellbeing of children and young people is everyone's business. The benefits to the individual and to the society in preventing problems from arising and intervening early where they do are significant. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils. Mental health services, when embedded within educational systems, create a continuum of integrative care that can promote health, mental health and educational attainment. Strategies to integrate the different tiers of interventions within a school are probably the most sustainable. Service systems that support educational and mental health promotion, prevention and treatment are administratively convergent on a set of quality indicators that, if enacted, can support a comprehensive continuum of services for children and families. These indicators include accountable care organisations, the meaningful use of data to improve quality, and pay for performance incentives to promote healthy behaviours.

For quality learning to take place, and for children to lead happy and fulfilling lives, their psychological, emotional, mental, spiritual and social needs must be addressed, and they must be given the support to develop the psychosocial coping skills required to deal with stressful and traumatic situations. Hilary and Stirling (2016) confirm that emotional wellbeing highlighted that the whole school approach ensures that all parts of the school organisation work coherently together in providing a solid base of positive universal work to promote wellbeing and help prevent problems. This

approach also develops a supportive school and classroom climate and ethos which build a sense of connectedness, focus and purpose, the acceptance of emotions and vulnerability, warm relationships and the celebration of difference. This calls for starting early with skills based programmes, preventive work, the identification of difficulties and targeted interventions, working intensively, coherently and carrying on for the long term.

To build relationships and action plans across the school community needs trust and a shared understanding of what you want to achieve. Another crucial point is that of involving the whole community to ensure that support is provided at all levels. This can be done through engaging the children through encouraging their voice, authentic involvement in learning, decision making and peer-led approaches. Children should be able to identify school- wide messages and support which should be integrated within curriculum understanding and skills on emotional development.

Hilary and Stirling (2016) further highlighted that prioritising professional learning and staff development will help in understanding and reducing the risk factors that can affect wellbeing, and help children develop the resilience to overcome adverse circumstances. Staff wellbeing is increasingly becoming a priority for schools and the evidence building that taking care of staff and offering them positive skills impacts on the staff and also the school climate and students. Professional development ensures that staff members have relevant knowledge and understanding to teach, provide planned opportunities to explicitly promote wellbeing and create a positive classroom culture, staff understanding and can identify signs and triggers of concerns recognising the need for early intervention. This will also raise awareness about the widespread nature of mental health problems in children and young people, and the school responsibility to identify them and intervene early. They will also base their response on a sound understanding of child and adolescent development, thus helping all children cope with predictable life changes and transitions.

Hilary and Stirling (2016) also reported that standard teacher training programmes need to incorporate curricula that are targeted at the most

common mental health issues that are likely to be present in schools. These curricula include mental health screening and identification of common presentations of mental health issues. Similarly, training teachers in mental health promotion skills might not only assist in identification and referral for children who need it, but might also help teachers feel less overwhelmed. Poor prioritisation of child and adolescent health and mental health restricts the positive possibilities of integrative services. Evidence that mental health is crucial for child development is clear, and schools are where children spend much of their time.

In the same vein, O'Sullivan and Lynch (2015) postulate that school leaders need to be active in promoting positive mental health and wellbeing in their school settings. They could be instrumental in raising mental awareness by creating a culture and a climate which is accepting and supportive for staff, parents and students. Implementing targeted programmes and interventions, including curing curriculum, are still part of the whole school approach. This is meant to ensure high quality implementation of specific programmes and interventions.

Teachers would explicitly teach social and emotional skills, attitudes and values using well trained and enthusiastic teachers and positive experiential and interactive methods and resources. They could integrate this learning into mainstream processes of school life. The school also needs to develop a supportive policy which would ensure that there are robust policies and practices in key areas at school, such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health. The Education Departmental Advice (2016) advocates that counselling is an intervention that young children or young people can voluntarily enter into if they want to explore, understand and overcome issues in their lives which may be causing them difficulty, distress and confusion.

This exercise can also support young people who are having difficulties within relationships, for example with family or with friends, and those who are having difficulty managing their emotions, such as anger, and as part of a graduated response to decide whether or not to support in places where

difficulties are caused by events such as bullying or bereavement. The Education Departmental Advice (2016) clearly explains that good mental and emotional wellbeing is an integral part of children and young people's development. When this development is inhibited, counselling can be an effective and important resource. The aim of counselling is to assist the children to achieve a greater understanding of themselves and their relationship to their world and to ease a greater awareness and utilisation of their personal resources, to build their resilience and to support their ability to address problems and pursue personally meaningful goals. As a result, schools would want to ensure that there is an effective quality assurance framework in place.

This could give a clear picture of the prevalence of issues and referrals to counselling, on the impact of counselling on children and young people's outcomes. This could also allow the on-going assurance of quality and performance of the counselling service. Schools should ensure that routine outcome data are collected, not only to assess the impact of counselling on the child or young person, but also assess the effectiveness of the services as a whole.

Gravois, Gickling and Rosenfield (2011) aver that it is important that school personnel provide an integrated curriculum that recognises the richness and the uniqueness of the individual and the importance of the quality of teaching and learning experiences. Social, personal and health education is central to pupil development in its broadest sense and is an essential part of the school curricula. Effective implementation of the curriculum recognises that difficulties other than within child factors should always be considered and may arise from a mismatch between teacher instruction and the instructional level at which the pupil is functioning.

An instructional level which incorporates a variety of practices and resources will reflect the suitability of the material being taught, the students' ability to learn from the material and the skill of the teacher in teaching the material. The Educational National Psychological Service (2015) points out that, in general, teachers will have noticed those who have difficulty in coping with the

normal curriculum. On the other hand, parents should be made aware of any difficulties being experienced by their child in school, long before there is any question of a psychological assessment. If required, parents should be encouraged to make arrangements for a check up on the child's general health, hearing and sight.

The above concerns about teachers' competencies in relation to psychosocial issues, as well as parental involvement, are emphasised by Sinclair (2013) as he posits that teachers require training and support to help them recognise and cope creatively with the psychosocial needs of their students and themselves, and parents should be supportive and work collaboratively with teachers. In times of crisis, many teachers as well as students may be suffering from the psychological effects trauma, loss of a separation from a family member, and other stressful circumstances. Participative training activities that relate to interpersonal communication, emotional awareness and coping, empathy, avoiding stereotyping and so on, can help with healing as well as providing the foundation for skills such as conflict resolution that are part of education for citizenship and peace.

Postholm's (2010) view is that professional development means teachers learning how they learn, and how they learn to learn, and how they apply new knowledge to support student learning. The most important factors required to attain good results are the school's capacity to support professional learning and the cooperation of teachers in educational activities. Likewise, Burde, Guven, Kelcey, Lahmann and Al-Abbadi (2015) posit that the role of the trained psychosocial practitioners, school counsellors and teachers are critical in building capacity of the protective networks. Specialised services of the professional practitioners are required to deal with and provide appropriate therapies to severely affected children, while the school counsellors and teachers can provide psychosocial support to the moderated and mildly affected children, parents and caregivers to provide overlapping complimentary support.

For this system to function effectively, school counsellors and specialised mental health referral centres must develop well-coordinated effective plans.

Standard teacher training programmes need to incorporate curricula that are targeted at the most common mental health issues which are likely to be present in schools. These curricula include mental health screening and identification of common presentations of mental health issues. Similarly, training teachers in mental health promotion skills might not only assist in identification and referral for children who need them, but also help teachers feel less overwhelmed. Burde, Guven, Kelcey, Lahmann and Al-Abbadi (2015) further explained that poor prioritisation of child and adolescent health and mental health restricts the positive possibilities of integrative services. Evidence that mental health is crucial for child development is clear, and schools are where children spend much of their time.

UNICEF (2009) noted that a common theme of UNICEF's teacher training guidelines is the assertion that it is the skills that children learn in an everyday classroom context that support them in developing personal, social and emotional skills. Therefore, what is critical is the teacher's knowledge, skills and competencies to design and implement innovative classroom activities that engage children in their learning whilst building these crucial social and emotional skills. UNESCO (2011) asserts that maximum results from teacher development and training of other education staff are achieved when the approach to psychosocial support by teachers is mainstreamed into the school curriculum and extra-curricular activities. The results achieved also depend on the availability of professional psychosocial practitioners to train, support and monitor teachers and other school staff.

The British Association for Counselling and Psychotherapy (2010) reported that school based provisions of psychosocial counselling interventions tend to be well suited to offering the type of lower-level intervention that can be hard to access through formal referrals. They can also act as preventative measures to ameliorate psychosocial issues in refugee children and ensure that they do not become more advanced in the short term. In addition, school-based provisions are largely accessible, avoiding lengthy or complex referral processes and waiting periods tend to be relatively short. Schools also act as

familiar territory and can assist in the restoring of some normalcy for affected children.

The British Association for Counselling (2010) also highlights that, before commissioning an individual psychological assessment for a child, school staff should explore the avenue of supplementary teaching. If the school decides that an assessment is required for a particular child, the principal or a nominated teacher should arrange a personal interview with parents or legal guardians. In general, an assessment should be carried out in the child's school, where the surroundings are familiar. A separate room in the main building and near the school office is an ideal venue. Parents should discuss any concerns regarding learning difficulties with school personnel in the first instance. Most of the school- based mental health interventions are designed to focus on mental health promotion or primary prevention for all students in the school; some programmes also target students at high risk of mental health problems.

The American Psychiatric Association (2018), states that the overall mission of the school mental health programmes is to promote healthy social, emotional and behavioural development of students. Barriers to learning must be addressed so that the general wellbeing of students, families and school staff can be enhanced in collaboration with other comprehensive student support services. They also support the emotional health and academic growth of all students through a comprehensive array of effective service and support which is integrated throughout the levels of student support. On the other hand, Gray and Weare (2013) postulate that there is evidence that the school environment is the largest determinant of the level of emotional and social competence and wellbeing in children and teachers. In general, an environment that enhances competence and wellbeing is one that fosters warm relationships, encourages participation, develops children and teacher autonomy, and fosters clarity about boundaries, rules and positive expectations.

It is recommended that schools are encouraged to develop such climates and to ensure that they work in emotionally competent, participative and clear

ways with them, in order to encourage professional autonomy. Therefore, comprehensive school mental health programmes help students achieve academically and to have access to experiences that build social skills, leadership awareness and caring connections to adults in their school and community. Schools that also choose to collaborate with community partners have found that they can enhance the academic success of individual students. These partnerships have been found to significantly improve school-wide truancy.

Correspondingly, Gray and Weare (2013) also observed that the way schools implement school- based mental health services vary, they may hire school based therapists or social workers or they can provide access to prevention programming, early identification of mental challenges and treatment options. They can also partner with community mental health organisations and agencies to develop an integrated, comprehensive programme of support and services to develop evidence-based programmes to provide positive school climate and promote student skills in dealing with bullying and conflicts, solving problems, developing healthy peer relationships, engaging in activities to prevent suicide and substance abuse.

In that way, they can also develop early intervention services for students in need of additional support, such as skill groups, to deal with grief, anger, anxiety, sadness, and so on. This can lead on to developing a school culture in which teachers and other student support staff are trained to recognise the early warning signs of mental health issues with students. Hence, developing a referral process to ensure that all students have equal access to services and supports. Furthermore, early identification and referral resources may reflect a school climate that is comfortable in talking about and addressing emotional health which again may reduce the stigma often associated with receiving mental health treatment. Mentally healthy students are more likely to go to school ready to learn, actively engage in school activities, have supportive and caring connections with adults and young people, use problem solving skills, have nonaggressive behaviours, and add to positive school culture.

The American Psychiatric Association (2018) reported that promoting alternative thinking skills strategies focuses on self-control, emotional understanding, positive self-esteem, relationships and interpersonal problem solving skills. This introduces a curriculum that seeks to reduce problem behaviours and it uses role playing and storytelling lesson activities. Positive behaviour interventions and support focus on positive social culture and behavioural support for all students. This approach emphasises the use of the most effective approach to address even severe problem behaviours.

A majority of the programmes focus on all students, but some target students at high risk of mental problems. For most of the programmes, the content is provided to the students in specific daily or weekly sessions over a period of weeks or over the entire school year. For some of the programmes the intervention is incorporated into the existing school curriculum and daily activities and support is on-going. Because most children spend much of their time at school, it offers an opportunity to reach many children with mental health-related prevention, resilience and early identification initiatives.

The American Psychiatric Association (2018) also revealed that professionals looking after the child's welfare while at school may also include visiting teachers, curriculum consultants and school education support staff, as well as support services. Ensuring that support is available outside the immediate family, and that children know how to access it, can be a particularly helpful strategy. Preventive programmes designed to assist children to develop coping skills for their situations can also help to build protective factors.

In many situations it will not be possible for parents, caregivers or school staff to eliminate the critical risk factors affecting children. This may include chronic illness or disability affecting parents or family members, all of which are difficulties that place stress on children as well as families, particularly because they are chronic, demanding circumstances that are mostly not able to be solved. In such situations, a focus on identifying and building protective factors can help reduce the effects of mental health risks.

Ensuring that support is available outside the immediate family, and that children know how to access it, can be a particularly helpful strategy. Preventative programmes designed to assist children to develop coping skills for their situations can also help to build protective factors.

Moreover, Fazel (2014) posits that recognising the kinds of mental health risk factors which children are exposed to can help to eliminate or reduce those that are able to address bullying and racism. Schools can work to minimise these risks for their children. Child abuse, neglect and exposure to violence represent very serious mental health risks for children's development, and frequently cause on-going trauma and disadvantage that extend into adulthood. Action to stop abuse is critical to protect children's mental and physical health. Even when the immediate trauma has stopped, the risk of mental health difficulties remains high for children who have experienced abuse or trauma.

When children have been affected by abuse or trauma, extra effort is required to assist recovery and build resilience. Since risk factors often indicate circumstances that may severely challenge children's mental and emotional wellbeing, predicting whether or not an individual child develops a mental health difficulty is not straight forward. This will depend on how the child responds to that particular situation. However, several risk factors are related to one another, and it is their combined effect that leads to difficulties. Fazel (2014) also indicates that the staff works diligently to provide students with instructional strategies and academic support for all learners. These support opportunities are critical in helping students secure the necessary skills to be successful with their grade level requirements. A key component for success in the following support programmes is the relationship between home and school. Many schools have prepared teachers, school nurses, and other staff members successfully to volunteer in student assistance programmes, whereby these staff members lead after-school support groups that are designed to help students express themselves to their peers and adults within a safe, comfortable environment.

Furthermore, Save the Children (2017) is of the view that preventive mental health programmes should be developed that include a healthy social environment, clear rules, and expectations that are well publicised. Staff members should be trained to recognise stresses that may lead to mental health problems as well as early signs of mental illness and refer these students to trained professionals within the school setting.

Early intervention and prevention in view of the substantial international evidence that early-intervention and prevention programmes can lead to improved outcomes for pupils and school leaders should ensure that some teaching resources are used for this purpose. As schools engage in a process of self-reflection and review, they will become aware of whole-school issues that may be addressed through early-intervention programmes, which are evidence-based and which are responsive to the local context. Save the Children (2017) also assert that schools have the flexibility to innovate by developing and trialling new approaches and by using assessment data to evaluate the efficacy of these interventions. Developing and sharing successful practice has the potential to contribute to improvements in the overall provision for pupils with special educational needs. They (schools) may find it helpful to deploy additional teaching resources in junior classes to strengthen station teaching approaches which target the promotion of language, literacy and numeracy skills.

The use of early-intervention and prevention programmes helps mitigate the development of learning, social and emotional difficulties. Children who experience difficulties require support. As children cannot present their own interests, it is the responsibility of the state, through social welfare services, to take special responsibility for them. Social work plays a key role in family conflicts with children. It serves children whose parents neglect or abuse them. UNICEF (2017) states that programmes should take into account all the needs of the child in a holistic manner and avoids specialisation in services. This ensures that all children's rights are met. Psychological support for caregivers must be backed up by practical support to address their immediate needs for food, clothing, medical care and education. An integrated or holistic

approach encourages programmes to complement each other towards meeting the needs of the child.

Efforts should be made to build partnerships with other care programmes to ensure good use of resources and comprehensive delivery of care services. A child's development path is characterised by rapid cognitive, social, emotional and physical changes. Children develop from being completely dependent on their parents or other caregivers, to becoming independent and productive members of society. Child development is a dynamic process which is constantly influenced by life events and nurturing patterns. A child's caregivers are influenced by their socio-economic environment, the socio-political and religious systems which prescribe values and beliefs for childrearing.

UNICEF (2017) also believed that children need more than basic material and physical provisions. They also need social stimulation and support, nurturing, affection, opportunities for interaction with their peers, and guidance from stable, caring adults, all which are appropriate to their developmental stage. This is best provided by the children's family. However, situations of adversity and risk such as conflict, globalisation, poverty, gender based violence, neglect, and HIV and AIDS reduce the ability of families to provide psychosocial support (PSS) to children, necessitating the provision of Psychosocial Support Services from others in the child's social ecology.

UNICEF (2017) also pointed out that, through appropriate psychosocial care and stimulation, children develop self-esteem, decision-making capabilities, skills for daily living, flexibility and adaptability, connectedness, and emotional wellbeing –they become well-functioning and productive people who are resilient. Psychosocial support, therefore, underpins long-term development and stability. As the form of psychosocial support that children need evolves as they develop, interventions must respond to the needs of boys and girls of different ages.

They further pointed out that programmes should actively involve girls and boys in ways that are appropriate to their ages and capabilities and build on

the strengths of families and communities. Individuals and institutions which provide psychosocial support to children change as children grow. These include parents, older siblings, grandparents, other relatives, child minders, social service and protection providers, health care providers, early childhood development providers, primary school and secondary school teachers. Others, such as community groups, youth groups and faith groups, also play crucial roles in providing psychosocial support to children and their family caregivers.

The Department of Education Counselling (2016) asserts that counselling is an effective way to identify emerging social, emotional and mental health needs and address them through specific techniques and strategies. Rarely, needs identification and intervention bring many benefits to education, including improved social, emotional and mental health of students. Immediate access to counselling services for unexpected needs addresses emerging needs at all levels to prevent future difficulties from arising.

In agreeing, Mullis and Otwell (2007) also reported that the counselling services will provide children and education staff with strategies and support to improve their social, emotional and mental health. Counselling decreases classroom disturbances, thereby supporting teachers in the classroom by enabling them to provide quality instruction that is designed to assist students in achieving high standards. According to The Special Needs Continuum (2012), school staff has a vital role to play in the emotional and psychological health of children and young people, yet they often need additional support to help them tackle some of the more challenging issues that they face.

This combines opportunities for staff consultation with assessment and therapeutic interventions directly to the young people. The services provided are underpinned by excellent knowledge of child development and the attachment theory which is believed to be essential to understanding children and young people, as well as the provision of appropriate interventions. The psychologists can also develop compassionate and mindful school environment. This can be realised through participating in whole school wellbeing activities which include providing workshops on self-confidence,

offering group sessions to young people and introducing initiatives around managing stress for students.

The Annual Medical Report (2012) revealed that school settings can support more complex needs internally for the purposes of receiving on going consistent support. The approaches used are based on models of supervision and improved effectiveness of counselling services. They also provide solution focussed approaches and bespoke services according to the needs of children. Teaching social and emotional learning is a way of promoting children's mental health. Social and emotional learning provides practical skills that all children can learn and apply to everyday situations. Learning skills such as self-awareness, effective communication and conflict resolution can also help to prevent the development of mental health difficulties in children who might otherwise be vulnerable. In this way teaching children social and emotional skills helps to promote resilience, the capacity to cope and stay healthy in spite of the negative things that happen through life.

Kids Matter (2012) concurs with the above authors in that, children learn social and emotional skills most effectively when they are also reinforced at home. Many social and emotional learning programmes include components for involving the family and community in promoting the teaching. This gives parents and caregivers the chance to learn about the particular approach. In this way, school-based social and emotional learning offers gains all rounds for students, schools and for families. It is important to recognise that social and emotional skills develop over time, and they develop differently for different children, parents, caregivers and schools. However, Parangelo and Jossey (2014) posit that schools usually have a wealth of information about all their children, but it is distributed among a number of people in a number of records. If gathered, this information provides a very thorough picture of the child and his or her abilities and patterns. This information is usually gathered once a referral has been made, but prior to the initial child study team meeting. Each member of the team will bring certain information to the first meeting.

Parangelo and Jossey (2014) believe that successful years within positive comments may be a clue to the child's learning style and provide information about the conditions under which the child responds best. It is useful to acknowledge that psychological health and wellbeing are not the only duties of the school because the parents and the other stakeholders also play a complementary role in supporting the learners. They also compel a stance of societal and connectedness which is an integral approach for catering for the needs of learners in the school. Marjon and Veenendaal (2014) explain that the idea of extra support needs means that learners' needs should be assessed in relation to the expected support in the classroom situation in order to achieve the planned academic standards as anticipated by the teacher. These aims should be related to a specific theme relating to the learner's complete development and performance socially, emotionally or behaviourally.

There is another option for addressing learners' needs according additional help offered within the classroom environment either than looking at the learner's weaknesses. This includes learners from the wider community than categorizing them. Nevertheless, this means that teachers' perceptions and experts' analysis should be highly considered when dealing with learners' additional needs. These perceptions are to be viewed as professional, subjective views, however absolutely central. On the other hand, Bernado (2012) suggests that institutions of learning are supposed to have many varied support experts like nurses, teachers, psychologists and school physicians who can continually assess and plan new approaches for learners undergoing hardships or those who have been seen as liable of having mental health challenges. Emotional wellbeing is a sound basis for learning and academic performance. There is an important inverse connection between high emotional stimulation and thinking learning capabilities. All intervention strategies should be carefully monitored to analyse and record their impact on pupils' progress, participation in learning and in school life.

The programmes are most successful and yield good results when they are applied as expected by the designers and when implementation is intensive

and includes subsequent chances for learners to practice abilities. Accordingly, Totana (2016) states that psychological services offer support and guidance to learners on individual, cultural and family issues that impact on their school attendance and academic achievement. However, together with all the personnel in the school situation, they make projects with the learners, connecting their studies and their abilities to educational activities meant to motivate a stronger school society experience. The youth worker concentrate on further motivating their individual, cultural and emotional growth of the learners and capacitate them, working towards helping them to attain their complete school and cultural strength through learned capabilities.

Special Education Continuum (2016) states that the school counselling programme is trying very hard to develop a strong mental-school atmosphere that enhances the learning growth of the children in the school, because it offers different services which targets to assist learners and the youth who might be having problems within the school context. These learners gain a lot from the support offered by the school and professional counsellors who provide specific individual interventions with families, school teachers as well as non-governmental organisations who aim to help learners with their emotional, social and academic development using more specialised interventions. It further highlighted that the counsellors have a vast experience in offering mental support to learners in the schools.

The services provided are underpinned by excellent knowledge of child development and attachment theory, which is believed to be essential to understanding children and providing appropriate interventions. Developing attachment based strategies for the classroom will help children with attachment difficulties, because they often find it difficult to cope in a school setting and the psychologist will work with the teaching staff to develop an individual approach to help a young person cope with mainstream school. The staff will also receive clinical supervision and a professional psychologist to support them on how they should care for young people who are experiencing health problems. Lemmer (2016) reported that the school setup caters for complicated needs within the school for purposes of receiving on-going,

consistent support. The approaches used are based on management strategies and advanced the efficiency of the counselling services. They also provide results- based strategies approaches and bespoke services in relation to the needs of the children.

Another crucial point is that of integrating practises in order to promote the advancement of cultural and emotional capabilities and welfare in order to stop bullying and violence in all areas in the school. This calls for the improvement of all the specific areas such as reinforcing classroom based teaching practices to promote peaceful engagements in assemblies, during play, in class as well as in the school playground. It is imperative to ensure that teachers and those working with children are empowered with skills to identify and evaluate the early signs of anxiety, emotional distress and behavioural problems among primary school children. They should also be able to analyse whether a professional psychologist should be engaged and make a relevant review of the whole situation. Children who are exposed to difficult situations such as bullying or who are coping with socially disadvantaged circumstances are at a higher risk.

Davies (2013) believes that they may include learners who come from unstable families where there is a lot of in fighting; such children refuse to go to school due to the bad experiences such as bereavement, parental separation and exposure to abuse and violence. In agreement, McArthur (2011) affirms that it is common that the ability to cope with difficulties, and even strengthened by it, the learners need to be resilient in order to be able to face all these challenges. Resilience is the most important coping strategy for all the learners, not only those who are considered weak. Education facilities such as schools are supposed to have a variety of activities directed to support or focus on the mental welfare of the learners. these should include being mindful of the others which build a stable character and emotional fulfilment and all these characteristics rely on clear and directed guidance from the management of the school. The head teacher's responsibility is as important as that of the governing body to make sure that there is cohesion in the whole school strategy, promoting wellbeing and collaboration within

school and external agencies. There should be someone who is held responsible for promoting healthy relationships within the entire school society.

In agreement, NICE (2010) confirms that, after the children have been identified, a discussion on choices for handling these challenges with the learner and their parents in order to come up with a solution to solve the problem. Thereafter, there should be a list of mediation strategies which have been tried and tested to be effective in supporting the learner's needs. These should be part of a multidisciplinary approach offered in schools and in other contexts to help the learners together with their families.

When convenient, these approaches may also use problem-focused group sessions, correctly offered by professional psychologists. These experts include educational psychologists and those working closely with child and youth mental health services. They should also make sure that group parenting sessions run concurrently with the learners' sessions. Reports from randomised controlled trials across a range of clinical settings also showed that counselling mediations can be effectively used with learners having mild to moderate depression. The American Psychiatric Association (2018) guides that balanced mental and emotional welfare are a very important ingredient for the healthy development for learners and young people. When this development is disturbed, counselling can be an effective and important resource to restore stability and sanity to the interrupted process. Counselling is meant to address the learner's problems and help him/her to gain a deeper understanding of themselves and the way they relate with their immediate world and to ease a greater awareness and utilisation of their individual strengths, to develop their capacity to bounce back and support their ability to solve problems and follow individually set goals.

In support, The Education Department (2016) postulated, that educators and learners should be careful of the language they used when they talk about mental health matters such as "stop acting so depressed" and the damage these might cause, therefore, it is important that those working with learners are vigilant enough to identify the signs of mental health so that they can

immediately put preventative measures in place. The Educational National Psychological Service (2015) reported that, educators, in general usually notice the learners who experience some problems in coping with the standard curriculum. Hence, parents should be notified early about the challenges faced by their children in school prior to any moves to engage experts to conduct mental evaluations. If necessary, parents should be motivated to make appointments for their children to be properly assessed on such areas as their general health, hearing and sight.

In addition, the Educational Psychological Service (2015) also highlighted that, the school explores other avenues of additional teaching and remediation before referring the child for psychological assessment. When different strategies for supporting have failed the school may refer the learner for professional. This should be done by the principal or a teacher assigned for that with the consent of the parents or legal guardians. In general, an assessment should be carried out in the child's school, where the surroundings are familiar. A counselling room should be set up in any room in the school to conduct counselling sessions. Parents are supposed to discuss any concerns regarding learning difficulties with school personnel in the first instance. The development of compassionate and mindful school environment can be done by participating in whole school wellbeing activities through providing workshops on self-confidence, offering group sessions to young people and introducing initiatives around managing stress for students and assisting in writing psychologically informed school policy documents.

In relation to the education settings, the Psychology Associates (2016) points out that the education setting can support more complicated needs within the school, by getting on-going, consistent assistance. The counselling sessions have proven to be more beneficial to the learners', the teachers and aal those who work with the learners within the education set up. The benefits include free access to professional staff such as specialist supervision by psychologists, improved efficiency of counselling services, outcomes based strategies, classified services targeting specific needs, be spoke services according to needs, sharing of support strategies and best practice and

implementation of supervisory contacts. The counselling services will provide the learners and the teachers with approaches and support to develop the social and emotional and psychological health.

The Social and Emotional Wellbeing in Primary Education (2018), confirms that counselling offered in the school on a personal capacity should be provided by experts in the field to people who are having problems and they are usually referred to the counsellors by their guidance and counselling teachers. This is one of the most common types of mental therapy meant to improve the psychological health and welfare of learners and the youth. This is looking at a child who is closely related to the teacher and is free to share information and also get constructive guidance and praise. The learners are likely to develop trust and become more interested in learning and behave better and improve his/her academic performance. Good teacher-learner relations encourage the learners to be keen about their academic achievement. Sultana Habibullah and Ashraf (2013) concur with the Psychology Associates report that, globally, children are pressurised to learn more in schools and improve their abilities to read, write and apply solutions of problems in order to pass and have a successful and comfortable life.

Children who do poorly at school may be under a lot of stress and cope with it either by externalising their feelings as behaviour problems, while others might internalise them and experience daily headaches or stomach ache. It is generally perceived that there are two groups of students, one that can improve and one that do not improve. Wolters (2017), on the other hand, asserts that the mediation strategies differ in their approaches, methods and aims. Most of the learners and adolescents' world over experience psychological health challenges such as anxiety, disruptive behaviour disorders and depression. When these problems are left untreated they often reoccur and they may be experienced in adulthood with negative effects on different aspects of life. For a very long time, many programmes have been developed to offer preventative psychological health services in the school context where learners and the youth spend most of their time.

Recent research confirms that school- based mental health interventions can be effectively applied to the entire population and can lead to improved psychological health, physical health, educational and social results. School-based mental health programmes can reach a lot of learners and they have since proved to be effective in improving psychological health and related results. Wolters (2017) accentuates that the mediation strategies raise awareness on personality associated with dysfunctional and alternative coping mechanisms to reduce the development of problem behaviours. Prevention programmes are often delivered in classrooms or small groups. In schools, several prevention efforts have been successful in addressing risk factors, including interventions to decrease substance abuse in adolescents who score highly on certain personality measures, suggesting an increased risk of problems with substance abuse. The overall mission of the school mental health programmes is to promote healthy, social, emotional and behavioural development of learner.

Barriers to learning must be addressed so that the general wellbeing of learners, families and school staff can be in collaboration with other comprehensive student support services. They also support the emotional health and academic growth of all learners through a comprehensive array of effective services and support which are integrated throughout the levels of learner support. Hassan (2017) believes that counselling interventions aim to strengthen the resolve of the child to solve problems and make decisions, and is defined as distinctly different from giving advice. Counsellors and the child are expected to maintain mutual responsibility for their relationship and the counsellor is not to have authority over the child. The psychosocial approach views the child and his or her needs in relation to his or her environmental context and the psychological component of this intervention is concerned with mental processes such as feelings, thoughts, behaviour and motives, whereas the social component consists of family, school, peers and the wider community. The child’s needs are then analysed from his/her psychological, social and cultural perspective.

The assertion by Hassan(2017) is in agreement with the American Psychiatric Association (2018), which advocated that the development of other mental abilities strategies are based on self-regulation, emotional awareness, positive self-esteem, interrelationships and interpersonal problem-solving skills. This calls for the introduction of a programme that aims to stop problem behaviours by using strategies such as role playing and storytelling lesson activities. Since positive behaviour interventions and support focuses on positive social culture and behavioural support for all students, this approach emphasises the use of the most effective approach to address even severe problem behaviours. Most of the programmes focus on all students, but some target students at high risk of mental problems. For most of the programmes, the content is provided to the students in specific daily or weekly sessions over a period of weeks or over the entire school year. For some of the programmes the intervention is incorporated into the existing school curriculum and daily activities and support are on-going. Because most children spend much of their time at school, it offers an opportunity to reach out, to many children with mental health-related prevention, resilience and early identification initiatives.

The American Psychiatric Association (2018) also noted that making sure that support is in place for the learners beyond the immediate family, and the children can readily access it can be a useful strategy. Preventive programmes designed to assist children to develop coping skills for their situations can also help to build protective factors. Mental services have clear pathways and requirements to gain consent and inform caregivers. In school the services offered might be viewed as general school provision and individual consent for specific services might not be perceived as necessary.

Important strategies for supporting learners with mental health challenges can be strengthened by building caring relationships. This relationship consisting of an adult, such as a parent, guardian or a career guidance teacher is important protective factor which promotes the building of resilience snd the ability to cope with problems. Some of the important influences include children’s physical, social and emotional development, family circumstances, sense of belonging to school, and access to resources and support services.

Mental health services, when embedded within educational systems, create a continuum of integrative care that can promote health, mental health and educational attainment.

The American Psychiatric Association (2018) further states that strategies to integrate the different tiers of interventions within a school are probably the most sustainable service systems that support educational and mental health promotion. Prevention and treatment are administratively convergent on a set of quality indicators that, if enacted, can support a comprehensive continuum of services for children and families. These indicators include accountable care organisations, the meaningful use of data to improve quality, and pay for performance incentives to promote healthy behaviours. Baines (2008) states that research shows that ineffective group work is highly problematic in terms of achieving learning outcomes, yet it also clarifies that the fundamental skills needed for successfully working in groups can be fostered and practiced through effective classroom work.

3.7 Modified Practices Employed to Facilitate the Implementation of Mainstreaming Psychosocial Services in Primary Schools

Pamela (2013) provides an advice that, schools must focus on the hindrances to schooling objectively paying attention not only to the contemporary curriculum and human potential, but also on approaches and support that alleviate the dangers and stress related to underdevelopment. They must implement dynamic habits that cultivate the development of desire and perseverance, constructive commitment with schooling and flexibility. She further explained that approaches for improving coaching and schooling are likely to involve promoting teachers' skills at pre-service or in-service teacher training. Issues relating to modern preparatory teacher training curriculum encompass the volume of regular knowledge, the period and the magnitude of time dedicated classroom presentation and practice. Teachers need to support all the children in their schools and to be always there for them in their times of need. Through psychosocial support services, they will go beyond expectations, but mostly it will challenge them to pay attention to what the

learners are saying and accept them to beyond the normal academic requirements.

The Arc Resource Pack (2009) puts forth the view that schools are where the learners spend most of their time and they get a lot of support from the teachers and other people who work closely with the learners. Schools are the main educational systems which provide psychosocial and mental services to the learners. Educators and other staff members are key people in responders for learners in harmful situations and the learners trust their teachers and the school leadership for guidance and protection. At the same time, parents demand and expect the school teachers to act effectively and correctly in such situations. The school teachers are capable of providing the relevant intervention strategies to learners in a crisis in order to normalise the situation. The Education Support Services (2010) points out that school need to put in place a framework and guidelines for improving and supporting healthy mental development as important elements for health and development. Educational institutions, childcare structures, and all those who work closely with the learners need to be trained about the importance of psychological health in the development of learners and they should also know how to promote to avoid risk.

Sirin and Rogers-Sinn (2015) also point out that, UNICEF, Save the Children and International Rescue team have strengthened their effort in promoting psychosocial support within educational programming in emergencies. They also emphasised the importance of training teachers and school counsellors. Bojuwoye, Moletsane, Stofile and Moolla (2014) postulate that schools are expected to promote effective learning by making sure that the school set up is warm and welcoming such that all the learners feel accepted and appreciated, the subjects and teaching methods match with the learners' educational readiness and the teachers understand very well that learners are not the same but they respond differently to instructions.

Education support services should be strengthened and put at the centre of the teaching and learning process to address barriers to learning and make sure that learners' academic performance is improved. They further argued

that effective support services and proper management of the teaching and learning process is a good approach for capacity building and recognising and addressing some barriers to learning. As a result, this will promote a warm and welcoming learning environment for successful teacher in order to improve the learners' academic achievement.

Mashau (2008) also observed that, educational supports are a specific ways which are not solely educational, but they are also meant to promote teaching and learning in other educational activities. These support services are organised in a system to help individual schools so that their education can be more effective. The services also provide support to all the people working with learners and also other components of the education system. These services are aimed at preventing, minimising and removing learning difficulties by building warm, friendly and supportive learning environments. On the other hand, Bojuwaye, Moletsane, Stofile and Moolla (2014) argue that providing support services, for teaching, learning and management, is an important approach for developing the educational institutions' abilities to identify and solve some learning barriers in order to develop a welcoming learning environment that promotes meaningful teaching to improve learners'' academic achievement, social and mental welfare. They further argued that educational support also includes other services which are not educational yet they also improve the quality and vitality of educational practices. Further, they assert that, supportive learning also involves additional support or extra couching, differentiated curriculum, academic mentoring, encouraging learners to collaborate with each other, participating fully in all the classroom activities and all other services meant to cater for the diverse needs and for addressing learning barriers.

Learning support also includes giving specialised helping like engaging reading, writing and numeracy specialists to infuse technology which can improve and make learning more meaningful and exciting. The Inqaba Schools Implementation Programme (2011) asserts that, the psychosocial support approach views the child and his/her needs in accordance to the environment or context. The psychological component of this intervention is

concerned with mental processes such as feelings, thoughts, behaviour and motives, whereas the social component consists of family, school, peers and wider community. The child's needs are then analysed from the child's psychological, social, and cultural perspective.

Logsdon (2018) avers that, psychosocial support is viewed as very important in recognising the relevance of the cultural structures in solving the mental effects of troubling situations encountered in emergencies. In general, these call for the rebuilding of the cultural or natural infrastructure which may have been destroyed or weakened by a crisis to provide relevant and efficient support to all the victims due to the hardships they experienced during the crisis. Therefore, for educational experts psychological services have always been a vehicle for quality teaching and learning practices.

Educators should always work towards promoting a conducive and welcoming learning environment where learners can thrive because these learners may need frequent breaks and a supportive atmosphere to allow them to recover from the crisis. Logsdon, A. (2018) further highlighted that schooling infrastructure can reach a lot of learners even those on remote areas. Involving teachers in decision making to improve performance of schools is valuable because teachers have the responsibility of identifying and monitoring performance and progress of children who are not performing well. This approach is more sustainable than standalone interventions. Institutionalising of psychosocial means government will fund the process for sustainability.

3.8 Modified Practices Responding to the Requirements of Mainstreaming Psychosocial Support Services in Primary Schools

Mainstreaming psychosocial support within the education system will help schools to respond to the psychosocial needs of learners which will translate into positive educational outcomes as well as the psychosocial mental wellbeing.

Thornton (2011) asserts that if psychosocial interventions remain standalone, without links to family and community interactions and to other pragmatic areas, they have limited potential to effectively contribute to the psychosocial wellbeing of the individuals and the group. REPSSI (2018) believes that there is no one-size-fits all approach to mainstreaming psychosocial support into one's school. It is best to start with your strengths and then gradually build on these until psychosocial support becomes an integral part of the way everyone in the school community thinks and functions.

The National Institute for Health and Clinical Excellence (2012) posits that children's social and emotional wellbeing is important in its own right, but also because it affects their physical health and can determine how well they do at school. Good social, emotional and psychological health helps protect children against emotional and behavioural problems, violence and crime, teenage pregnancy and abuse of drugs and alcohol. Skovdal, Morten and Campbell (2015), indicate that schools are increasingly charged with the responsibility of addressing complex social problems faced by children and adolescents this can be with the intention of furthering learning.

It can also be with the aim of promoting their psychosocial and physical health, or of addressing particular child protection issues. The education system is usually the largest single institutional network and body of skilled people who interact with children in any country. In many ways this makes schools uniquely placed as a potential source of care and support for vulnerable children. The National Institute for Health and Clinical Excellence (2015) also pointed out that, primary schools need to come on board and create primary schools should create an ethos and conditions that support positive behaviour for learning and successful relationships. They should provide an emotionally secure and safe environment that prevents any form of bullying and violence. The school should support all children, and where appropriate, their parents or caregivers can provide specific help for those children most at risk of social, emotional and behavioural problems. There is not much support at all in schools, meaning that thousands of young people

are suffering in silence and don't know who to talk to, because psychological health is seen as less important than physical health.

The Education Support Services (2018) point out that schools have a responsibility to put in place a foundation and guidelines that speak to the support and healthy mental advancement as crucial to health and development. Institutions such as schools and childcare establishments and all the people in the caring of learners need to be empowered on the imperativeness of mental health. They should also be enlightened on how to promote it and to avoid problems. The Inqaba Schools Implementation Programme (2011) opined that the psychosocial approach views the child and his/ her needs in relation to the environment or context. The psychological component of this intervention is concerned with mental processes such as feelings, thoughts, behaviour and motives, whereas the social component consists of family, school, peers and wider community. The child's needs are then analysed from the child's psychological, social and cultural perspective.

According to the Special Needs Education- A Continuum of Support (2016), the school psychological service strives to promote a healthy psycho-educational environment that facilitates the learning and development of children in school, because it provides a range of services which aim to help children and young people who might be experiencing difficulties within the educational setting. These children can benefit from the support of the educational and clinical psychologists, who through individual systemic interventions with families, school personnel as well as community agencies, aim to assist children and adolescents with their emotional, social and academic development.

Kostyukova and Revyakina (2016), confirm that psychological services offer support and guidance to students on personal, social and family matters that are affecting their school attendance and educational achievement. They also affirm that psychologists also offer interventions which can help students in their learning and development whilst also providing support to children with special educational needs including physical and intellectual disabilities, and specific learning disabilities.

The psychologists have an extensive expertise in working with children and youth in providing psychological support to schools. The services provided are underpinned by excellent knowledge of child development and attachment theory, which is believed to be essential to understanding children and providing appropriate interventions. In agreement, Davies, Lemmer, Strelitz and Well (2013), in their study, posit that the psychologists can also develop compassionate and mindful school environments. This can be realised through participating in whole school wellbeing activities which include; providing workshops on self-confidence, offering group sessions to young people and introducing initiatives around managing stress for learners. That means psychologists provide designated counsellors to the education context who can deliver counselling services in the school whether short or permanently. They can also supervise and guide teachers who are auxiliary counsellors within the school setting.

Education establishments have the capacity to provide support for more complicated needs within the school so that they can timeously evaluate the effectiveness of the support provided. The approaches used are connected to models of supervision and advanced strategies of counselling. They also provide solution focused approaches and bespoke services according to the needs of the children.

McArthur (2011) concurs with Davies (2013) in affirming that schools play an important part in supporting children's wellbeing. As a result they are required to improve skills such as confidence, resilience and motivation for their learners in the school to prepare them for adult life. Such characteristics support academic achievement and they also support young children to make valuable contributions to the community.

UNICEF (2012) points out that mental help programmes for children contributes greatly contribute to stop short and long term mental health challenges after hurtful experiences by supporting effective coping. Most learners will overcome painful, traumatising events and emergencies. Those who have not experienced any permanent mental difficulties are likely to bounce back easily without ant specialised help. However, speedy recovery

depends on early intervention strategies and it works perfectly reducing the risk of psychological health challenges quickly. Adrianapoulos and Brennan (2017) accentuate that it is imperative that all the members of staff are trained on psychosocial support in order to promote a conducive environment for learning and wellbeing. In most cases you find that teachers are not adequately trained to identify metal health signs or treat such issues confidently. Therefore, they are unable to offer the required help to the learners.

They also observed that it is important that they have basic knowledge on mental growth, welfare, pliancy and mental health. These character traits should be mainstreamed into pre-service teacher training and continued development to make sure that all educators are properly empowered with basic information and skills. This will help them to promote the welfare of learners and to respond positively to their concerns. Without the proper impartation of the foundational knowledge on mental health development it will prove difficult to assess the capacity of teachers to handle metal health challenges.

Adrianopoulos and Brennan (2017) further explained that the government must take direct action to improve wellbeing provision in schools and the existing legislation that lays out the responsibilities on schools to promote the wellbeing and mental health of their pupils' needs to be clarified and enhanced. A clear, statutory duty that applies to all schools is necessary to drive transformative change and create the right balance between academic achievement and wellbeing. Coupled with the legislative change, a clear and detailed statutory guidance must be issued to the schools about how they should respond to, and promote, the emotional wellbeing and mental health of all students. Early intervention is key here, so, this guidance should include information for schools on ways to improve the emotional literacy of all children, not simply those where a mental health concern has already been identified.

O'Brien and O'Sullivan (2010) believe that training and development of teachers and practitioners will ensure that they have the required information,

understanding and capabilities to offer the courses correctly. This coaching should include proper management of behaviours, and healthy and successful relationships, surprisingly; schools are now seen as key role players for enabling learners to freely access quality and non-discriminatory environment which promotes the welfare of learners undergoing hardships in their lives. Rimin-Kaufman (2018) argues that developing positive relationships between teachers and learners will lead to long lasting effects which can bring positive changes socially and academically. Solely improving students' relationships with their teachers will not produce gains in achievement, however, those who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those with more conflict in their relationships. The student is likely to trust her teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn.

The importance of psychosocial support is further highlighted by Reyneke and Nel (2010) who assert that support services directed to teachers to assist them to meet the academic needs of learners are not limited to pedagogy or teaching practices, but include the employment of varied curricular, assessment and feedback and infusion of technology into teaching practises. However, the reality of poverty has serious implications for learners' success, hence; the important support is directed to alleviate barriers to learning due to poor health and poor socio-economic conditions of families.

Gasiewski, Kevin and Chang (2012), noted that providing learning support is consistent with theories of motivation and learning in terms of insight offered into psychological traits of learners that foster greater academic engagement. Learning support creates conducive learning environments, making learners more confident, focusing on achieving grades and receiving recognition from teachers. Students are motivated when they sense that educators care about them and when their responses are validated and affirmed by educators. Most of the school- based mental health interventions are designed to focus on

mental health promotion or primary prevention for all students in the school; some programmes also target students at high risk of mental health problems.

3.9 A proposed model for mainstreaming psychosocial support services in primary schools.

The findings indicated that the majority of the respondents in this study agreed that there was a need for developing a model that will integrate psychosocial support into all the activities of the curriculum making sure that all the learners in all the schools can get support for all the challenges they are facing on daily basis.

The findings further highlighted that it is important to equip the teachers with teachers must be equipped first with the basic information on psychosocial support prior to entering the classroom. They need to understand foundations of psychosocial support before they even begin to apply it. They need to be properly equipped through formal training and those who are already in the field need to be in-serviced on psychosocial support, capacitating them with the necessary skills.

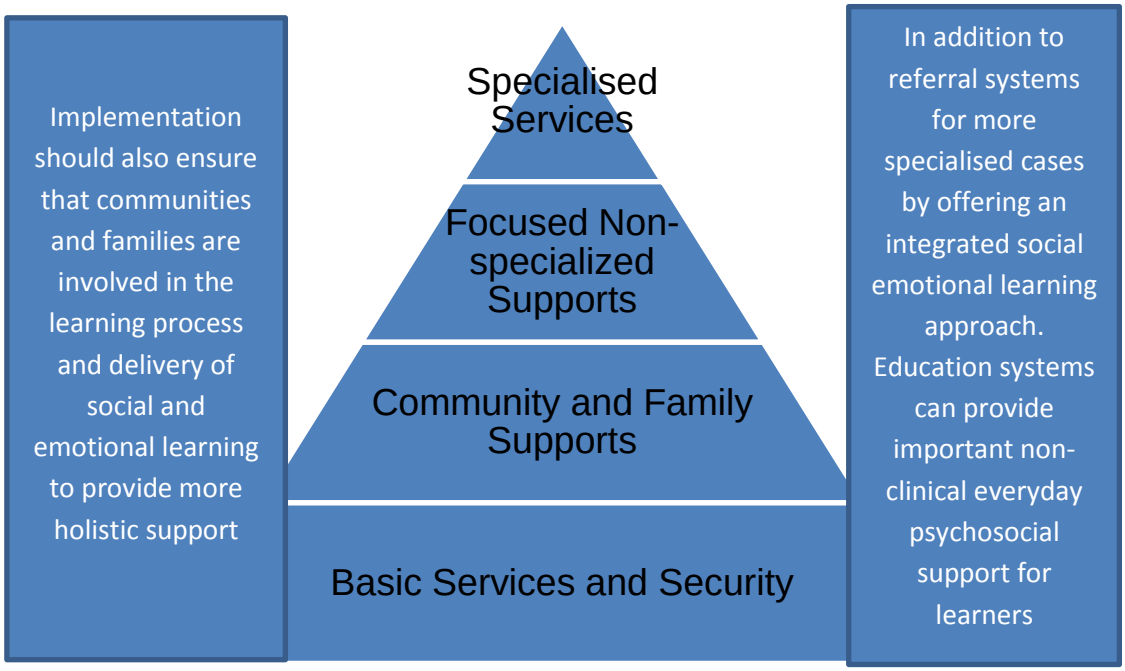
According to Epstein and Street (2017), a combination of activities, rather than a single activity by itself, is needed to deliver appropriate psychosocial support to individuals with complex problems. There is a need for unifying model for planning and delivering psychosocial support. This model is based on the evidence provided by the models, supporting the contributions of many of the individual components to the effective provision of psychosocial support.

The proposed model for mainstreaming psychosocial support in primary schools in Eswatini

In this study the researcher suggests the pyramid model of mainstreaming psychosocial support in primary schools. The proposed model is the pyramid model adapted from the IASC Guidelines (2007). It will help all the stakeholders to provide support for all the learners in the schools. This

process has a brief explanation about each level which can guide all the stakeholders to use in providing support to all the learners. The pyramid model is presented on the next page.

FIGURE 1THE PYRAMID MODEL



As presented in the IASC (2007), the pyramid model presents a multi-layered approach of diverse complementary supports that meet the diverse needs for all the different groups. Everyone will be catered for and get all the basic services and the security and the basis of psychological wellbeing. This recognises the importance of implementing psychosocial programmes through a complementary, integrated and multi-sectorial approach, having found stand- alone services to be unsuitable, generating stigma and further fragmenting whatever care systems may exist.

The pyramid also displayed that psychosocial support can be offered in many different ways, and while timing and setting is demanding, one layer is not supposed to be emphasised over another, but all the layers of the pyramid should be given the same attention and should be implemented concurrently.

In support to the IASC (2007), Nicolai (2003) asserts that psychosocial support interventions should not remain stand-alone, if we want them to be effective and properly address all the psychosocial wellbeing of the individual and the group. Psychosocial support should be embedded within the domain of everyday life support One all the psychosocial support strategies are in

place, all the individuals facing challenges can be identified and then provided with a higher level of mental care. In the same vein, Nicolai (2003) further pointed out that the key to success in providing teachers with training that integrates psychosocial issues into pedagogy, lesson planning and classroom management, should provide teachers with strategies for students who are finding it hard to concentrate, such as using shorter and more active learning exercises; strategies for providing inclusive learning environments using positive discipline instead of using corporal punishment. This can be enhanced by introducing collaborative games, art, song, dance and drama matching with the learners' learning styles and needs properly scheduling sports for both sexes.

In agreement, Gravois (2011) pointed out that it is imperative that school teachers offer a mainstreamed curriculum that considers the richness and exclusivity of the individual paying attention to the quality of teaching and learning experiences. Successful application of the curriculum recognizes that challenges, and other factors should be taken into considerstionin order to avoid mismatches between teacher instruction and the cognitive level at which the learner is operating.

It is recognised that programmes need to adapt according to the context, culture and circumstances. Incorporating psychosocial issues as an integral part of training for teachers and other care workers, rather than as a stand-alone subject, and providing follow-up and feedback, have been shown to be most effective in implementation. Reports propose that a more detailed and vigorous assessment of the support given is required in order to come up with a better understanding of all the approaches to psychosocial support.in order to be applied effectively to relevant situations.

On the same note, UNICEF (2016) pointed out that all the programmes should be crafted in such a way that they address the diverse needs in a complimentary manner putting in place a clear line of progression for referrals and partnerships operating across multiple support categories. The key aspect of psychosocial support is to take care of learners' issues and needs in

a comprehensive manner and to put all psychosocial interventions within the wider developmental strategy in order to promote psychosocial wellbeing.

According to Winthrop and Kirk (2005), a better approach would be to integrate the psychosocial concepts, without naming them as such, into pedagogy, lesson planning and classroom management training. This would also shift the attention away from a specific bundle of psychosocial skills towards those tools needed to be efficient teachers in order to create healing classrooms.

It is very important to develop a more advanced knowledge on the cultural understandings that the teachers already have about their learners as members of the same society. Furthermore, psychosocial strategies should be based on the needs of all the affected members of the society, irrespective of who they are or where they come from, or traumatic stress. Education can provide them with a safe and stable environment which is capable of helping and restoring a sense of normality, dignity and hope by providing a supportive structure together with social and emotional learning. INEE (2016)

Basic services and security

The wellbeing of people affected by disaster should be protected by services that deal with the basic needs and protect them from harm. This is done through the re-establishment of security, adequate governance, and services that deal with basic physical needs.

Community and family supports

This layer caters for emergencies paying more attention to a minority of people who are capable of taking care of of their psychological wellbeing and psychosocial wellbeing if they get assistance from important community and family supports.

Focused, non-specialised supports

The third layer offers assistance required by a small number of people who need more specialized individual, family, or group intercessions by professional and governed hirelings.

Specialised services

The top rung of the pyramid displays all the necessary assistance expected by the small number of the populace who need special attention, even though the provided support is not enough for them because they may have significant difficulty in basic daily operations. These individuals specifically need referral and care for extreme mental health challenges.

The top rung of the pyramid represents the additional support required by a small percentage of the population whose suffering, despite the supports already mentioned, is intolerable, and who may have significant difficulty in basic daily functioning. These individuals will need referral and care for severe mental health challenges. It is important to acknowledge that people who desperately need help at level three and four may also in need of support at levels three and four may also benefit from psychosocial support and community- based activities.

In support, Fazel (2014) said Psychosocial Support programmes normally take place within the framework of the community and family supports and concentrate on unspecialized supports, and to some extent, placed inside the domain of professionalised psychosocial support. Furthermore, by consolidating Psychosocial Support Services into a current system that caters for children and their families, learning spaces, especially schools, with their current curricula, structures, procedures, and capabilities that offer favourable positions where interventions can be prolonged. It should be considered, however, that unhealthy learning settings can badly affect the wellbeing of children and youth, including infringing their rights.

3.10 Chapter Summary

The literature reviewed in this chapter revealed that mainstreaming psychosocial support services in primary schools are an important part of teaching and learning. It helps in teacher decision making on pedagogical approaches for instruction. The emphasis is that normal training programmes for teachers should include courses which aimed to address the usual psychological health problems which are likely to be identified in educational institutions. The next chapter presents the research design and methodology of the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter presented literature review that was guided by the objectives of the study. This chapter presents a discussion on the research approach, research design, research paradigm, the sampling procedures, data collection instruments, and data analysis. Ethical considerations as well as issues of data justification relating to this study are also discussed in this chapter.

4.2 Research Methodology

According to Leedy and Omrod (2010) a research methodology is a researcher's general approach in carrying out the research project. It focuses on the research process and the kind of tools and procedures used. It justifies methods which produce data and analyses, and methods that produce knowledge, so methodologies have epistemic content. The research methodology in this context refers to the approach adopted to follow in gathering and analysing data.

In agreement, Teddlie and Tashakkori (2010) said, methodologies explicate and define the kinds of problems that are worth investigating; what constitutes a researchable problem; testable; how to frame a problem in such a way that that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data. Research methodologies are often categorised under two approaches: quantitative and qualitative.

4.2.1 Qualitative Research Method

Carey (2012) posits that qualitative research is apparently great studying social change over a lengthy period and to gain understanding of the basic social connections that have added to experiences. Qualitative research

depends largely on mostly on non-numeric data, such as interviews and observations, as opposed to quantitative research which utilizes numeric data such as scores and measurement variables. Therefore, qualitative research is not susceptible to analytical methods such as regression analysis, but is coded using techniques like content analysis. Sometimes, coded qualitative data are codified quantitatively as frequencies of codes, but these are not statistically analysed.

4.2.2 Quantitative Research Method

Carey, (2012) asserts that quantitative research is applied in situations where it is necessary for an investigator to draw numerical conclusions to collect practical judgements. Figures provide a better view point to make good decisions. He further explains that quantitative research design is necessary for the improvement of any institution, because any decisions taken on the support of statistics and analysis will confirm to be useful for the field.

Carey, 2012 further says that quantitative researchers measure variables on a sample of subjects and express the relationship between variables using effect statistics such as correlations, relative frequencies, or differences between means; their focus is to a large extent on the testing of theory. Quantitative research techniques search for quantifying data by applying some form of statistical analysis. After analysing the two research methods in this study, the researcher decided to use both quantitative and qualitative methods. The current study considers many issues related to mainstreaming psychosocial support services in primary schools. Research designs can be further divided into five categories, such as: Descriptive Research Design, Experimental Research Design, Correlational Research Design, Diagnostic Research Design, and Explanatory Research Design.

4.3 Research Paradigm

Dash (2015) defines a research paradigm as an approach or a research model to conducting a research that has been verified by the research community for long and that has been in practice for hundreds of years. Most

of the research paradigms emerge from one of the two approaches to research, which are Positivist approach and Interpretivism approach. Every research uses one of the research paradigms to use as a guideline for developing research methodology and to take on the research venture in a manner that is most valid and appropriate. In agreement Rehman and Whereas, Alharthi (2016) said a paradigm is a basic belief system and theoretical framework with assumptions about; ontology, epistemology, methodology and methods. In other words, it is a way of understanding the reality of the world and studying it.In the same vein, Patel (2019) affirms that a research paradigm is the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed. Wilson (2019) describes a paradigm as important, because ontology and epistemology create a holistic view of how knowledge is viewed and how we can see ourselves in relation to this knowledge and the methodological strategies we use to discover it. Awareness of philosophical assumptions will increase quality of research and can contribute to the creativity of the researcher. The study placed the research in post positivist camp, utilising a mixture of survey and case study research approaches.

Babbie and Mouton (2010) pointed out that research paradigms inherently reflect our beliefs about the world we live in and want to live in. In general, a paradigm is best described as a whole system of thinking. In this sense, a paradigm refers to the established research traditions in a particular discipline, or a philosophical framework.

Neuman (2011) says, a paradigm would include the accepted theories, traditions, approaches, models, frame of reference, body of research and methodologies; and it could be seen as a model or framework for observation and understanding .Creswell and Plano (2017) a paradigm is thus a basic set of beliefs that guide action. Thus, paradigms play a vital role in the social sciences. Nevertheless, different authors and researchers assign different meanings to the concept of paradigms.

4.3.1 Post-positivist Paradigm

The research will be pinned by the post positivist paradigm. Post positivism was selected because it emphasizes the investigation of the phenomena objectively with the help of quantitative and qualitative data. The post positivist paradigm prioritises quantitative data and emphasizes to strengthen their findings with the help of qualitative data.

According to Creswell and Plano (2017), the post positivist perspective puts emphasis on using a hybrid design combining both the quantitative and qualitative approaches, because the hybrid design research aims at investigating objective and subjective or internal and external phenomena. It is an extension of positivism, since it represents the thinking after positivism, challenging the traditional notion of the absolute and objective truth of knowledge in the social sciences.

Cresswell and Plano (2017) also believed that post positivists hold a deterministic view which emphasises the cause and effect relationship in studying various phenomena with experiments. Post positivists are also reductionists as they are trying to compartmentalise ideas in small sets of testable variable in order to test their hypotheses. For post positivists research is the process of making claims and then refining or abandoning some of them for new claims in order to get closer and closer to the 'objective reality' that exists out there.

In agreement, Gratton and Jones (2010) said, post positivists show a much greater openness to different methodological approaches, and often include qualitative, as well as quantitative methods. This allows for the development of alternative research strategies to find information in unlikely and creative ways. Additionally, researchers in this paradigm believe in multiple perspectives from participants rather than a single reality. Post positivists accept that reality can never be fully understood, but at best, only approximated. It is a position that holds that the goal of knowledge is simply to describe the phenomena that we experience. A post positivist might begin by recognising that the way scientists think and work and the way we think in our

everyday life are not distinctly different. Scientific reasoning and common sense reasoning are essentially the same process. There is no difference in kind between the two, but only a difference in degree.

In the same vein, Denzin and Lincoln (2011) affirm that post positivism relies on multiple methods for capturing as much reality as possible. At the same time, emphasis is placed on the discovery and verification of theories. The traditional evaluation criteria, such as internal validity are stressed, as is the use of qualitative procedures that lend themselves to structured analysis. Computer assisted methods of analysis that permit frequency counts, tabulations and low-level statistical analyses may also be employed. The post positivist researcher focuses on the understanding of the study as it evolves during the investigation.

Avery important relationship exists between paradigm and methodology because the methodological implications of paradigm choice permeate the research question/s, participants' selection, data collection instruments and collection procedures, as well as data analysis. For example, in respect of data analysis, the choice of the post positivist paradigm means that the data to be gathered will be both quantitative and qualitative in nature, and most likely to be analysed using mixed methods analysis.

Abdul, Saaullah and Asif (2018) assert that ,post positivism is a certain pluralism which balances both positivist and interpretivist approaches because it focuses on researching issues in the context of involving experiences of the majority and announcing the results of what the majority says is acceptable. It also emphasizes a proper understanding of the directions and perspectives of any research study from multi-dimensions and multi-methods.

Abdul, Saaullah and Asif (2018) also pointed out that the post positivistic paradigm promotes the triangulation of qualitative and quantitative method that explores the diversity of facts researchable through various kinds of investigations but respecting and valuing all findings as the essential components for the development of knowledge. However, unlike positivists,

they acknowledge and spell out any predispositions that may affect the objectivity perspective of different people, all of whom may have a different version and perception of reality.

4.4 Research Design

Bhat (2019) defined research design as a plan of procedures and means selected by a researcher to integrate different elements in a sound chronological way in order to effectively handle the research problem. it provides an understanding about the way in which the research can be carried out using specific designs. Every researcher has a list of research questions which need to be assessed and this can be done with research design.

In the same vein, Bono and McNamara (2011), refers to a design as an encompassing approach selected for combining different strategies that you choose to integrate the different elements of the study in a coherent and logical way, thereby making sure that the research problem is tackled appropriately, because it consists of a framework for data collection, evaluation and data analysis. DuPlooy (2017) also pointed out that a research design is a clearly articulated plan displaying how the research will be conducted, paying attention to the details. Ramrathan, LeGrange and Higgs (2017) also noted that research designs are instruments or tools used in the research process to collect information from observations, recordings or participants. Ramrathan, LeGrange and Higgs (2017) specifically give a detailed report on how the data will be collected, how the data collection instruments will be used and the ways for analysing data.

According to Nueman (2011) a research design can be thought of as the logic or master plan *of a research that throws light on how the study is to be conducted. It shows how all of the major parts of the research study– the samples or groups, measures, treatments or programs, etc.– work together in an attempt to address the research questions. Research design is similar to an architectural outline. The research design can be seen as actualisation of*

logic in a set of procedures that optimises the validity of data for a given research problem.

Nueman (2011) also noted that a research design focuses on the end-product and all the steps in the process to achieve that outcome. In this sense, a research design is viewed as the functional plan in which certain research methods and procedures are linked together to acquire a reliable and valid body of data for empirically grounded analyses, conclusions and theory formulation. The research design thus provides the researcher with a clear research framework; it guides the methods, decisions and sets the basis for interpretation.

4.4.1 Descriptive Research Design

Carey (2012) asserts that in a descriptive research design, a researcher is solely interested in describing the situation or case under his/her research study. It is a theory- based research design which is created by gathering, analysing and presenting collected data. By implementing an in-depth research design such as this, a researcher can provide insights into the 'why' and 'how' of research.

4.4.2. Experimental Research Design

Carey (2012) posits that experimental research design is used to establish a relationship between the cause and effect of a situation. It is a causal research design where the effect caused by the independent variable on the dependent variable is observed. For example, the effect of an independent variable such as price on a dependent variable such as customer satisfaction or brand loyalty is monitored. It is a highly practical research design method as it contributes towards solving a problem at hand. The independent variables are manipulated to monitor the change they have on the dependent variable. They are often used in social sciences to observe human behaviour by analysing two groups- effect of one group on the other.

4.4.3 Correlational Research Design

Bhat (2019) posit that correlational research design is a non- experimental research design technique which helps researchers to establish a relationship between two closely connected variables. Two different groups are required to conduct this research design method. There is no assumption while evaluating a relationship between two different variables and statistical analysis techniques are used to calculate the relationship between them. Correlation between two variables is concluded using a correlation coefficient, whose value ranges between -1 and +1. If the correlation coefficient is towards +1, it indicates a positive relationship between the variables, and -1 indicates a negative relationship between the two variables.

4.4.4 Diagnostic Research Design

Ramarathan, LeGrange and Higgs (2017) argued that, in the diagnostic research design, a researcher is eager to assess the origins of a particular issue, specifically analysing factors which contribute towards a problematic situation. There are three components of the diagnostic research technique: Introduction of the matter, Analysis of the matter and the Results of the matter.

4.4.5 Explanatory Research Design

Renault, Willgoss and Barbic (2018) posit that the exploratory research technique projects the researcher's perceptions and reflections as very important. It is mainly grounded on their special dispositions about a special subject. Clarification about uninvestigated issues of a topic is given together with the fine points on the topic and it should be addressed in relation to the questions.

The function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem logically and as unambiguously as possible. In social sciences research, obtaining information relevant to the research problem generally

entails specifying the type of evidence needed to test a theory, to evaluate a program, or to accurately describe and assess meaning related to an observable phenomenon. The study engaged a mixed methods design which employed the adoption of questionnaires, and targeted focus group discussions in order to collect the relevant data from teachers, inspectors, principals and a schools nurse. Questionnaires were used to obtain information about mainstreaming psychological support services in primary schools. The data was useful in organising the teachers, principals and inspectors into convenient groups for offering psychological support services to all primary schools in the Shiselweni region in Eswatini.

4.5 Mixed Methods Research Design

According to Wisdom and Creswell (2013) mixed methods research design refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this design is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis**.**

In agreement, Ramarathan, LeGrange and Higgs (2017) pointed out that mixed methods research involves the production of data through both qualitative means and quantitative means. The crucial component of mixed method research is the relationship between the quantitative analysis and the quantitative analysis. A mixed method involves combining or integration of qualitative and quantitative research and data in a research study. Qualitative data tends to be open-ended without predetermined responses while quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments.

In the same note, Renault, Willgoss and Barbic (2018) posit that mixed methods research is a mode of investigation that comprises the collection of both qualitative and quantitative data, by combining the two types of data and utilizing specific designs that include the basic foundations and theoretical

frameworks. The bottom line of this presumption is that the integration of the qualitative and quantitative designs offers a full understanding of a research problem than when you are using one approach

Dennis and Wynants (2017) also pointed out that mixed methods research is a design for conducting research that involves collecting, analysing and integrating quantitative and qualitative research. By mixing both quantitative and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. The mixed methods research takes advantage of using multiple ways to explore a research problem in order to overcome the limitations of a single design. It also helps to explain, interpret and explore a phenomenon. Therefore, it addresses a theoretical perspective at different levels.

Moss (2017) Mixed methods research represents more of an approach to examining a research problem than a methodology. Mixed method is characterized by a focus on research problems that require, an examination of real-life contextual understandings, multi-level perspectives, and cultural influences; an intentional application of rigorous quantitative research assessing magnitude and frequency of constructs and rigorous qualitative research exploring the meaning and understanding of the constructs; and, an objective of drawing on the strengths of quantitative and qualitative data gathering techniques to formulate a holistic interpretive framework for generating possible solutions or new understandings of the problem.

4.5.1 Justification for selecting the Mixed Methods design

The nature and complexity of the research problem, research questions and related research aims called for a purposeful research design to meet the requirements of these research intentions. For this reason, a *mixed methods research design* was chosen to conduct this research. A mixed methods research design was adopted to increase the scope and range of the

research, in order to address the research problem and the related research questions.

Moss (2017) asserts that, the mixed method design expands the research in a way that a single research can't. The process of offering a statistical analysis, along with observation, makes the research more comprehensive. Academicians glean information from other academics and mixed methodologies offer a broader landscape. There is simply more information from which people develop more hypotheses.

According to Schoonenboom and Johnson (2016) mixed methods research requires a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. Mixed methods research is the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches, e.g. use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) forth broad purposes of breath and depth of understanding and corroboration.

4.5.2 Strengths of Mixed Methods

Renault, Willgoss and Barbic (2018) assert that mixed methods provide firmness that outweighs the shortcomings of both quantitative and qualitative research. For example, quantitative research is lacking in considering the context or setting in which people behave, something that qualitative research makes up for. On the other hand, qualitative research is seen as lacking because of the possibility for prejudiced analysis made by the researcher and the difficulty in expanding the results to a large group. Quantitative research does not have these shortcomings. Thus, by using both types of research, the strengths of each approach can make up for the weaknesses of the other. The methods also provide a more detailed understanding of the research problem than either quantitative or qualitative approach alone. They provide an approach for developing better, more specific situations instruments. For instance, by using qualitative research it is possible to gather information about a certain topic or construct an instrument with greater construct validity.

On the same note, Allyson (2016**)** said, mixed methods research is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices. It is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research. What is most fundamental is the research question; research methods should follow the research questions in a way that offers the best chance to obtain useful answers. Many research questions and combinations of questions are best and most fully answered through mixed research solutions.

Allyson (2016**)** also stated that mixed methods studies allow for greater relevance of research as long as the researchers know how to clearly identify the potentials and limitations of such research at the time of applying their methods, taking into account the nature of the object of their study when planning the research. Mixed methods research aims at converging qualitative data and quantitative, the paradigmatic pluralism thus, potentially reaching a broader answer to the problem or phenomena under investigation. To that end, the attribution of the desired weight for the qualitative and the quantitative data as well as the use of techniques for mixing data is essential for the quality of the mixed methods study.

4.5.3 Limitations of Using Mixed Methods

Moss (2017) states that this research design can be very complicated, because it consumes a lot of time to plan and implement this type of research. Planning and implementing approach by drawing on the findings of another method always prove to be difficult and resolving inconsistencies that come up in the explanation of the findings may often prove to be unclear and, again, time consuming.

In the same vein Ramrathan, LeGrange and Higgs (2017) also indicated that there are at least two types of mixed methods research: the explanatory mixed methods approach which commences with quantitative analysis to

establish trends and patterns, followed by qualitative research that seeks to explain why such trends and patterns exist. Whereas the exploratory mixed methods approach commences with qualitative research procedures to establish findings followed by quantitative research procedures to establish the extent of such findings exist across the target population. This study consumed a lot of time during the collection of data; most of the participants didn't return the filled questionnaires, whilst others kept on postponing and avoiding participating in the focus group interviews. Finally, mixed methods studies are labour intensive and require greater resources and time than those needed to conduct a single method study.

In agreement, Ramarathan, LeGrange and Higgs (2017) pointed out that mixed methods research involves the production of data through both qualitative means and quantitative means. The crucial component of mixed method research is the relationship between the quantitative analysis and the quantitative analysis.

Mixed methods research is a mode of investigation that comprises the collection of both qualitative and quantitative data, by combining the two types of data and utilizing specific designs that include the basic foundations and theoretical frameworks. The bottom line of this presumption is that the integration of the qualitative and quantitative designs offers a full understanding of a research problem than when you are using one approach. In the same note, Renault, Willgoss and Barbic (2018) posit that mixed methods research is an approach in which the researcher collects data independently and later on integrates the results, drawing conclusions using qualitative or quantitative designs to give a more detailed knowledge of the research topic. Mixed methods research is a research in which the researcher/investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and mixed methods in a single study or program of inquiry.

Dennis and Wynants. (2017) also pointed out that mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative and qualitative research. By mixing both quantitative

and qualitative research and data, the researcher gains in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself. The mixed methods research takes advantage of using multiple ways to explore a research problem in order to overcome the limitations of a single design. It also helps to explain, interpret and explore a phenomenon. Therefore, it addresses a theoretical perspective at different levels.

This study opted for the exploratory research. Bhat (2019) defines exploratory research as a research that is used to scrutinize a problem which is not clearly defined. It is operated to have a clear understanding of the current problem, but will not provide compelling results. For such a research, a researcher starts with a general idea and uses this research as a medium to identify issues that can be the focus for future research. An important factor here is that the investigator should be flexible to divert the direction subject to the discovery of new information. Such a research is usually conducted when the problem is at the early stages. It is often regarded as grounded theory approach or interpretive research as it is used to answer questions like ‘what’, ‘why’ and ‘how’ it helps lay the foundation of a research, which can lead to further research. Exploratory research is one of the primary avenues for qualitative research and it is instrumental to understanding the “why” and other factors that have yet to be clearly defined. It is meant to gather information and provide a better understanding of something. It is not, however, necessarily meant to be used to validate or provide final conclusions. Exploratory methods are often done through the use of focus groups, secondary research and surveys with open-ended responses that allow the researcher to gather preliminary information.

4.5.4 Justification for Choosing the Exploratory Research

Exploratory research was chosen because it assisted the researcher to find out possible causes to the problem of failing to mainstream psychosocial support in primary schools, paying attention to the psychosocial support pillar which can be further investigated in detail to find out which of them is the likely cause for the problem. It also allowed the researcher to explore the

problem and around it, without actually deriving a conclusion from it, enabling the researcher to set a strong foundation for exploring ideas, choosing the right research design and finding variables that actually are important for the analysis.

Zikmund, Babin, Carr and Griffin (2012) pointed out that exploratory research is meant to be flexible and approached creatively in order to get the greatest amount of depth and insight. Depending on the objectives of the research, exploration acts as a signal for identifying unmet needs that teams should consider solving. Even more impactful, exploratory research can unveil inspiration for strong consumer insights, and ultimately exceptional concepts and creativity, providing brands with a means to signal what projects move forward with and which ones require further refinement or should be avoided altogether. Exploratory research proves essential for laying the foundation for more conclusive research and data collection.

4.6 Population and Sampling

This study, which is rooted within the post-positivism paradigm, used both purposive and probability sampling techniques. The combination of purposive (complete collection) and probability (random) sampling techniques in this concurrent mixed methods study yielded a sample that allowed interesting comparisons between the data on a variety of issues such as mainstreaming psychosocial support. First, all the individuals in the overall sample were inspectors, principals and the teachers which is an example of homogenous sampling. The researcher had separate sampling procedures for selecting inspectors, principals and teachers. There were a relatively large number of teachers and principals in the Shiselweni primary schools and a randomly selected number of them were sent questionnaires by the researcher. Because there were a much smaller number of inspectors, the purposive sampling technique known as complete collection (criterion sampling) was used. In this technique, all members of a population of interest are selected who meet some special criterion, in this case being inspectors in the Shiselweni region.

Graff (2010) asserts that probability sampling techniques are used most often in QUAN research to obtain a sample that most accurately represents the entire population whereas, purposive sampling techniques are used mainly in QUAL research to select participants or other units of study who can provide or yield data that will address the research questions. Researchers should be sure to follow the assumptions of the probability and purposive sampling techniques that they are using. The sampling strategy should generate through QUAL and QUAN database and the research questions under study.

According to Dennis and Wynants (2017), in most of the mixed methods research, a sample can be selected by means of both probability and non-probability techniques (purposive, convenience); however, sampling designs are much more complex than in mono method studies because the former involves at least one extra level of sampling. While selecting the sampling design, two steps are the time orientation of the components (concurrently or sequentially), and the relationship of the qualitative and quantitative samples (identical versus parallel, nested versus multilevel). Moreover, mixed researchers need to describe all sample size considerations made for the quantitative phase as well as for qualitative phases, and it also provides detail information about the data collection instruments used for both the qualitative and quantitative phase. Particularly in case of quantitative phase, detail information should include regarding data collection tool, if standardized structure instrument is used, the person/agency/developer of the instrument; the format of the instruments; when, how, and why they are being administered; the context and focus of data collection; the duration of data collection; and information about the quality of the data has to be mentioned clearly in mixed research paradigm multi-methodology, multiple strategies and multiple tools are often used to explore variables from diverse respondents in order to obtain multiple perspectives.

On the same note, Teddlie and Tashakkori. (2010) affirms that mixed method sampling involves combining well-established qualitative and quantitative techniques in creative ways to answer research questions posed by mixed methods research designs. Concurrent mixed method sampling procedure in

which a probability sample addresses the QUAN strand and a purposive sample addresses the QUAL strand independently. Drew two different samples, probability sample to answer the QUAN research questions and a purposive sample to answer the QUAL research questions. The probability sample involved a multiple cluster sample of schools participating in implementing the mainstreaming of psychological support services. A total of 90 teachers were randomly selected from the 15 selected schools.

The overall strategy should sufficiently focus to allowing the researcher to gather the data necessary to answer the research questions. The purposive sampling techniques utilized in the study should generate same information on the QUAL research questions and the probability sampling techniques utilized in the study should generate a representative sample related to the QUAN research questions made use of purposive sampling to select teachers, principals, inspectors and a schools' nurse in the Shiselweni region of Eswatini as participants for the study, since they were considered to be able to provide rich information.

The population in this study consisted of primary school, teachers, principals, inspectors and a schools' nurse, specifically those in the Shiselweni region. The schools were identified from a current list of schools in the region, which was provided by the Shiselweni Regional Education Office. There are 140 primary schools in the Shiselweni Region in Eswatini. From this list of primary schools (140 schools), only 15 schools in the Shiselweni 2 constituency (15 schools) were selected. To understand mainstreaming psychological support services, primary schools were purposively selected from schools that were targeted to implement the mainstreaming of psychosocial support in the primary schools. Selection of teachers was through contacts with the Shiselweni Regional Office (REO). The criteria for teachers' participation included the following; primary school teachers who have been serving for five years or more, they should have participated in workshops for training teachers to implement the mainstreaming of psychosocial support in primary schools in the Shiselweni region in Eswatini. The participants were, thus, perceived as having in-depth knowledge of the topic. The participants, in this

case, the inspectors, principals and teachers are the unit of analysis defined within the research study as the population on which the study is focused, and the group from which the data were collected. These participants were viewed as key informants and were generally regarded as expert sources of information, since they had relevant knowledge and experience needed for the study. In addition to knowledge and experience, they noted the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. For the purpose of this study, data were collected from ninety (90) Teachers, fifteen (15) Principals, three (3) Regional Inspectors and one (1) Schools' nurse.

4.7 Data Collection Instruments

Nalzaro (2012) defines data collection instruments as the process by which the researcher collects the information needed to answer the research problem. In collecting the data, the researcher must decide which data to collect, how to collect the data, who will collect the data, when to collect the data. The methods of data collection method vary according to the degree of structure, quantifiability, obtrusiveness and objectivity. The type of instrument used by the researcher depends on the data collection method selected.

On the same note, Abawi (2017) states that data collection instruments mean tests, questionnaires, inventories, interview schedules or guides, rating scales, and survey plans or any other forms which are used to collect information on substantially identical items from 10 or more respondents. To answer the research questions and address the objectives of this study, questionnaires and focus group interviews were used to collect data. All the participants in the study were given questionnaires and they were also engaged in focus group discussions.

Bhat (2019) also pointed out that mixed-method designs usually require multiple data collection methods to accommodate the different kinds of data needed to carry them out. This can be complex, time-consuming, and costly. However, with careful planning, it may be possible to design data collection

instruments and sampling methodologies so that different kinds of data can be collected with a relatively small additional investment of time and other resources. Time and other resources. Initially, quantitative data were gathered on the various ways that the principals and teachers experiences in mainstreaming psychosocial support in primary schools. Accordingly, the Post positivist paradigm has tended to provide the worldview for most research conducted on human behaviour typical of educational contexts. For this study, questionnaires were distributed to primary schools in the Shiselweni region in Eswatini. In each of the schools selected for the study, the participants were categorised as inspectors, principals and teachers. The duration for completing the questionnaire was 25 minutes on the average. In total 90 questionnaires were distributed of which 80 (10 responses were returned and only 10 questionnaires were not returned. For purposes of this study these respondents were regarded as the study population .The questionnaire was designed to be completed anonymously by the respondents. A covering letter for the attention of the respondents was written to accompany each questionnaire. The covering letter explained the purpose of the research; and it contained important information for the completion of the questionnaire. The format of the questionnaire was developed to have a professional appearance with a clear, neat and easy to follow layout; Clear and precise instructions were provided for the completion of the questionnaire; The theoretical foundation (Chapters 2, 3 and 4) and the framework served as a parameter for the development of the questionnaire, in accordance with the research aims and purpose of this study.

It is imperative for the researcher to also take a decision regarding the recording technique for the responses on the questionnaire. In other words, the researcher should be clear in his mind regarding the particular rating scale to be utilized for the purpose of evaluation and quantification of the data. As stated previously, a Likert scale as category partition method was adopted as recording technique for the responses on the questionnaire to capture the incidence, potency and intensity as to what extent school sport is managed in the study population of schools. The Likert rating scale requires an indication of the extent of the respondent’s agreement in relation to a particular question

item on a given continuum. Scholars and researchers are unanimous in their view that the Likert rating scale is particularly useful for the purpose of evaluation of data as part of a research survey. In this study, a four-point Likert scale was used to enable scores of either low or high values to represent the extent of the knowledge, opinion, judgment and experience of the respondents with regard to mainstreaming psychosocial support services in primary schools in the Shiselweni region in Eswatini. Usually a five-point-scale is used (Thomas et al., 2011), but a four-point scale was used seen in the literature.

The study made use of focus group interviews and questionnaires in order to gather data.

4.7.1 Questionnaires

Debois (2019) defines a questionnaire as an instrument for collecting data, which almost always involves asking a given subject to respond to a set of oral or written questions. First of all, questionnaires are one of the most affordable ways to gather quantitative data. Especially self-administered questionnaires, where you don't have to hire surveyors to perform face-to face interviews, are a cost- efficient way to quickly collect massive amounts of information from a large number of people in a relatively short period of time**.** Cohen (2013) concurs with Debois (2019), in that a questionnaire is the instrument for collecting primary data. Questionnaires have many uses, most notably, to discover what the masses are thinking. These include: market research, political polling, customer service feedback, evaluations, opinion polls, and social science research.

4.7.2 Advantages of using questionnaires

O'Leary (2014) believes that one of the biggest advantages of using questionnaires is being able to ask as many questions as you like. However, since they are cost effective in nature and have an easy mode of delivery, there is no harm in creating multiple questionnaires, each covering a sub-topic of the main subject, that build upon one another. The results of the

questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package. They can also be analysed more scientifically and objectively than other forms of research. When data have been quantified, they can be used to compare and contrast other research and may be used to measure change. Positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses.

4.7.3 Limitations of Using Questionnaire

O'Leary (2014) also observed that while there are many positives to questionnaires, dishonesty can be an issue, since the respondents may not be 100% truthful with their answers. This can happen for a variety of reasons, including social desirability bias and attempting to protect privacy. When using questionnaires, there is a chance that some questions will be ignored or left unanswered. The trouble with not presenting questions to users face- to –face is that each may have different interpretations of your questions. Without someone to explain the questionnaire fully and ensure each individual has the same understanding, results can be subjective. Differences in understanding and interpretation can lead to skewed results.

The best way to combat this situation is to create simple questions that are easy to answer. A survey questionnaire cannot capture emotional responses or feelings of respondents. There are some problems that were experienced after the distribution of the questionnaires to the schools which were involved in the study. Some of the questionnaires were not returned, while some questions were left unanswered. The participants also had different interpretations of the questions.

4.7.4 Distribution of questionnaires

Quantitative data were collected using a questionnaire and a consent form was given to the teachers, principals and inspectors who participated in the study. Upon the principal's approval of the study, questionnaires were distributed to teachers who were perceived to satisfy the criteria of

participation. Bell and Waters (2014) briefly consider distribution methods; they emphasise the need to ensure confidentiality, to include a return date and to record data as soon as they arrive. They highlight the advantage to administering your questionnaire personally, as it enables the researcher to explain the purpose of the study and it increases the probability of receiving completed questionnaires in return.

4.7.5 Return Rate

Most of the respondents (89%) returned the completed questionnaire whilst 10(11.1) respondents did not return the questionnaire. Nueman (2011) asserts that irrespective of the sampling method used, one would have to confront the problem of non –responses to the questionnaires. Non-responses would not matter if the researcher could be certain that non-respondents are very similar to the respondents on all the relevant questions in that they would have answered the questionnaires similarly if they had taken part. Nueman (2011) further states that non-responses occur because participants refused to be involved in the research for various reasons such as a low response rate which limits the generalization of the results from the questionnaires. To maximize the return rate the researcher needs to keep the questionnaire sufficiently short and attractive, minimize cost effort to the respondents, promise feedback to all the participants in the study and provide a reward for the completion of the questionnaires.

4.7.6 Interviews

Creswell (2014) defines interviews as a qualitative research technique which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme or situation. There are three different formats of interviews: structured, semi-structured and unstructured. Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. Often, audiotapes are utilised to allow for more consistent transcription. The researcher often transcribes and types the data into a computer file, in order to analyse them after interviewing. Interviews are particularly useful for uncovering the story

behind a participant's experiences and pursuing in-depth information around a topic. Interviews may be useful to follow- up with individual respondents after questionnaires, for example, to further investigate their responses. Whereas McNamara (2009) posits that in qualitative research specifically, interviews are used to pursue the meanings of central themes in the world of their subjects. The main task in interviewing is to understand the meaning of what the interviewees say.

4.7.7 Focus Group Interviews

Connaway and Powell (2010) define a focus group as a structured discussion with the purpose of stimulating a conversation around a specific topic, and it is led by a facilitator who poses questions and the participants give their thoughts and opinions. Focus group interviews give us the possibility to cross-check one individual's opinion with other opinions gathered. A well organised and facilitated focus group discussion is more than a question and answer session. In a group situation, members tend to be more open and the dynamics within the group and interaction can enrich the quality and quantity of information needed. A framework is established prior to the interview recording/ analyses are simplified. Flow between topics is uninterrupted or free flowing.

4.7.8. Strengths of interviews

According to Connaway and Powell (2010), interviews provide useful detailed information about personal feelings, perceptions and opinions, when participants cannot be directly observed. The interviewer has better control over the types of information that they receive. They can pick their own questions and allow more detailed questions to be asked. If worded effectively, questions will encourage unbiased and truthful answers and they usually achieve a high response rate. Respondents' own words are recorded and ambiguities can be clarified and incomplete answers followed up. Interviewees are not influenced by others in the group, since they may be less- conscious in a one- to- one situation.

4.7.9. Weaknesses of Interviews

Connaway and Powell (2010) put forth that the interviewee may provide biased information or are unreliable if only one interviewer is interpreting the information. The best research requires many different points of views. The interview answers may be deceptive, because the interviewee tries to respond in a way that will please the interviewer. Equipment may be a problem, because it may be costly and require a high level of technical competence to use. It can be time consuming, and inexperienced interviewers may not be able to keep the questions properly focused.

Focus group interviews were employed in the data generation process. The focus group interview is a qualitative approach to learning about a population with respect to conscious and unconscious psychological and sociological characteristics and process. Babbie and Mouton (2011) maintain that focus group interviews are carefully planned discussions for obtaining perceptions, opinions, beliefs and attitudes on a defined area of interest in a non-threatening environment. Furthermore, focus group interviews are good for gathering rich data through direct interactions between researcher and participants, and they are relatively inexpensive and effective.

Interviews enable the researcher to collect data by gaining insight into the world in which the interviewee lives. We can get sense of how they make meaning of the world around them and how they understand the phenomenon under investigation, in this case, mainstreaming psychological support services in primary schools. During data collection, the researcher noticed that some of the selected principals who were to participate in the interviews did not turn up, such that the researcher ended up starting afresh to secure appointments with other participants. Some of the interview answers were deceptive, because some of the interviewees tried to respond in a way that pleased the interviewer.

A focus group interview with teachers from the school, and an in-depth interview with the principal, all on the same day. In this way, several different types of data can be collected in only one visit, minimizing the disruption to

the teachers, principals and inspectors as well as travel time and transportation costs.

4.7.10 Focused Group Interviews/Discussions Procedure

For the purpose of this study, the focus discussions were recorded and notes were taken at the same time. After the discussions, the researcher reviewed the recordings and notes, and wrote down the quotes that were found to be relevant. The recordings were kept as records for future reviewing. With regard to the setting for the focused group discussions, the following measures were taken into consideration. The researcher ensured that the discussions were conducted in comfortable, secure, and private surroundings, preferably in the conference room. This was necessary to ensure that the participants felt comfortable in the surroundings and that they did not feel intimidated during the interviews. The researcher assured the participants that the information which they were going to provide would be treated in the utmost confidence. This was achieved by allocating pseudonyms for each participant and securing their permission to record them as they respond to the questions. The research sought informed consent by explaining the objectives of the study, confidentiality, and the procedure that would be adopted in conducting the discussions. The researcher provided the letter of informed consent to participants to read and sign it in their presence. The researcher served only as a facilitator who encouraged the participants to respond. This was achieved by assuming a neutral stance towards the participants. The researcher also created a friendly atmosphere where the participants were encouraged to seek for clarification. In order to ensure that the responses were recorded, a digital voice recorder and back-up recorder were used to record the responses of the participants. All the interviews took place in the offices of the education specialist .A copy of the interview schedule and the contact details of the researcher were provided to each interviewee for possible future enquiries.
Creswell and Plano Clark (2010). In addition to the qualitative component of the empirical research, quantitative research methods in the form of structured questionnaires were also used in combination with the semi-structured interviews as part of the mixed methods research design. A

questionnaire was the main tool for data gathering. The questionnaire was first piloted with four teachers from two schools in order to be tested for clarity as well as fitness for purpose. Taking into account the feedback provided by those who piloted the questionnaire, minor amendments in the wording of a couple of the questions subsequently took place for clarity. During the second part of the research, utilising semi-structured interviews, these interviews focused on developing further understanding in the area of mainstreaming psychological support services in primary schools, including inspectors, principals and teachers. The interviews were semi-structured in order to allow for more detailed data to be collected. The questions tried to explore the main targets and obstacles in the implementation of mainstreaming psychosocial support services. The study articulate the main ways that mainstreaming is currently carried out and the staff development needed in order to enable the participants to make the most of psychosocial support services in primary schools. Equal emphasis was placed on both the wide survey and the selective in-depth focus group discussions data and it was initially thought that both types of data would be gathered concurrently, as this is common in triangulation mixed method designs .However, this was not possible due to time limitations, as the whole research was conducted by a single researcher; furthermore, by administering the questionnaire first, the informants for the interviews were formally invited to the interviews telephonically. The interview participants were equally split between inspectors, principals and the teachers in terms of geographical location.

Verbatim quotes have been included in order to keep the flavour of the original data. Key emerging issues have been highlighted and any commonalities, similarities and differences among the case studies are further discussed. Open coding was used initially to uncover, develop and name concepts in order to open up text and expose the thoughts and ideas contained within them. The interview transcripts were coded on a question-by question basis; the codes were constantly refined as each transcript was added in order for the data to be organised into meaningful groupings. Following that, broader categories (themes) have been developed. Once saturation occurred in categories and no more information was able to be

extracted, categories were then integrated and refined. The two data sets are merged by bringing the separate results together through interpretation.

4.8 Ensuring Validity and Reliability

As this study used both quantitative and qualitative research data, the concepts used to express validity and reliability are broader than those traditionally employed with quantitative research. When working with qualitative data, the concepts of trustworthiness, dependability, transferability and credibility are also used. We hope that this clears up any confusion about trustworthiness and helps shed light on the different components involved in establishing a trustworthy research study. Trustworthiness is all about establishing these four things, which are described in more detail below.

According to MacMillan and Schumacher (2010), validity is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. Reliability is the degree to which the findings of the research are independent of accidental circumstances. It is closely related to assuring the quality of field notes and guaranteeing the public access to the process of the publication of the research results.

Gratton and Jones (2010) define reliability as the extent to which results are consistent overtime, and are an accurate representation of the total population understudy. If the results of a study can be reproduced under a similar methodology, then the instrument is considered to be reliable. In order to ensure the validity and reliability of the content of the questionnaires, the questionnaires were reviewed by the supervisors from the Department of Education at the University of Zululand. The questionnaires were piloted wit two primary schools in the Shiselweni region in Eswatini to test their validity and reliability. The following processes for ensuring validity and reliability, legitimizing the data, and finally lending credibility to the research were used in the study.

4.9 Data Analysis Methods

According to Leedy and Ormrod (2010), data analysis refers to the process of describing and interpreting the data that have been collected in respect of the study that is being undertaken. All the data from focus group discussions were thematically analysed using the principles of thematic analysis.

Analysing data collected from a mixture of methods is often more complicated than analysing the data derived from one method, as the researcher must integrate multiple data analysis methods in order to determine and understand the key findings. There are several different general techniques to analyse data from mixed-methods approaches, including parallel analysis, corresponding to the patterns of combining methods and as well as conversion analysis and synthesis.

According to Leedy and Ormrod (2010) the process of data analysis begins with the categorisation and organisation of data in search of patterns, critical themes and meanings that emerge from the data. A process sometimes referred to as “open coding” is commonly employed whereby the researcher identifies and tentatively names the conceptual categories into which the phenomena observed would be grouped.

Leedy and Omrod furher said, more specific data analysis techniques, such as keyword coding or theme analysis for qualitative data, and cross-tabulations for quantitative data, can also be used within the framework of any of these more general data analysis techniques. As with all evaluations, the choice of analytical techniques depends on the purpose of the evaluation and the type of data involved, as well as time and resources available.

Onwuegbzie and Combs (2011) mixed data analysis involves the use of both quantitative and qualitative analytical techniques within the same framework, which is guided either a priori, a posteriori, or iteratively (representing analytical decisions that occur both prior to the study and during the study). It might be based on one of the existing mixed methods research paradigms

such that it meets one or more of the following rationales/purposes: triangulation, complementarity, development, initiation, and expansion.

Braun and Clarke (2013) pointed out that thematic analysis is a widely used method of analysis in a qualitative research. It is a foundational method of analysis that needed to be defined and described to solidify its place in qualitative research. It allows for flexibility in the researcher's choice of theoretical framework. Thematic analysis can be used with any theory the researcher chooses. Through this flexibility, thematic analysis allows for rich, detailed and complex description of your data.

4.9.1 Steps in applying Thematic Analysis

Thematic analysis describes an iterative process as to how to go from messy data to a map of the most important themes in the data. The process contains six steps, as outlined by Braun and Clarke (2013):

Familiarisation: This is during the first phase; you start to familiarise yourself with your data. If you have audio recordings, it is often necessary to perform some form of transcription, which will allow you to work with your data. In this phase you go through all your data from your entire interview and start taking notes, and this is when you start marking preliminary ideas for codes that can describe your content.

This phase is all about getting to know your data. How much you need to transcribe will vary depending on your project. If you are performing a broad exploratory analysis, you may need to transcribe everything that was said and done during the interview, so you don't know in advance what you are looking for. If you are searching for specific topics, you will probably only need to transcribe those parts of the interview that pertain to that topic. What is important is that the transcript retains the information you need, from the verbal account, and in a way which is 'true' to its original nature.

Generating Initial codes: A code is a brief description of what is being said in the interview; so, each time you note something interesting in your data, you write down a code. A code is a description, not an interpretation. It is a way of

organising your data into meaningful groups. So, which codes you use depends on whether you are performing an exploratory analysis, where the themes depend on the data, or a deductive analysis, where you search for specific themes. How you code depends both on the data and the purpose of your research.

Searching for themes: Here, you start to sort your codes into themes. You start by looking at your list of codes and their associated extracts, and then try to collate the codes into broader themes that say something interesting about your data. Searching for themes is an iterative process where you move codes back and forth to try forming different themes. Drawing a map of your codes and themes or having codes on sticky notes that you can move around can help you visualise the relationship between different codes and themes as well as the level of the themes.

Some themes might be subthemes to others. In this process, not all codes will fit together with other codes. Some codes can become themes themselves if they are interesting, while other codes might seem redundant, and you can place them in a temporary mixed theme. At this point, you shouldn't throw away codes that don't seem to fit anywhere, as they may be of interest later.

Reviewing Themes: During this phase, you review and refine the themes that you have identified in phase 3. You read through all the extracts related to the codes in order to explore if they support the theme, if there are contradictions, and to see if themes overlap. Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes. Phase 4 is an iterative process, where you go back and forth between themes, codes, and extracts until you feel that you have coded all the relevant data and you have the right number of coherent themes to represent your data accurately. In this iterative process, you might feel as though you can keep perfecting your themes endlessly, so stop when you can no longer add anything of significance to the analysis.

Defining and naming themes: During phase 5, you name and describe each of the themes you identified in the previous steps. Theme names should be

descriptive and engaging. In your description of the theme, you don't just describe what the theme is about, but you also describe what is interesting about the theme and why it is interesting. As you describe the theme, you identify which story the theme tells and how this story relates to other themes as well as your overall research question. At this point in the analysis, you should find yourself able to tell a coherent story about the theme, perhaps with some subthemes. It should be possible for you to define what your theme is, clearly.

Producing the report: What the final report looks like depends on your project; you might want your final delivery to be personas or user scenarios, but there are commonalities you should always include. When you write up your results, there should always be enough information about your project and process for the reader to evaluate the quality of your research. Write up a clear account of what you have done. In the case of qualitative data, transcription and summarising of tape-recorded interviews takes place, looking for emergent themes and coding of various sorts. The gathered data from questionnaires were analysed statistically using the SPSS computer software Version 25. 4.9.

4.9.2 Treatment of Data

Data from the focus groups, and structured questionnaires were analysed for themes, trends, insights, theories, and additional research opportunities. An inductive analysis was used by looking for natural variations in the data. Analysis of the focus group transcripts was conducted by breaking down responses using spread sheets. Phrases and expressions within the responses were captured and evaluated to find patterns of response similarities and differences. Key themes were identified and captured. The questionnaire data was initially analysed using open-coding, in which content is examined to capture the essence of the data in its pure form. Themes were then identified on the basis of the open-coding, and subsequently, the data was re-examined and recoded using focused coding based on the themes.

4.9.3 Descriptive Statistics

In order to report on the data analysed, the mean, mode, median, range of scores and minimum and maximum standard deviation were measured. This was done for each individual group of participants. The descriptive statistics facilitated the process of writing about the results of the data that was analysed (Scherman, 2007). For all the necessary analyses, pathways and graphical representations described in the above sections, a statistical programme,

The quantitative data analysis proceeded from descriptive to inferential analysis in order to build a more refined analysis. Qualitative data analysis began with coding and proceeded in creating categories (themes). This is in line with Creswell and Plano Clark (2017) Two techniques are available for merging the quantitative and qualitative data: Transform one type of data to make the qualitative and quantitative datasets comparable and then compare the datasets, or compare the data without transformation through a discussion or a matrix.
The latter way of merging qualitative and quantitative data – through discussion – was followed in this research due to the fact that some of the data gathered were complementary rather than directly comparable

4.10 Measures of Trustworthiness

4.10.1 Confirmability

According to Korstjens and Moser (2018) this is the degree to which the research findings can be confirmed or corroborated by others. The researcher is aware of individual subjectivity or bias, and also made a provision of a methodological self-critical account of how the research was done, and the researcher will archive all the collected data in a well-organised, retrievable form so that they can be made available to them if the findings are challenged to establish confirmability. The researcher also provided an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for decisions made. This helps establish the research study's findings and accurately portrays participants' responses.

4.10.2 Dependability

Dependability refers to the extent to which research findings are replicated with similar subjects in a similar context. It emphasises the importance of the researcher accounting for or describing the changing contexts and circumstances that are fundamental to consistency of the research outcome. The researcher used the supervisors to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be credible such that people can depend on them when they are faced with various situations. A qualitative researcher can use inquiry audit in order to establish dependability, which requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

4.10.3 Credibility

Credibility is the extent to which the data and data analysis are believable and trustworthy. It is demonstrated when participants recognise the reported research findings as their own experiences. To ensure credibility, the researcher employed the following measures: The researcher had conducted a debriefing with the participants, and any additional information was taken into consideration when analysing, the interviews were recorded and transcriptions were made of each, and the researcher went back to some participants to ascertain whether the transcribed data were a truthful version of the experiences.

4.10.4 Transferability

According to Allan (2016) research findings are transferable or generalizable only if they fit into new contexts outside the actual study context. It refers to the extent to which one can extend the account of a particular situation or population to other persons, times setting than those directly studied. The researcher enhanced transferability by detailing the research methods, contexts and assumptions underlying the study. Also, the researcher provided a detailed, rich description of the settings studied to provide the reader with

sufficient information to be able to judge the applicability of the findings to other studies.

4.11. Ethical and Safety Issues

Ethics are aimed at ensuring the safety of people within society and we, as professionals, are required to live out these principles in order to protect the people involved in our research. Allan (2016) explains that ethics form a part of philosophy, which studies the idea of morality or how individuals make decisions that influence other individuals in society.

Permission to conduct this research and ethical approval was granted by the higher qualifications office at the University of Zululand. Permission to collect data in selected schools in the Shiselweni Region in Eswatini was granted by the Ministry of Education. The researcher was aware of the ethical implications both for participants and the researcher throughout the process of the research. As a result, all the elements of the research were fully disclosed both by the letter, which was attached to the questionnaires, and verbally, during the interview processes. The purpose of the research and what would happen to the material collected was fully explained to the participants.

The participants were assured of confidentiality and anonymity should any information obtained be published. As a result, pseudonyms, instead of real names, were used in this study. Participants completed the consent forms. In addition, those participants who were interviewed were not disclosing their names. In this study, the researcher assured the participants that they would not be put in a situation where they might be harmed as a result of their participation, physically or psychologically.

The participants were informed about the study and of their right to confidentiality. They were also informed that participation in the study was voluntary and that they were free to refuse to answer questions, as well as to withdraw from the study at any stage. Participants were also advised that they had the right to review transcripts if they wished to do so, and were informed of how the final thesis would be put together.

After these aspects had been explained fully, participants were asked to sign a written informed consent form. Ethics in research include every decision made throughout the entire research process. The researcher's ethical values were influential in the research process as it was important to consider various aspects in order to make this research ethical. A number of ethical principles which were considered are discussed below.

4.11.1 Autonomy and Informed Consent

Denzin and Lincoln (2011) assert that autonomy and informed consent form part of the main principles of ethical decision making. Those principles are truthfulness, confidentiality, autonomy and justice. Individuals have the right to make their own decisions as long as no harm is caused to others. For the individual to make a decision, she or he needs to be properly informed with regard to what is being researched and the potential limits to confidentiality, if any.

In this study, participants had the right to view any information that they required regarding the study. They were allowed to access information that explained the purpose of the study. Each participant was given a letter outlining the study and each was asked to participate voluntarily. They were informed fully of their responsibilities should they volunteer to take part in the study and they were allowed to carefully consider the risks and benefits of taking part in the study. Denzin and Lincoln (2011) postulate that, a researcher's full disclosure shows a commitment to respect the participants involved in the study.

4.11.2 Confidentiality

Kvale and Brinkman (2009) assert that confidentiality describes the participants' right to privacy and ensures that the names of the participants are kept private. It is important that the participants understand that their names have been changed so that their anonymity and the information obtained remain confidential and not accessible to anyone, except the researcher and will not be made available to anyone else. DuPlooy-Cilliers,

Davies and Bezuidenhout (2017) concur with Kvale and Brinkman (2009), when they say participants were assured that their identities remained secret and they were never revealed to anyone else. The participants gave permission for the focus group interviews to be recorded and they were assured that these recordings, together with transcribed data, would be stored on a password protected hard drive and stored safely.

4.11.3 Justice

Allan (2016) believes that the principle of justice is about fairness, rightness and equity. It also refers to the fair treatment of all participants and; therefore, there should be no discrimination or favouritism. All participants were treated fairly and with respect by the researcher.

4.12. Chapter Summary

This chapter outlined a discussion and description of the research design and methodology, including the paradigm that underpin this study, its relevance to this study, data collection tools, their strengths and limitations, as well as data analysis methods employed in the study. Population and sampling procedures for the study were also discussed. Lastly, trustworthiness and ethical considerations were presented. The next chapter provides data analysis, presentation and discussion of the results.

CHAPTER FIVE
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Introduction

This chapter presents the results which were interpreted and analysed according to the objectives of the study. Data were collected through questionnaires and interviews from inspectors, principals and teachers from selected schools.These include participants' demographics, and research questions regarding mainstreaming psychosocial support in primary schools in Eswatini.

The interviews were a follow up on the questionnaires that were distributed to the participants of the study. Data interpretation in this chapter looked deeply into the statistical analysis of the data which were arranged in an orderly fashion in presentations that were done in the form of tables (explaining frequencies, percentages, means and standard deviation). The total analysis was carried out using SPSS version 21 software package.

The interviews enabled the participants to give detailed information as well as sharing their experiences on mainstreaming psychosocial support in primary schools. Each interviewee was given details of the different themes as a guide to the interviews; interviews lasted between 20-30 minutes for each participant. The interviews were voice recorded, and all recordings were thereafter transcribed. The qualitative data presented under themes which emerged from the interviews, paying attention to the research questions that were aimed at exploring the experiences of teachers on the mainstreaming and implementation of psychosocial support and modifying classroom practices and activities in order to implement psychosocial support.

Therefore, the results showed that teachers' experiences are mostly influenced by the support from administrators, provision of resources, improved working conditions, clarity of policies and proper training of teachers. The themes which emerged from the interviews correspond with the objectives and literature on mainstreaming psychosocial support services in primary schools.

5.2. Quantitative results address the following objectives:

a. Establish the extent to which the conditions of teachers affect the performance of learners in Primary Schools.

b. Determine how the teachers in the primary schools have modified their practices to respond to the requirements and objectives of the plan of the Inqaba School Model.

5.2.1 Quantitative Data Presentation and Interpretation (Demographic information for Inspectors)

Table 5.1 Frequencies and percentages of Inspectors (N=3)

Variable	Category	Frequency	%
1. Age	40 -49	1	33.3
	50 – 59	2	66.7
2. Gender	Female	2	66.7
	Male	1	33.3
3. Years of Service	20 – 29	1	33.3
	30 - 39	2	66.7
4. Level of education/ qualification	B.Ed./BA or any equivalent degree	2	66.7
	MA/ PhD	1	33.3
5a. Teacher training certificate	Yes	3	100
5b. Duration of training	3 – 4	1	33.3
	4 - 5	2	66.7
5c. Was teaching your first choice?	Yes	3	100
6. Do you think society appreciates your work?	Yes	3	100
7. Do you think the teachers appreciate your work?	Yes	3	100

Table 5.1 shows the frequencies on the age, gender, teaching experience, qualification, teacher training certificate, duration of training, career choice

and appreciation by society and learners. According to table 5.1, there were 3 inspectors who took part in the study. The inspectors provided the researcher with detailed information based on their experiences on promoting the implementation of the Inqaba Schools programme. Out of the three who took part in the study, two inspectors (66.7 %) were between the ages 50 and 59 and only one (33.3%) was between ages 40 and 49. A further 66.7% of the participants were males and 33.3% were females, whilst 66.7% had been serving for more than 30years, and 1 (33.3%) had served between 20 and 29 years.

The results also showed that 2 (66.7%) had a bachelor's degree whilst1 (33.3%) had a master's degree. The 2 (66.7%) inspectors had been trained for four years and all (100%) of them had teaching as their first choice, and they also showed that the teachers and the community appreciated their service. The results presented in table 5.1 shows that the participants have been serving long enough to gain a lot of experience in working with children and the teachers. That is why they are a good source of information on mainstreaming psychosocial support in primary schools. They are in a good position to raise pertinent issues on the challenges of implementing psychosocial support and they also monitor the implementation of all programmes in the primary schools.

The above results are in line with Marsh and Martin (2011), as they posit that, if the educators pay attention to the needs of the learners, then it is possible to consider the learners' characteristic which might disturb them to gain a deeper understanding of their learning processes. The teachers differentiate their instruction in order to cater for learning related factors such as; gender, capabilities, parental involvement, cultural background, learning dispositions, metacognition and motivation. Although, it is difficult for mainstream teachers to cater for such needs.

In addition, Tschannen- Moran and Hoy (2010) pointed out that it is imperative to understand the teachers' abilities to handle such issues together with their reasons for their incapability to cater for the support needs of the learners. Their inability to cater for such needs might be an indication that they are not

properly trained to handle such matters hence it is difficult for them to successfully engage the learners in order to produce the expected results. Teachers' experiences of their ability to cater for the learners' additional support needs could be greatly motivated by their self-concept. Sharma, Loreman and Forlin (2012) share the same sentiment by highlighting that high that high efficacy among teachers is an important factor for mainstream teaching. It is important to create a positive and caring learning environment.

5.3 objective (a) to determine how the teachers in the primary schools have modified their practices to respond to the requirements and objectives of the plan of mainstreaming psychosocial support in primary schools in Eswatini

Table 5.2 - Means and standard deviations inspectors (N=3)

Variable	Mean	Standard Deviation
How regularly do you conduct workshops to capacitate teachers on psychosocial support?	3	3.00
How regularly do you collaborate with the teachers to improve the welfare of children in the schools?	3	3.00
How regularly do you support the teachers overcome the barriers to implementing the Inqaba School programme?	3	2.67
How regularly do you support and promote the wellness of teachers?	3	2.67
How regularly do you attend to issues affecting the psychosocial wellbeing of learners and teachers in primary schools?	3	2.67
How regularly do you promote whole school approaches to mainstreaming psychosocial support in primary schools?	3	2.67

Variable	Mean	Standard

		Deviation
How regularly do you promote government initiatives to implement psychosocial support in primary schools?	3	2.67
How regularly do you support the teachers who feel they don't know much about Psychosocial Support?	3	2.33
How regularly do you organise special events to share information and promote Psychosocial Support in the schools?	3	2.33
How regularly do you link the schools to governmental support?	3	2.33
How regularly do you provide a clear policy on how to implement the Inqaba School programme?	3	2.00

Table 5.2 revealed that the inspectors rarely conducted workshops to capacitate teachers and principals on psychosocial support. This was displayed in their failure to collaborate with the teachers in improving the welfare of learners in the schools. They rarely supported the teachers to overcome the barriers to implementing the Inqaba School programme, particularly the psychosocial pillar. They sometimes supported and promoted wellness of teachers, hence attending to issues that affect the psychosocial wellbeing of teachers and learners in primary schools.

Concerning the promotion of whole school approaches to mainstreaming psychosocial support, the results indicated that the inspectors sometimes supported the move; this included supporting government initiatives and teachers who felt they don't know much about psychosocial support.

The results also indicated that the inspectors rarely organised special events to share information and to promote psychosocial support in schools, and they rarely linked or provided a clear policy on how to implement the Inqaba School Programme. This is in line with NICE (2010) who pointed out that the authorities need to provide a comprehensive programme that should add

courses that mainstream the development of social skills within all subject areas. This should be done through all the levels in the primary school by teachers who have a firm foundation on psychosocial support.

5.3.1 Demographic information for principals

Table 5.3 Frequencies and percentages Principals (N=15)

Variable	Category	Frequency	%
1. Age	30 – 39	2	13.3
	40 – 49	6	40
	50 – 59	7	46.7
2. Gender	Female	7	46.7
	Male	8	53.3
3. Years of Service	20 – 29	12	80
	b. 30 -39	3	20
4. Level of Education	b.Certificate/ Diploma	3	20
	c. B.Ed./BA or any equivalent degree	9	60
	d. MA/PhD	3	20
5a. Teacher training certificate	a. Yes	15	100
5b. Duration of training	a. 3 – 4	2	13.3
	b. 4 – 5	13	86.7
5c. Was teaching your first choice?	a. Yes	15	100
6. Do you think society appreciates your work?	a. Yes	15	100
7. Do you think the teachers appreciate your work?	a. Yes	15	100

Table 5.3 shows the frequencies on the age, gender, teaching experience, qualification, teacher training certificate, duration of training, career choice, appreciation by society and learners. The results showed that most of the principals, 7 (46.7%) were aged between 50–59 years, 6 (40%) were aged

between 40-49 years and 2 (13.3%) were aged between 30-39 years. This shows that the majority of the teachers were above 40 years, and this means they had a reasonable age, indicating high experiences in psychosocial challenges and issues in teaching. As a result, they were able to provide detailed information on the caring and handling of children from different walks of life.

REPSSI (2015) place emphasis on that the teachers' experience is very important, because the teacher demonstrates social and emotional teaching skills in creating a caring and protective classroom culture that promotes learning interaction, participation, expression and support by all children. Teachers ensure that children have a good academic, social and emotional foundation they are entitled to. The wealth of knowledge and skills the teachers have will be used to improve the schools and how to teach for improved quality of education.

The principals felt that they were not well equipped on matters concerning the implementation of psychosocial support. Eight (53.3%) of the principals who participated were males and 7 (46.7%) were females. Therefore, the gender-based distribution of participants has indicated that more males were involved compared to females. This means there were more males that were teaching in primary schools

Concerning the years of service, the results showed that 12 (80%) of the principals who participated in the study had been serving the department for over twenty years, that is between 20 -29 years and 3 (20%) served between 30–39 years. This means that the principals have been in the teaching field for a long time and they were aware of many activities that were happening in their classrooms, especially the challenges faced by the teachers when implementing psychosocial support.

This has a bearing on the findings, because the teachers observed a lot of things concerning the provision of psychosocial support to the learners with problems and they were keen to improve the conditions of children in their schools. The findings imply that the education pattern of the respondents of

the study indicates the significant level of education which was treasured in collecting valuable data in responding to the objectives of the study.

The results also showed that 9 (60%) of the principals were bachelor's degree holders, whilst 3 (20%) were master's degree holders; and 3 (20%) had a diploma The study involved respondents with different levels of education, and all of them had been trained as teachers and their training ranged between two to five years (2–5). They were a rich source of information on what they experienced as they were executing their duties. The results imply that the education pattern of the participants indicates the significant level of education which was measured in collecting valuable data in responding to the study objectives.

Experienced teachers are in a good position to observe changes in the behaviour or appearance of the learners they teach. This is a good move, because they will provide rich information on psychosocial support. Regional Psychosocial Support Initiative REPSSI(2014) posit that a teacher has an enormous power to promote learners' wellbeing and build their self concept and self-esteem, even small actions, a smile or a word of praise can make a big difference. they are able to find out about their home circumstances or notice changes in their lives or behaviour so that they can identify those learners who need help and support. As a teacher it is very important that you are self-aware about your reactions to learners, colleagues and community members.

Concerning the training of teachers, the results revealed that 1 (6.7%) spent between 4-5 years in training, 12 (80%) spent between 3-5 years and 2 (13.3) spent between 2-3 years of training. The duration of training stands as a basis for information that included the strategies for handling learners with problems in class. The results imply that the education pattern of the participants indicates the significant level of education which was measured in collecting valuable data in responding to the study objectives.

The findings also showed that all the principals (100%) indicated that teaching was their first preference and the society and teachers appreciated their work. This means the participants were motivated by the reception they got from the

teachers, parents and learners. Therefore, they were ready to implement any changes that would make the lives of the learners worthwhile in the school community. The fact that the participants chose teaching as their first preference means that they were keen to support the learners in whatever way possible, because they were passionate about their career.

5.4. Objective (a) to determine how the principals in the primary schools have modified their practices to respond to the requirements and objectives of the plan of mainstreaming psychosocial support services in primary schools in the Shiselweni region in Eswatini.

Table 5.4 Means (M) and standard deviations (SD) Principals (n=15)

Variable	M	SD
How often do you support the teachers to overcome the barriers to implementing mainstreaming psychosocial support services in primary schools?	15	2.27
How often does the school support children's learning through modified classroom activities?	15	2.07
How often does the school conduct research focusing on the psychosocial support services to influence future programming?	15	2.00
How often does the Ministry of Education organise workshops to in-service teachers on Psychosocial support to strengthen the capacity of all the stakeholders?	15	1.80
How often does the school mobilise adequate resources to facilitate the provision of psychosocial support in the school community?	15	1.80

Variable	M	SD

How often does the school participate in setting the teachers' activities and development standards that incorporate all the psychosocial principles?	15	1.80
How often do you support the teachers who feel they don't know much about Psychosocial support?	15	1.73
How often do you discuss staff development plans with the teachers in your school?	15	1.73
How often does the school include efforts that ensure that the curriculum is efficiently and effectively delivered to learners?	15	1.67
How often do you have a clear policy to implement the Inqaba school programme?	15	1.60
How often does the school provide psychosocial support, and promote the health and wellness of teachers?	15	1.60
How often do you check if good relations exist among the teachers in your school?	15	1.60
How often does the school support and encourage learners to stretch further than they could without the teacher?	15	1.60
How often does the school provide differentiated education to cater for the needs of all the learners?	15	1.53
How often do teachers engage themselves in carefully planned strategies meant to promote psychosocial support services?	15	1.53
How often are the teachers given support?	15	1.47

Variable	**M**	**SD**

How often do you actively work towards good community and school relations	15	1.47
How often do you work together with the teachers to improve the conditions of all the learners in your school?	15	1.47
How often do you organise staff development workshops to share information on Psychosocial Support?	15	1.47
How often does the school modify the classroom activities to provide opportunities for the child to learn important life and social skills?	15	1.47
How often does the school help children to take full responsibility for their choices in life and allow them to learn from their mistakes?	15	1.46
How often do the teachers involve themselves in supporting the strategies outlined in the Inqaba School Programme?	15	1.33
How often is the learning structured to meet the needs of the children in the classroom?	15	1.20

Table 5.4 showed that most of the principals rarely supported their teachers to overcome the barriers to implementing psychosocial support. They also said that they didn't often support children's learning through modified classroom activities nor conducted research that focused on the psychosocial support services to influence future programming. The results also showed that the inspectors rarely organised workshops to in-service teachers on psychosocial support. They also failed to modify classroom activities to provide opportunities for the child to learn important life and social skills.

Most principals indicated that they rarely structured learning to meet the needs of the children in the classroom to support the strategies outlined in the Inqaba Schools Implementation Programme, particularly the psychosocial

support pillar. The results also indicated that the schools rarely mobilised resources to facilitate the provision of psychosocial support in the school community. Most of the principals didn't participate in setting the teachers' activities and development standards that incorporate all the psychosocial principles. Teachers who were not confident in providing psychosocial support were not properly supported by the principals; this is evident in that the principals did not involve the teachers in discussions on staff development.

Nakapodia (2010) confirms what the results show, by stating that, principals should make sure that all the teachers and non-teaching staff are properly trained by providing clear guidelines, supervising the staff and motivating them applauding them for their wonderful performance through clear and effective communication. Induction courses, seminars and workshops should be organised periodically by the Ministry of Education for principals and teachers to enhance proper recruitment, training and development of staff in the educational system.

5.4.1 Demographic information for teachers

Table 5.5 Frequencies and Percentages Teachers (N=90)

Variable	Category	Frequencies	%
1. Age	0 – 25	2	2.2
	25 -29	7	7.7
	30 -39	46	51.1
	40 -49	19	21.1
	50 – 59	15	16.6
	60 or above	1	1.1
2. Gender	Female	47	52.2
	Male	43	47.8
3. Teaching experience	0 – 10	27	30.1
	11 – 19	31	34.4
	20 – 29	20	22.2
	30 – 39	12	13.3
4. What is your qualification?	O 'Level	1	1.1

	Certificate/ Diploma	61	67
	B.Ed./BA or any equivalent degree	26	28.9
	MA/ PhD	2	2.2
5a. Teacher training certificate	Yes	90	100
5b.Duration of training	0 -2	1	1.1
	3 – 4	76	84.5
	4 – 5	13	14.4
5c. Was teaching your first choice?	Yes	67	74.4
	No	23	25.6
6. Do you think society appreciates your work?	Yes	76	84.4
	No	14	15.6
7. Do you think learners appreciate your work?	Yes	84	93.3
	No	6	6.7

Table 5.5 shows the frequencies of teachers' age, gender, teaching experience, qualification, teacher training certificate, duration of training, career choice, and appreciation by society and learners. The results showed that out of 46 teachers, 51.1% were between the ages 30 - 39, 19 teachers (21.1%) were between 40 - 49, 15 teachers (16.6%) were between 50 and 59, 7 teachers (7.7%) were between 25 and 29 years ,2 teachers (2.2%) were between 0 and 25 years, and 1 teacher (1.1%) was between 60 or above. Amongst these teachers 47 (52.2%) were females and 43 (47.8%) were males.

The results also showed that 27 (30.1%) had a teaching experience that ranged between 0- 10 years, 31 (34%) between 11- 19 years, 20 (22.2%)

between 20- 29, and 12 (13.3%) between 30- 39. Clarke and Barry (2010) said the classroom teacher is in a good position to work closely with the learners in order to achieve good educational results.

These results are in agreement with Mohamed, Al-Agili, Mamat, Abdullah and Maad (2012), who aver that, teachers' characteristics, experiences and behaviours in the classroom contribute to the educational environment of the students, which in turn will have an impact on student achievement. There is a common assumption with regard to the association among teacher experience and student achievement that is, students who are taught by the most experienced teachers achieved higher levels. This is because their teachers have mastered the content and obtained classroom management skills to deal with different types of classroom problems. Studies on the relationship between the teachers, experience and student's performance showed contradictory results.

Moreover, Swart and Pettipher (2011) consider teachers as the most important people to necessitate change, because their behaviour have a great influence on the entire education context. Schools, together with the teachers have a responsibility for providing care and support to the learners. The Regional Psychosocial Support Initiative (REPSSI) (2015) place emphasis on that the teachers' experience is very important, because the teacher demonstrates social and emotional teaching skills in creating a caring and protective classroom culture that promotes learning interaction, participation, expression and support by all children. Teachers ensure that the learners have quality education, cultural and emotional basis they are expected to have. The source of knowledge and the capabilities that the teacher have is of great use in promoting the schools and for improving the quality of education.

One (1.1%) teacher had an Ordinary Level Certificate, 2 (2.2%) teachers had a master's degree in education, whilst 26 (28.9) had a bachelor's degree in education and 61 (67%) had a diploma in education. Manning, Garvis, Flemming and Wong (2017) assert that, empowering teachers with tertiary education contributes immensely to the improvement of quality for both the process and the infrastructure within the educational settings.

Manning, Garvis, Flemming and Wong (2017) further pointed out that higher teacher qualifications are positively associated with higher quality in implementing psychosocial support, because poor quality education can be detrimental to the development of the learners as it may possibly lead to poor social, emotional, educational, economic and behavioural results. Teachers who are highly qualified often display more sensitive and less harmful behaviours.

The results also indicated that all (100%) the teachers had a training certificate, but 23 (25%) said teaching was not their first choice, 76 (84.4%) indicated that society appreciated their work, whilst 14 (15.6%) said the society did not appreciate their work. Eighty-four (93%) of the teachers said the learners appreciated their work and only 6 (6.7%) said the learners did not appreciate their work. The above results are in concurrence with Donald (2006) who asserts that teacher training and professional development is a concern for teachers and has impacted on their experiences.

Teacher training colleges should incorporate courses that prepare teachers with the skills to deal with teachers who are responsible for mediating learning needs and need to choose appropriate means to assess the learning. These learners have greater knowledge and more skills to cope with the demands to educate students with different learning needs.

In addition, O'Brien and O'Sullivan (2016) accentuate that the training and development of teachers and practitioners will ensure that they have the required information, understanding and expertise to offer the courses skilfully. This training should include how to manage behaviours and how to build successful relationships. Schools are increasingly viewed as integral to providing an accessible, non-stigmatising environment in which to promote wellbeing and support for children who are experiencing emotional, psychological and behavioural difficulties.

Ali, Naz, Maqbool and Rana (2011) supported O'Brien's views that teachers are the most important people in the education system in the whole world, because no successful teaching can be realised without the effective teacher.

However, teachers can lose their effectiveness and being dynamic when their conditions of service are not conducive. There is a very strong connection between the improvement of the school results and the teachers' experience, because their experiences can lead to the development of intervention strategies which can make the school to review the approaches and apply school guidelines and procedures which allow teachers to implement psychosocial support. The best teachers throughout time have always found ways to reach individual students.

The results showing the level of training and development of teachers are also in line with Adrianapoulos and Brennan's (2017) study which found that, it is important to have a sound background on children's psychological development, welfare, ability to bounce back in life and mental health included at pre-service teacher training and continued professional development to make sure that all the teachers have basic knowledge and capabilities to promote the welfare of learners' and to respond effectively to health issues.

5.5 objective (a) to determine how teachers in the primary schools have modified their practices to respond to the requirements and objectives of the plan for mainstreaming psychosocial support services in primary schools in the Shiselweni region in Eswatini.

Table 5.6: Means and standard deviations (n=90)

Variable	M	SD
How often is support given to teachers to overcome barriers to implementing psychosocial support?	1.83	2.23
How often does the school work together with the teachers to improve the conditions of service in the school?	1.83	2.23
How often do you relate the subject knowledge to the needs of the children in your classroom?	1.46	1.26
How often is support given to teachers who feel they don't know much about psychosocial support?	1.81	.763

Variable	M	SD
How often does the school provide psychosocial support, promote health and wellness of teachers?	1.71	.753
How often does the school curriculum provide opportunities for providing important life skills and social skills in order to promote their psychosocial wellbeing	1.68	.716
How often does the principal check if good relations exist among the teachers?	1.69	.697
How often does the school promote dialogue and build relations in order to promote the wellbeing of teachers?	1.73	.667
How often does the school explore how an on-going cycle of action and reflection can be used to enhance support?	1.79	.662
How often do you involve yourself in supporting the strategies outlined in the Inqaba School Programme?	1.44	.655
How often do you modify the instructions in order to support children in your classroom?	1.42	.638
How often does the school organise staff development workshops to share information on Psychosocial Support?	1.72	.636
How often do you mobilise adequate resources to facilitate the provision of psychosocial support in the classroom?	1.55	.622
How often do you support children's learning through the curriculum activities provided in the primary schools?	1.41	.616
How often do you support children's learning, wellbeing and development by addressing barriers to learning?	1.41	.616
How often do you promote collaboration amongst the learners in your classroom?	1.64	.605

Variable	M	SD
How often do you participate in activities meant to modify psychological services in your classroom?	1.60	.596
How often do you collaborate with all the stakeholders in order to promote psychosocial wellbeing amongst your learners?	1.62	.592
How often does the school promote a conducive learning environment where vulnerable children can thrive?	1.54	.584
How often does the school improve the teaching and learning environment to support all the teachers in the school?	1.56	.563
How often do you engage children as equal partners in the teaching and learning situation in order to appreciate their strengths in finding solutions to their individual problems?	1.35	.525
How often do you work with other teachers to improve the conditions of the children in your school?	1.29	.524
How often does the school support teachers by improving their conditions of service in your school?	1.46	.523

Table 5.6 shows means and standard deviations. The results showed that most teachers indicated that they were not given enough support to overcome the barriers to implementing psychosocial support. They also showed that the school did not collaborate with the teachers in improving the conditions of service in the school and the subject matter was not often related to the needs of the learners in the classroom. Most teachers indicated that the school supported the teachers by improving their conditions of service; they also indicated that the schools do not really work hard in improving the conditions of the learners in the school.

The results also showed that most teachers said the school didn't really work hard in improving the conditions of learners in the school. They also revealed that they didn't work together often with other teachers to improve the

conditions of children in the school and they didn't often engage learners as equal partners in the teaching and learning situation in order to appreciate their strengths in finding solutions to their individual problems.

The results also showed that the school sometimes improved the teaching and learning situation in order to support all the teachers in the school by promoting a warm and friendly learning environment where vulnerable children could feel comfortable. Learners were sometimes supported through the curriculum activities provided in the primary school to also support children's wellbeing and development by addressing barriers to learning.

The results also showed that the principals sometimes supported the teachers by improving their teaching and learning environment. The teachers themselves sometimes promoted collaboration amongst the learners and supported learning through curriculum activities provided in the primary schools. They also participated in activities meant to modify psychological support services in order to create a conducive environment to learning. They sometimes worked with other teachers to promote good working conditions for all the learners in the school.

These results are supported by Huda (2018) in stating that, teachers' skills refer to the ability to implement teaching appropriately without stress, proactively and creatively by means of the best methods, so learning can be maximised. Pedagogical skills are helpful in teachers' expertise in mastering comprehensive mathematical knowledge in various disciplines and their applications. Professional skills assist teachers in planning systematic learning to achieve students' learning outcomes which are efficient and effective. Personal skills are marked by strong, mature, stable, wise and authoritative character, woven with nobility that can be exemplified by students.

5.6 INTERPRETATION AND DISCUSSION OF QUALITATIVE RESULTS

The qualitative results address the following objectives:

a. To explore the experiences of teachers on implementing the plan for mainstreaming Psychosocial Support services in Primary Schools in Eswatini?

b. To suggest a model that can be employed by Eswatini schools to mainstream psychosocial support in primary schools in the Shiselweni region in Eswatini

These themes and sub-themes emerged from the information collected through in-depth interviews with the sampled groups of teachers, principals and inspectors. However, some of the themes under observations were independent of the interview themes, therefore, the findings under them were analysed independently from interviews. The analysis of reactions is very much a narrative, since the researcher opted for a qualitative research method. Most qualitative studies contain thick description in an analytical narrative interspersed with brief or lengthy quotations representing participant language. A good narrative is one that may be read and lived vicariously by others. Plausible narratives provide meanings that make sense and shape readers' thinking and practice (McMillan & Schumacher, 2010).

The following themes emerged from the qualitative data: Teachers' conditions of service, Experiences of teachers, principals and inspectors, Situation in schools concerning the implementation of psychosocial support in the schools, Effectiveness of mainstreaming psychological support services in addressing the needs of the children in primary schools, Opportunities and governmental initiatives that promote the implementation of psychosocial support in the schools , Contribution of psychosocial support towards meeting the diverse educational needs of learners, : Experiences in handling the psychosocial wellbeing of learners in the school, Views on creating a conducive learning environment in which the vulnerable children can thrive, and Developing a Model for Mainstreaming Psychosocial Support in Primary Schools.

The following sub-themes emerged from qualitative data: Challenges experienced by teachers, Policy implementation, Shortage of resources, Lack

of support from the Government and Administration, Lack of training and professional development, and Collaboration to provide a positive, accepting and inclusive school environment**.** The following pseudonyms were used for anonymity of the participants in the discussion of the qualitative results in this study. **T= Teacher P=Principal I=Inspector**

5.6.1 Theme 1: Teachers' conditions of service that affect the implementation of Psychosocial Support in schools

The results from the teachers, principals and inspectors revealed that the government, together with the administration of the school, need to provide quality services in the schools. There is a lot that government has to do, like getting out of the offices more often to visit the teachers. The teachers themselves need psychosocial support before they extend it to the learners. The challenges were presented by the teachers and principals as follows:

T1: *stated "If the government continues to operate like this, we won't go far. The government needs to become responsible, we often run out of materials which are supposed to be used in the school.*

T2*: "I think we should not rely on the government, because from the look of things the government is failing. The government has its ups and downs with funds, therefore, the teachers should do something instead of waiting for the government. Teachers should come up with a plan to meet the needs of the learners".*

T3: *said "Teachers are not getting enough support from the government. Rating from their salaries, the way they are hired, most of the teachers that we have in the schools now are not permanently employed by government. You find that these teachers are having problems; they don't have enough to even assist even if they see that this child needs a slice of bread, the teacher himself or herself does not have that in the house - they are so frustrated.*

P1: *stated "In our school, the conditions are not conducive, but teachers try their level best to help the learners. The school has health clubs, and a variety*

of sports, yet there is no playground. The school has learners who have learning disabilities, teachers help them. The school also has a guidance period where they conduct lessons, though there is no counselling room.

P2: *said "Agh! Well, the conditions of teachers in Eswatini are not good. In the past people would love to become teachers, but this time it has become quite a challenge, due to some prevailing conditions. The children we are teaching are not coming from challenged backgrounds, which frustrate the teachers who are expected to stand in front of the learners and deliver information".*

P3: *said "Teachers have not been properly introduced to psychosocial support and, as a result, they don't adequately respond to the diverse needs of the learners".*

P4: *said "Teachers' conditions are not conducive at all, because they are not given the necessary resources to be used in supporting all the learners in the school".*

P5: *"The government does not support in case there is a shortage of teachers who are trained in handling children with special needs like those who are deaf and dumb and also those who are blind. If they are not trained to help in sign language, they can't face those challenges very well."*

P7*: said "Teachers are the main people who should facilitate and see to it that the programme is implemented in the schools, but if their conditions are poor or not taken care of, they become demoralised and, thus, the programme will be negatively affected - so we won't see the results we are expecting to see".*

P8*: said "Although the teachers' conditions are not conducive, the teachers try their level best to support the learners. They use the skills they have obtained from courses like Special Education to identify ways of assisting the learners. However, whenever there is a difficulty in helping the learners the teachers send the learner to the inspectorate, although the progression to the inspectorate is not very clear, because those learners who come from*

economically challenged families end up not being assisted with the required money, especially those from child headed families".

P10: *stated "The conditions of teachers in the schools are not conducive, they face different challenges. As a result, they also need to be supported psychosocially so that they can be able to cope with the daily challenges.*

The results revealed that the conditions of teachers in the schools were not conducive; therefore, the government needs to attend to these conditions in order to motivate the teachers so that they can execute their duties effectively and efficiently.

This is consistent with the findings of Fazel (2014), who found that the main objective of the school psychological health programmes is to develop a healthy social, emotional and behavioural growth of learners. Learning challenges must be attended so that the general welfare of the learners, families and the entire school staff can be fully supported through improved leaner support services. They also support the emotional health and academic growth of all students through a comprehensive array of effective service and supports which is integrated throughout the levels of student support.

5.6.2 Theme 2: Experiences of teachers, principals and inspectors concerning the implementation of the Inqaba School Programme

When the participants were asked about their experiences concerning the implementation of the Inqaba School Programme, participants responded and indicated that the Inqaba programme was a good initiative. Some of them had this to say:

I1: *"To me, I think it is a great introduction, I think it is going to be fruitful towards the production of better results and we can see a great progress". "The teachers will get to know the learners' problems better and the rate of drop- outs will be low and more children will attend school as they are catered for in terms of clothing and food".*

I2: *"Well, my understanding is that it is one of the pillars that government has focused on. It is a vehicle for trying to reach out to almost all the schools, even those in remote areas. The Inqaba programme is doing good in the schools, because you'll find that some learners come to school without food, but the schools provide food for learners to eat at least before they start classes. They also provide food for lunch which makes it a bit easier now for the learners to concentrate and feel happy when they come to school. The Inqaba School Programme is very influential in making learning more approachable and more conducive to the learners".*

I3*: "Yes the government has taken a good initiative; the programme makes the school a second home in the sense that it touches on all the aspects needed by the child".*

P1*: "It is a good idea, but this programme needs finances which are not available in our country. Looking at the standards of this psychosocial support pillar, it calls for hard work. We are not trained to be Psychologists or in Psychosocial support, but a number of learners have been rescued from different forms of abuse with the help of community health motivators, community police and Royal Eswatini Police.*

The above sentiments were also shared by P3, P4, P7, P8, and P9 who stated that:

P3*: "Yes, the Inqaba School Programme is a good concept, but it has not been adequately implemented in the sense that some very important stakeholders in the school setup have not been properly made aware of this beautiful concept."*

P4*: "I would say the Inqaba School Programme was created with the intention of making schools to be one, but the geographical positions of the schools have made it difficult for the government to have a uniform environment in schools. Schools in town are different from schools in the rural areas, they operate at different levels. Then, it becomes difficult for the schools in the*

rural areas to implement the Inqaba School Programme, due to the lack of funds".

***P7**: "I think it is a good thing, because the learners come to school with different problems and different attitudes, so if the psychosocial pillar is in place the learners are being helped and they are benefitting from the psychosocial support pillar, especially these days where children are heading families. Some have been deserted by their parents, while others are raised by their grannies, so they come with different problems to school.*

***P9:** "I think the Inqaba School Programme is a very good programme that supports the teachers in everything. If ever possible, the teachers are expected to help the government to assist the learners. The government should be actually willing to provide support especially when there is a learner with a hearing impairment, that learner has to be supported.*

***P10**: "All education facilities, including schools, ought to be hands- on with regards to attending to the psychosocial needs of learners. Learners spend most of the time at school; hence schools should adopt a holistic approach to education by providing learners' emotional, social, mental and spiritual needs, so psychosocial support is an integral part of human life".*

***T4**: said "This is a good thing, because it is all about support, the acceptance of the learners, so that everyone feels at home. It must be done in all schools although some* of the teachers are not taking care of the learners".

It is a vehicle for trying to reach out to almost all the schools, even those in remote areas. it is a great introduction, It will be fruitful towards the production of better results and we can see a great progress". "The teachers will get to know the learners' problems better and the rate of drop outs will be low and more children will attend school as they are catered for in terms of clothing and food".

Yes, the government has taken a good initiative; the programme makes the school a second home in the sense that it touches on all the aspects needed

by the child". It calls for hard work. The government should actually be willing to provide support, especially when there is a learner with a hearing impairment, that learner has to be supported

The results revealed that the introduction of the psychosocial support programme in the schools was a great move, because it acted as a vehicle for trying to reach out to all the schools in the country, even those in remote areas. The programme will make teachers to understand the learners very well and they will be willing to offer support to all the learners in the school.

This is consistent with the Education Support Services (2010), which revealed that schools need to set in place infrastructure and policies to promote and support healthy psychological development as integral to health and development. Schools, childcare settings, parents and others who are intimately involved in the children's development, need to be educated about the importance of mental health in child development and how to promote it and avert risk. Banerjee, McLaughlin, Cotney and Roberts (2016), in their study, found that a common barrier to the implementation of evidence-based interventions in schools is poor engagement of all levels of school staff, i.e., teachers, counselors, and support staff.

Several factors affect implementation across these three levels, from the competing priorities of stakeholders involved, children, parents, school staff, educational authorities, and mental health services, to the focus of the intervention and the outcomes of interest, such as educational achievements, psychological measures and social functioning.

This means that the government, together with the administration of the schools, need to improve the quality of services. This will motivate the teachers to work very hard towards implementing psychosocial support in the schools and also support all the learners living in adversity. In order to do that they need to develop a sound and fair policy, focussing on support needs to maintain and improve the psychosocial wellbeing of all children in the school. They also need to develop a clear criterion for assistance and support services, transparent decision making processes, set standards of services,

enforce them and monitor compliance. The success or failure of the programme appears to be highly dependent on the capacity of the education system to support the teachers.

Teachers increasingly face many challenges in a wide range of areas, mainly in those related to their learners; behavioural problems and psychological wellbeing. Evidence shows that teachers can effectively assist learners at risk or with difficulties when they are adequately guided and supported by well-trained school counsellors. Hence, the need for more holistic and systemic school- based interventions for children at risk and their families, as well as specialised assistance for teachers, is advocated by many authors (Kourkoutas & Giovazolias, 2017).

On the other hand, Flemming (2013) posits that teachers are constantly exposed to emotionally challenging situations. Hence they may find it difficult to model an appropriate conflict resolution approach for learners if emotions, such as frustration, anger, sense of incompetence, are at high level.

In addition, teachers are exposed to families; stress, demands and criticisms; this is an important issue that traditional models of counselling and practice tend to neglect. Teachers need guidance and support to understand how the parental behaviour in cases of difficult students might emotionally affect both of them and their relationships with the learner and, consequently, lead them in conflicting confrontation with the learner and his /her parents.

5.6.3Theme 3: Situation in schools concerning the implementation of psychosocial support

There was an outcry from the participants about the situation concerning psychosocial support in schools. Based on what the participants observed, there is a lot that needs to be done. The participants had the following remarks to make:

T1: *"The school is not yet fully involved in providing psychosocial support, nothing much has been done about the implementation of psychosocial support in the school".*

T2: *said "There is a feeding scheme which caters for all children, especially those from the child headed families. There is also a guidance and counselling teacher who helps learners to deal with traumatic experiences. There are also health clubs which deal with health issues". The teachers look after the wellbeing of the learner and they have the good relationship with pupils and the parents, too".*

T4*: stated "Currently, there are a few things that we do at school to support the learners, for example, there are teachers who take care of the children. They formed health clubs for the children who are sick. When they are together the teacher takes care of them, and even gives them money to go to the hospital. The teachers also support them psychologically, so that they are able to learn, because these children feel discriminated in the school.*

T6: *said "Well, to be honest, there is not much that has been happening in our school for the past few years and there isn't much that has been done to improve the state of psychosocial support in the school, the standard is too low and more still needs to be done."*

In addition, ***P1*** *pointed out that: "The school is trying very hard to align itself with the Inqaba School Programme, but nothing much has been done to make sure that all the teachers have ample knowledge about it, especially the second pillar, psychosocial support. There is not much that has been done to make teachers aware of what to do in order to provide psychosocial support to the learners in the school. Teachers need to be sensitised about psychosocial support and how it will improve the lives of the learners".*

The findings indicated that all the schools that participated in the study reported that there is not much that has been done to implement the mainstreaming of psychosocial support services in primary schools. There is still a lot that needs to be done in order to improve the programme in the

schools. All the stakeholders need to be involved in helping teachers become aware of how dysfunctional or problematic and coercive family patterns might be reproduced within school and in the child –teacher interaction. There should be stable and reliable collaboration with, and supervision of teachers' work in order to help them effectively deal with new challenges or become aware of the child's effort to progress and recognise the achieved improvement, developments or reactions of the child, as well as constant emotional support of the teacher.

Goldstein and Brooks (2012) posit that studies have shown that the implementation of flexible in-school psychosocial and counselling programmes, together with the stable involvement of parents and teachers that target the most vulnerable and at-risk learners, can be very effective and less costly than more complex mental health services within or outside school.

5.6.4 Theme 4: Effectiveness of the Inqaba School Programme in addressing the needs of the children in primary schools

The findings indicated that the Inqaba School Programme was effective in supporting the various needs of the learners in primary school. When asked about the effectiveness of the Inqaba School Programme, participants had this to say:

I1*: said "The programme is effectively addressing the needs of children in school, because it talks about the protection and safety of children, food security and also quality education". The government played a pivotal role by providing food in schools so that the learners may be able to concentrate in class".*

T5: *said "This programme is effective, although not all the teachers are fully involved in providing support to all learners. I don't think my school is fully supportive or ready to implement psychosocial support".*

T6: *stated "For me, I would say that, as members of staff we should try to make friends with the pupils to get to know them better outside of school and*

bring them closer and try to understand each and every child. In that way we will be able to know what is happening outside, or maybe at home or in the community - the way of living of the child and all the needs can be catered for.

According Gravois et al. (2011), successful application of the curriculum acknowledges that problems, besides those which come from within the learners should be considered as they might emanate from a conflict between the teacher's instruction and the cognitive level of the learners. There is also apparently less information on the types and efficiency in adjusting instructions to the teachers' daily activities within the mainstream classrooms to cater for learner differences. Therefore, the overall picture emerging from the majority of relevant studies suggests that in mainstream education; teachers do not usually differentiate between forms of instruction that meet learner diversity in mainstream classrooms.

5.6.5 Theme 5: Opportunities and governmental initiatives that promote the implementation of psychosocial support in the schools

The Ministry of Education has done a lot to support the programme in primary schools in such a way that it is funding sporting activities such as ball games, athletics, music and many other activities. On the issue of opportunities to promote psychosocial support in the schools, the teachers had the following to say:

***T1**: "Schools should come up with projects which can assist in generating income which helps in funding different projects in the school". T1 further said:" …. Nothing much has been done to capacitate teachers on psychosocial support, but the government has introduced the office of guidance and counselling, whereby the teachers attend to problems of learners in the school."*

***T3:** "There is a need for workshops for teachers to be taught about psychosocial support, because they are not supportive to pupils".*

***T9**: "There is a lot that needs to be done; some teachers don't have a welcoming attitude towards the learners, which might be difficult for a learner to open up to such a teacher".*

***T2:** "The key developments involve well trained educators and people who love their job and enforcing the laws governing the children".*

***T5:** "Information and sustainability of relations between learners and teachers have been developed, although they have not been fully developed, because some of the teachers are not part of the programme".*

The government is trying very hard to improve the conditions of learners in the school. The inspectors and principals explained as follows:

***I1**: "The government spearheaded the introduction of Free Primary Education in the schools, feeding schemes, Guidance and counselling department where some of the issues and activities are catered for. There are guidance and counselling teachers, but not in all the schools. In some schools they don't even use the time allocated to guidance and counselling, but they use it for other purposes".*

***I2**: said "The government has enacted laws which protect our children, such as the Child Protection and Welfare Act of 2012, and the Sexual Offenses and Domestic Violence Act of 2018". The government of Eswatini is trying its level best to promote and meet the requirements of implementing psychosocial support in the schools".*

The same view was put forward by P2, when they responded that: "The Ministry of Education promotes child-friendly schools which are supportive to children, staff, parents and anyone who works in schools or visits them. It also encourages schools to implement the schools as centres of care and support programme. For example, the seven pillars, children may sometimes have gone through a lot, so they need a welcoming attitude, not serious faces".

***P3:** "The Ministry of Education in most cases facilitates the formation of committees which are the voice of the parents. Now, the learning should*

include parents so that should any learner have sort of hiccups or unbecoming behaviour or problems, teachers are free to liaise with the parents.

P8: *"The Ministry of Education has done a lot in supporting the programme in primary schools in such a way that it is funding sporting activities such as ball games, athletics, music and many other activities. Psychosocial support services have been included as one of the main pillars in the Inqaba School Programme in the primary schools in Eswatini". The government is doing something to assist the implementation of psychosocial support by providing financial support to help in training the teachers and also conducting workshops".*

P9: *"The Ministry of Education has produced The Education Sector Policy of 2011 and 2018 to guide teachers and empower every individual to cater for the interest of every learner in the school. To achieve this, the Ministry of Education has also introduced a number of courses in all teacher training colleges, such as Special Education, Guidance and Counselling, Early Childhood and Care Education and Psychosocial Support Care and Protection. These courses equip and empower teachers to be able to assist every learner in the school".*

The government has done a lot of things to make sure that the programme is implemented, but there are challenges which hinder the programme from being fully implemented. The Government of Eswatini, through the Ministry of Education, has also introduced a number of courses in all teacher training colleges, such as Psychosocial Support Care and Protection. Benell (2005) asserts that increased government involvement was crucial to creating more enabling school environments.

The government could create more conducive environments by getting people who are going to counsel educators, people who are going to counsel the learners. The support from governmental agencies will ultimately determine the impact of the challenges on the education system and the importance of

increased governmental involvement cannot be ignored when considering how to support educators working with learners at risk.

5.6.6 Theme 6: Contribution of psychosocial support towards meeting the diverse educational needs of learners

The findings revealed that psychosocial support creates a learner-centred environment where learners can feel free to express themselves in the different activities where they are based.

Concerning the contribution of psychosocial support to cater for the diverse academic needs of learners, teachers had a lot to say. The following statements are some of the things they said:

T1: *"Learners will be given support irrespective of their challenges and backgrounds, and instructions will be differentiated to cater for all the learners' capabilities".*

T2: *"I think if we should have road shows, debates, broadcasting in national radios - educating people in the homesteads and also seek sponsorship from NGOs to support them financially".*

T3: *"Learners themselves should be trained on psychosocial support about what psychosocial support is all about and form some groups at school to debate about the things done by psychosocial support".*

T5*: "Psychosocial support will ensure that all learners are given support and they need to understand that they all need support. They also need to learn that they need to treat each other with respect and not discriminate against each other, because they are all equal".*

T6*: "I think it can bring a positive outcome, because for us to get to meet the basic needs for every learner, we need to be drawn closer to each and every child to understand and get to know his or her background.*

***T7**: "Okay, I think it can contribute positively, because it gives us the opportunity to try and understand what each and every learner needs at school". More especially, if learners are faced with problems in their everyday life in the school and in the community. In the school we need to bring the learners closer so that their needs will be met. Teachers should come up with strategies which help the learners to overcome the problems they face in their everyday life".*

***T9:** "Psychosocial support creates a learner-centred environment where learners can feel free to express themselves in the different activities where they are based. For instance, in sporting courts, they can tell the sports teacher their problems or may be in some clubs like Bible clubs, they are there to share their experiences with that teacher, because they feel closer to him or her. So, I think it was a good move to minimise street kids".*

The results are in line with what is contained in the Inqaba Schools Implementation Programme (2011) in that, the psychosocial support approach views the child and his/her needs according to the environment or setting. The psychological component of this intervention is concerned with mental processes such as feelings, thoughts, behaviour and motives, whereas the social component consists of family, school, peers and wider community. The child's needs are then analysed from the child's psychological, social, and cultural perspective.

In the same vein, Logsdon (2013) pointed out that psychosocial support is viewed as very important in recognising the importance of the social context in addressing the psychological impact of stressful events experienced in emergencies. In practice, this means that the reconstruction of local structures which may have been destroyed or weakened by an emergency can give appropriate and effective support to those suffering from severe stress which is related to their experiences. Therefore, for educational professionals, psychosocial work is nothing new, as good teaching and learning practices are good psychosocial practices.

Educators should strive to create a comfortable and supportive learning environment where learners feel safe, and should recognise that learners who are affected by conflict may need frequent breaks and a nurturing atmosphere to help them recover from the conflict.

Logsdon (2013) further highlighted that education is the system that reaches most children on the most sustained basis. Involving teachers in decision making to improve performance of schools is valuable, because teachers have the responsibility of identifying and monitoring performance and progress of children who are not performing well. This approach is more sustainable than standalone interventions. Institutionalising of psychosocial support means government will fund the process for sustainability.

5.6.7 Theme 7: Experiences in handling the psychosocial wellbeing of learners in the school

The results highlighted that there are a lot of learners in the schools who need special attention from teachers, because most of them come from child-headed families. Therefore, every teacher should be involved in caring for learners and make the environment safe and peaceful.

Concerning the experiences on handling the psychosocial wellbeing of learners, the teachers as well as principals explained their views in different ways, as follows:

T1: *"Aah, it depends; it becomes easier when their parents involve themselves when the school invites them". There are a lot of learners who are psychosocially unwell in schools".*

T3*: "Yaah, the big challenge is that in my case, eish there are challenges which are medical and we don't have that kind of support within the school and the fact that we don't have a nurse in the region is also problematic. This programme is very important and useful to the upbringing of the child. The school should work together with the community to help the children where the school is located. If we work together that will help us go beyond the*

school premises and, in that way, we will still be able to follow how that child is doing".

T4: *"I think the government should make sure that each school should have a clinic whereby the child doesn't need to go to the health facilities for a simple check-up. The child should be checked right there at school. If we involve the community, they will move away from this notion that in this family we are failures, you can't change us. The community can be involved in the instilling of the positive psychosocial support".*

T5: *"Teachers need to understand that learners are different and their needs are varied, therefore, they should come up with strategies that will be relevant to each need".*

T6: said, "Oh ok, in that question you find that learners have a lot going on in their minds - finding it difficult to concentrate on their academic work. I think the school committee, together with the community should work together with the school. They should invite the parents and discuss the problems they have, because as of now, it is difficult to work together. If the school and the community could work together they can make a big difference and, at the end, the children will end up loving school very much".

The above sentiments were shared by the principals as well. This is what principals said:

P1: *"It is not easy, because nowadays you find that most of the learners at home no longer have parents and it is not very easy, because some of the issues need financial assistance. Most parents are unemployed and they are unable to assist the learners, and the school ends up forking out a lot of money to assist those learners. Some learners even come to school sick; so, you can't send a learner back home, because there is no money at home. So, the school has to assist and send the learner to the hospital and, fortunately enough, we have a hospital nearby - they assist us".*

P2: *"Yes, we do have children who have problems. Actually, as an educator, you should be very alert and see all the problems that affect your students and, as an educator, you should strive to meet those needs whether psychologically or socially. It is up to you to see to it that needs are met, because if you don't do that I don't think teaching and learning will take place smoothly".*

P4: *"We are concerned with the welfare of the learners in the school –we are trying to understand the learners beyond the normal academic requirements. We are also alert and see all the problems that affect the learners and the communities they are coming from. Every teacher should be involved in caring for teachers and make the environment safe and peaceful".*

P6*: "I think the teachers also have to receive adequate inclusive training so that they may be able to provide adequate services to all the learners in front of them. This is because a person is a person alone not a person in a group, so, if the teachers received enough inclusive education in their training, they would be able to help the different types of individuals".*

P7: *"Our school is one of the leading schools in the Shiselweni Region. It tries to offer inclusive education and different sporting activities to motivate the already established health clubs to keep on serving the interests of the learners. We also have the scripture union to teach pupils spiritual and ethical values to enforce behaviour changes".*

P8*: "Oh, okay, in that question you find learners with a lot going through their minds and they find it difficult to concentrate on their academic work. I think the school committee, together with the entire community, should work together with the school in improving the lives of the children. The school should invite the parents to discuss the problems they have. At the end of the day the learners will end up loving school very much".*

P9*: "It is not very easy, because nowadays you find that most of the learners at home are idle, they no longer have parents and it is not very easy, because some of the issues need financial assistance. Most parents are unemployed*

and they are unable to assist the school. So, you find that the learners and the school end up forking out a lot of money to assist those learners".

***P9** further said: "Some learners even come to school sick; so, you can't send them back home, because there is no money at home to take them to hospital. The school has to assist and send the learner to the hospital and, fortunately enough, we have the hospital nearby - they also assist us".*

***P10:** "My experience on that is that all education facilities, including schools, ought to be hands- on with regards to attending to the psychosocial needs of the learner. Learners spend most of their time at school; hence schools should adopt a holistic approach to education by providing for learners' emotional, social, mental and spiritual needs. So, psychosocial support is an integral part of human life".*

According to Thornton (2011), children's mental wellbeing has emerged as a significant priority for education with increasing numbers of children experiencing family breakdown, anxiety, depression, oppositional disorders and attention difficulties. When individuals grow into adulthood, their mental wellbeing becomes a critical element in supporting them to reach their full potential. Whilst many children and young people enjoy positive psychosocial development, effective learning and good social and family relationships, there are a significant number of children who experience mental well-being problems.

Many care and support practices within school settings are driven by recognition that failure to consider the social and personal problems of children and young people impedes the efforts of teachers and interferes with learning by learners.

5.6.8 Theme 8: Perceptions on creating a conducive learning environment that which supports vulnerable children

The results indicated that the introduction of the Inqaba School Programme was a good initiative meant to support all the learners in the school. The participants offered the following explanations:

P1: "*This is a rights- based concept - it fosters the progressive realisation of children's rights to a quality education with the support and involvement of parents, community and stakeholders. Each individual child has to develop to his or her full potential through the creation of the most desirable learning environment".*

P2*: "The Inqaba School Programme was somehow very influential in making learning more conducive to some of the learners".*

P3*: "Yes, under the financial circumstances that schools are now in, my view is that we should try and solicit some other sources from other partners that are helping the Ministry of Education and Training in issues concerning the conditions that are related to helping learners who are vulnerable. For instance, in my school we have partners such as Pasture Valley and World Vision who are helping by providing everything that the school needs. Some of these programmes, like the Inqaba School Programme, are very important; they are helping our children in a great way. I think as a school we need to ensure that this programme is implemented and taken with both hands".*

P4*: "I think we have to provide time for ourselves to go out and talk to the people to come and help in the situation in the school like the NGOs. We need activities that will bring people to the school to see for themselves what kind of pupils we have in schools. If we don't include them, no one will know what is happening in one school".*

P5*: "Yes, eh, the community around our schools needs to be responsible to ensure that all children have access to quality education by cooperating with*

the schools which, in turn, should provide a healthy environment. This will promote good behaviour which is supposed to be displayed in schools".

P6: *"Oh, okay, in that one, I think we need to understand our students beyond the normal academic requirements in order to support them holistically".*

P7: *"I think the Ministry of Education is helping the schools by creating a conducive environment to learning, especially for those learners who are vulnerable. The government also assists in supplying books and exercise books to all learners, including those learners who are vulnerable. The government is trying its level best to ensure that all the learners are educated, especially at the primary school level".*

P8*: "As we all know that learning takes place smoothly where the children are in a healthy mood, if challenges are not attended to, learning will not be easy. Healthy bodies and healthy minds promote quality teaching and learning, especially in primary schools".*

P9: *"I think the government has tried its level best in preparing the ground for all the schools by improving the conditions. Even during the drought years, learners were given food before they attend classes. In some of the schools there is need for even more support, because you can see that the infrastructure supports even those who have challenges with mobility. They can now move easily to gain access to class. However, there are schools which are not well equipped to support learners with mobility challenges.*

Teachers within the classrooms should be motivated when they identify learners with these challenges and they should be assisted since they have a challenge, because they are looking at the syllabus when the child is not even coping, since he or she needs support. The teacher alone in the classroom cannot assist, because even the syllabus needs to be covered by the teacher, and at the same time, the teacher should be looking at those with challenges.

P10: *"Schools should be encouraged to embrace inclusivity and diversity. Learners should be accepted for who they are and made to feel comfortable*

and at home in schools. This is the case, because for most kids who are vulnerable, the vulnerability comes from home, relatives, poverty, sickness and schools should be an exciting place to be. Schools should serve as an escape where learners' confidence will be boosted and where they will feel loved and accepted regardless of their background, religious affiliation and economic status".

The most effective interventions are those chosen on the basis of an assessment that considers people's emotional, social, physical and psychological wellbeing needs within their psychosocial context.

5.6.9 Theme 9: Views on creating an environment that is conducive to learning and growth in which the vulnerable children can thrive

The findings highlighted that teachers need to understand the learners beyond the normal academic requirements in order to support them holistically and everyone in the school should participate in all activities meant to promote the wellbeing of the learners in the school.

The participants offered the following explanations:

P1: *"This is a rights- based concept - it fosters the progressive realisation of children's rights to a quality education with the support and involvement of parents, community and stakeholders. Each individual child has to develop to his or her full potential through the creation of the most desirable learning environment".*

P2*: "The Inqaba School Programme was somehow very influential in making learning more conducive to some of the learners".*

P3: *"Yes, under the financial circumstances that schools are now in, my view is that we should try and solicit some other sources from other partners that are helping the Ministry of Education and Training in issues concerning the conditions that are related to helping kids who are vulnerable. For instance, in my school we have partners such as Pasture Valley and World Vision, who are helping by providing everything that the school needs. The Inqaba School*

programme is very important; and helping our children in a great way. I think the school needs to ensure that this programme is implemented and taken with both hands".

***P4**: "I think we have to provide time for ourselves to go out and talk to the people to come and help in the situation in the school like the NGOs. We need activities that will bring people to the school to see for themselves what kind of pupils we have in schools. If we don't include them, no one will know what is happening in one school".*

***P5:** "Yes, eh, the community around our schools needs to be responsible to ensure that all children have access to quality education by cooperating with the schools which, in turn, should provide a healthy environment. This will promote good behaviour which is supposed to be displayed in schools".*

***P6**: "Oh, okay, in that one, I think we need to understand our students beyond the normal academic requirements in order to support them holistically".*

***P8:** "As we all know that learning takes place smoothly where the children are in a healthy mood, if challenges are not attended to, learning will not be easy. Healthy bodies and healthy minds promote quality teaching and learning, especially in primary schools".*

***P9:** "I think the government has tried its level best in preparing the ground for all the schools by improving the conditions. Even during the drought years, learners were given food before they attended classes. The infrastructure is somehow prepared; it supports even those who have challenges with mobility. They can now move easily to gain access to class. Again, if only our government could help when a child is identified who would require more support; the ministry should hire someone to assist the class teacher, because even the numbers in the classrooms are too big".*

***P10**: "It is important for a school to create a conducive environment for vulnerable learners to thrive. Schools should be encouraged to embrace inclusivity and diversity. Learners should be accepted for who they are and*

made to feel comfortable and at home in schools. This is the case, because for most kids who are vulnerable, the vulnerability comes from home, relatives, poverty, sickness, and schools should be an exciting place to be. Schools should serve as an escape where learners' confidence will be boosted and where they will feel loved and accepted, regardless of their background, religious affiliation and economic status".

***P1**: "Discussions were good and they became an eye opener in assisting the learners, especially orphans and the vulnerable. As I have noted that these children go through a lot, some are forced to undertake more than their normal role of assisting with household chores. They nurse their sick parents, so, it is important to have a good understanding of learners beyond the normal academic requirement".*

***P2**: "This is a good idea; it will enable all the stakeholders to work together in order to improve the living conditions in the school".*

***P4**: "I think that one is very important. Actually, schools were supposed to be centres of care and support, but because of the economic liquidity of the government, we are failing as schools to provide the care and support that is expected from us. Some learners are on ARVs, it is not easy to help and provide the care and support that they need, such that the children end up dropping out of school.*

***P6**: "This can be developed through the provision of material resources and financial resources and the infrastructure should be modified to cater for all learners in the school, irrespective of who they are".*

***P7**: "Everyone in the school should participate in all activities meant to promote the wellbeing of the learners in the school. Resources should be adequately provided in order to cater for the diverse needs of the learners".*

***P8**: "Learners should be given support irrespective of their challenges, gender and backgrounds. Instructions should be differentiated in order to cater for all the learners in the school".*

***P9**: "Teachers, parents and everyone else who work with children need to be taught about the importance of working together in order to create a better place where all the children will feel safe and protected".*

***P10:** "It is a very interesting and exciting concept as it is not just a subject, all human beings have needs which need to be met. It is for that reason this we need to make schools a place that welcomes all children".*

In supporting the results, Gray and Weare (2013) confirmed that there are results that prove that the school setting is the most important factor which promotes the emotional and social competence and the welfare of the teachers and the learners. Generally, an environment which predominantly promotes and welfare in order to develop healthy relationships promote participation by developing the learners and the teachers' freedom and fosters a clear demarcation, rules and positive expectations.

Schools are encouraged to create conducive environments to make sure they work with emotionally stable, cooperative and focused pathways in order to encourage professional freedom. since schools who decide to work together with the community partners have discovered that they can improve the academic performance of individual learners.

Bojuwoye, Moletsane, Stofile and Moolla (2014) noted that schools have a task to promote a warm and welcoming environment where learners are valued and the curriculum and pedagogy support the learner's readiness to learn and the educators understand the uniqueness of each learner. To make sure the learners are successful in their academic endeavour, the school needs to strengthen the education support services placed at the centre of all the teaching learning process as the main approach for solving problems of teaching and barriers to learning.

5.6.10 Theme 10: Developing a model for mainstreaming psychosocial support in primary Schools

The participants argued that for mainstreaming psychosocial support we need to develop a model. The majority of principals and teachers had the following concerns and inputs regarding the model, and they explained their views in different ways, as follows:

T1: *"We need to develop a model for mainstreaming psychosocial support. All the subjects should have a component of psychosocial support, sensitising the entire community on psychosocial support".*

T2: *"There must be well trained teachers in schools; there should be collaboration in terms of good communication between parents, guidance and counselling teachers and teachers about every child. The communities should also be involved to support the school".*

T4: *said "The first thing to do is to introduce psychosocial support in all the colleges so that when they go to the field they will be aware of psychosocial support and identify learners with problems".*

T5: *stated "I think that there should be a model that should be developed to make sure that psychosocial support is mainstreamed. This will make sure that every teacher in the school system knows about psychosocial support and knows how to identify learners who need help".*

T7: *said "We should start by developing the academic staff and equip them with the right skills. Those who are already in the field you will workshop and those who are still at the college they should have courses like psychosocial support, so that when they come to the schools they already have the skills and share what they have with those who are already in the field and try to work towards a common goal that will promote psychosocial support".*

T9: *said "Mh that one, I think may be, if it is included at college level, they should be able to handle learners with diverse needs in the classroom. I feel it should be included as a different course in colleges or universities".*

The above sentiments were shared by the principals as well. This is what principals said:

***P1**: "The best thing is to come up with a model that can make sure that every subject in the school has a component of psychosocial support. This will make sure that every teacher knows about the diverse needs of the learners".*

***P2:** said "It will be proper if we can come up with a model that can mainstream psychosocial support. It has to start from the primary schools, but not just the primary schools, because there are already existing problems in the schools both in the primary and secondary schools. While they are training those in the primary school, preparing them for this, workshops should also be on- going for the secondary and high school teachers, because when the grade seven learners leave for the high school, teachers should have a sound knowledge on that this child is having this challenge and should be handled in this manner".*

***P3:** said "I think we should come up with a model that would mainstream psychosocial support in all the primary school teaching subjects. This will make sure all the teachers in the school know about psychosocial support and they are able to provide the necessary help to all the learners in the school and beyond the school premises".*

***P4:** stated "Mainstreaming psychosocial support will come about as a result of collaboration amongst all the stakeholders. They should come up with a model that will integrate psychosocial support. This will, in turn, enable the teachers to embrace all the learners in the schools. For this to be successful, we need to also include the learners".*

P7: said "I think it is just the issue of adding to the number of workshops to ensure that every school is on board, because the schools come from different environments. All the subjects should have psychosocial support. We have it in Physical Education as a subject - it should also be incorporated into the other subjects.

P8: *said "I think it is a good idea, because the only thing that hinders education is the problems which are related to psychology and social aspects. So, once the two things are met, learning can take place easily. So, I am of the idea that if we could devise a model, if we as principals of the schools, together the other stakeholders, the inspectors and the Ministry of Education could come together and develop a model which can put all the aspects of psychosocial support in every subject taught in the primary school. I think that cannot be done by the principals alone, we need all the stakeholders, especially the Ministry of Education".*

P9: *stated "Coming up with a model that can include psychosocial support to all the subjects taught in the primary school will ensure that all the learners get the support they need to overcome the challenges they are facing in life. Psychosocial support should be mainstreamed to all the subjects that are taught in the school such that the teachers can attend to the individual needs of each child*".

P10: *said, "My view is that we need to review the curriculum, because this is a new concept which also takes some teaching time in a school. So, the whole curriculum should be re-visited such that the subjects taught at school should incorporate some of the activities of psychosocial support. We can't add more periods, because this will mean that we will break very late from school.*

To make this work, we need to incorporate psychosocial support in all the subjects, it cannot be taken as a single subject or time allocated for those subjects can allow the very important programme which every teacher should embrace, but we have to consider that as a new programmes are added, they have some bearing in all the things we teach".

The majority of the participants in this study agreed that there was a need for developing a model for mainstreaming psychosocial support so that all the learners in the schools can get the support they deserve for all the challenges they face on daily basis. To make this work, we need to incorporate psychosocial support in all the subjects; it cannot be taken as a single subject. That means their curriculum should be mainstreamed and the activities

offered in each subject should include the principles governing psychosocial support.

The results were consistent with Epstein and Street (2017), who said a combination of activities, rather than a single activity by itself, is needed to deliver appropriate psychosocial support to individuals with complex problems. A unifying model for planning and delivering psychosocial support is based on the evidence yielded by the model supporting the contributions of many of these individual components to the effective provision of psychosocial support. This leads to changes in general stress related malfactors among those with and without specific complications, and can thereby significantly reduce the numbers of those that do require any specialist intervention. It is, therefore, important that psycho-social programmes are implemented through a complementary, integrated and multispectral approach.

Epstein and Street (2017) further said, a psychosocial approach moves away from focusing on individual clinically- based diagnoses to focusing on holistic, broad-based preventative programmes that promote resilience and develop coping strategies across the entire affected group.

In agreement, Wurzer and Bragin (2017) state that Psychosocial programmes must be drafted in the context as conceived dependent on customs and beliefs and accomplishments of the society. They can be fully applied if the distressed society participates fully early on in promoting in all respects of the programme. In this way, participants can regain a sense of self-motivation enforcing external strategies and marginalising regional ones aggravating people's experience of loss of status. Therefore, a community oriented strategy is very important to accomplishment long-term results.

O'Sullivan's (2017) study found that it is necessary that the teaching staff provide a unified curriculum that acknowledges the richness and exclusivity of the individual and the relevancy of the quality of teaching and learning experiences. Social, personal and educating people about health increases the awareness and favourably influences the attitudes and knowledge related

to the improvement of health is central to pupil development of effective life skills including the understanding and handling themselves, relationships, learning and work in its broadest sense and is an essential part of school curricula.

5.6.11 A proposed model for mainstreaming psychosocial support services in primary schools.

The findings indicated that the majority of the respondents in this study agreed that there was a need for developing a model that will integrate psychosocial support into all the activities of the curriculum making sure that all the learners in all the schools can get support for all the challenges they are facing on daily basis.

The findings further highlighted that teachers must be equipped first with the basic information on psychosocial support prior to entering the classroom. They need to understand foundations of psychosocial support before they even begin to apply it. They need to be properly equipped through formal training and those who are already in the field need to be in-serviced on psychosocial support, capacitating them with the necessary skills.

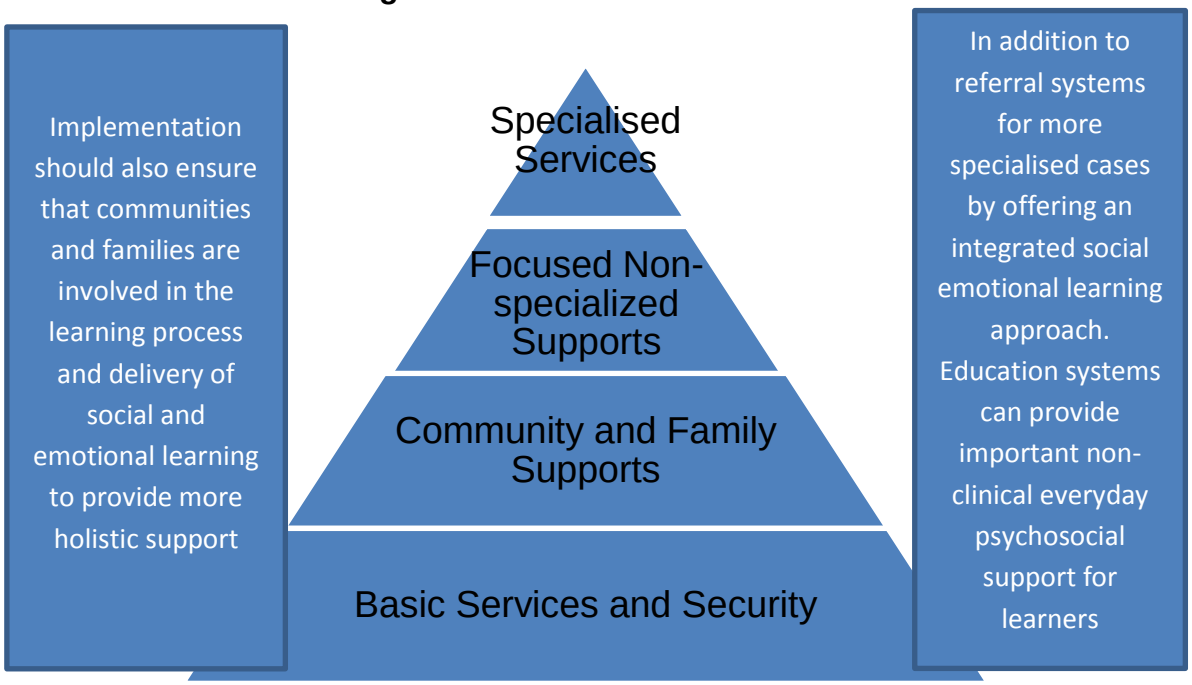
According to Epstein and Street (2017), a combination of activities, rather than a single activity by itself, is needed to deliver appropriate psychosocial support to individuals with complex problems. There is a need for unifying model for planning and delivering psychosocial support. This model is based on the evidence provided by the models, supporting the contributions of many of the individual components to the effective provision of psychosocial support.

5.6.12. The proposed model for mainstreaming psychosocial support in primary schools in Eswatini

In this study the researcher suggests the pyramid model of mainstreaming psychosocial support in primary schools. The proposed model is the pyramid model adapted from the IASC Guidelines (2007). It will help all the

stakeholders to provide support for all the learners in the schools. This process has a brief explanation about each level which can guide all the stakeholders to use in providing support to all the learners. The pyramid model is presented on the next page.

Figure 2THE PYRAMID MODEL



As presented in the IASC (2007), the pyramid model presents a multi-layered approach of diverse complementary supports that meet the diverse needs for all the different groups. Everyone will be catered for and get all the basic services and the security and the basis of psychological wellbeing. This recognises the importance of implementing psychosocial programmes through a complementary, integrated and multi-sectorial approach, having found stand- alone services to be unsuitable, generating stigma and further fragmenting whatever care systems may exist.

The pyramid also displayed that psychosocial support can be offered in many different ways, and while timing and setting is demanding, one layer is not supposed to be emphasised over another, but all the layers of the pyramid should be given the same attention and should be implemented concurrently.

In support to the IASC (2007), Nicolai (2003) asserts that psychosocial support interventions should not remain stand-alone, if we want them to be effective and properly address all the psychosocial wellbeing of the individual and the group. Psychosocial support should be embedded within the domain of everyday life support One all the psychosocial support strategies are in place, all the individuals facing challenges can be identified and then provided with a higher level of mental care. In the same vein, Nicolai (2003) further

pointed out that the key to success in providing teachers with training that integrates psychosocial issues into pedagogy, lesson planning and classroom management, should provide teachers with strategies for students who are finding it hard to concentrate, such as using shorter and more active learning exercises; strategies for providing inclusive learning environments using positive discipline instead of using corporal punishment. This can be enhanced by introducing collaborative games, art, song, dance and drama matching with the learners' learning styles and needs properly scheduling sports for both sexes.

In agreement, Gravois (2011) pointed out that it is imperative that school teachers offer a mainstreamed curriculum that considers the richness and exclusivity of the individual paying attention to the quality of teaching and learning experiences. Successful application of the the curriculum recognizes that challenges, and other factors should be taken into considerstionin order to avoid mismatches between teacher instruction and the cognitive level at which the learner is operating.

It is recognised that programmes need to adapt according to the context, culture and circumstances. Incorporating psychosocial issues as an integral part of training for teachers and other care workers, rather than as a stand-alone subject, and providing follow-up and feedback, have been shown to be most effective in implementation. Reports propose that a more detailed and vigorous assessment of the support given is required in order to come up with a better understanding of all the approaches to psychosocial support.in order to be applied effectively to relevant situations.

On the same note, UNICEF (2016) pointed out that all the programmes should be crafted in such a way that they address the diverse needs in a complimentary manner putting in place a clear line of progression for referrals and partnerships operating across multiple support categories. The key aspect of psychosocial support is to take care of learners 'issues and needs in a comprehensive manner and to put all psychosocial interventions within the wider developmental strategy in order to promote psychosocial wellbeing.

According to Winthrop and Kirk (2005), a better approach would be to integrate the psychosocial concepts, without naming them as such, into pedagogy, lesson planning and classroom management training. This would also shift the attention away from a specific bundle of psychosocial skills towards those tools needed to be efficient teachers in order to create healing classrooms.

It is very important to develop a more advanced knowledge on the cultural understandings that the teachers already have about their learners as members of the same society. Furthermore, psychosocial strategies should be based on the needs of all the affected members of the society, irrespective of who they are or where they come from, or traumatic stress. Education can provide them with a safe and stable environment which is capable of helping and restoring a sense of normality, dignity and hope by providing a supportive structure together with social and emotional learning. INEE (2016)

Basic services and security

The wellbeing of people affected by disaster should be protected by services that deal with the basic needs and protect them from harm. This is done through the re-establishment of security, adequate governance, and services that deal with basic physical needs.

Community and family supports

This layer caters for emergencies paying more attention to a minority of people who are capable of taking care of of their psychological wellbeing and psychosocial wellbeing if they get assistance from important community and family supports.

Focused, non-specialised supports

The third layer offers assistance required by a small number of people who need more specialized individual, family, or group intercessions by professional and governed hirelings.

Specialised services

The top rung of the pyramid displays all the necessary assistance expected by the small number of the populace who need special attention, even though the provided support is not enough for them because they may have significant difficulty in basic daily operations. These individuals specifically need referral and care for extreme mental health challenges.

The top rung of the pyramid represents the additional support required by a small percentage of the population whose suffering, despite the supports already mentioned, is intolerable, and who may have significant difficulty in basic daily functioning. These individuals will need referral and care for severe mental health challenges. It is important to acknowledge that people who desperately need help at level three and four may also in need of support at levels three and four may also benefit from psychosocial support and community- based activities.

In support, Fazel (2014) said PSS programmes normally take place within the framework of the community and family supports and concerntrate on unspecialized supports, and to some extent, placed inside the domain of professionalised psychosocial support. Furthermore, by consolidating PSS services into a current system that caters for children and their families, learning spaces, especially schools, with their current curricula, structures, procedures, and capabilities that offer favourable positions where interventions can be prolonged. It should be considered, however, that unhealthy learning settings can badly affect the wellbeing of children and youth, including infringing their rights.

5.7 SUB THEMES

The next sub-divisions were established as components which made the teacher to undergo certain changes while executing their duties: Shortage of resources, Poor training and professional development, Lack of support from the administration and the government, Policy implementation, and

Collaboration to provide a positive, accepting and inclusive school environment.

5.7.1 Challenges experienced by teachers

The government, together with the administration of the schools, needs to improve the quality of services. This will motivate the teachers to work very hard towards implementing psychosocial support in the schools and also support all the learners living in adversity. In order to do that, they need to develop a sound and fair policy focussing on support needs to maintain and improve the psychosocial wellbeing of all children in the school. They also need to develop a clear criterion for assistance and support services, transparent decision making processes, set standards of services, enforce them and monitor compliance.

Fleming, Mackrain, & LeBuffe (2013) pointed out that teachers are suffering because they don't what they need in their classrooms. There is a need for teachers to be supported by professional counsellors who can develop partnerships with the teaching staff.

5.7.2 Lack of resources in the schools

Financial resources are considered critical by all the participants in implementing psychosocial support. Shortage of funds has created a challenge for all the participants, as they remarked that:

T3: *"There is lack of involvement from the teachers towards their learners. The lack of knowledge to some parties, e.g. parents and other community members makes it tough for the implementation of the programme".*

T2: said, "Finances are a big barrier, because we know that these days' children don't live with their parents and they don't have that financial muscle for themselves, but they depend on the government and the government takes time to provide money for the learners. Hence, the schools fail to implement psychosocial support, because most of the things need money".

Most teachers said the principals did not support them by improving the conditions of service. The findings showed that the majority of the participants that were interviewed cited lack of resources as the greatest barrier to the implementation of mainstreaming psychosocial support. They further indicated that it was not very easy to support the needs of the learners in their classrooms, because the shortage of material resources the teachers in terms of teaching and learning.

Essentially, the lack of resources on the implementation of mainstreaming psychosocial support services in primary schools and, more generally, on the support of learners with additional support needs, is manifested through the fact that a large number of learners were not fully supported and this impact on their education. It is imperative then for the school administration to supply all the resources so that the teachers could effectively implement the programme.

5.7.3 Lack of support from the government and administration

The mandate of the Ministry of Education is to effectively promote schools in order to make sure that psychosocial support is successfully mainstreamed in all the primary schools. Lack of support services impacts on the performance of teachers, since teachers need effective non-stop support services in their classrooms and school.

When asked about support from the administration and the Ministry of Education, participants responded with mixed feelings. The participants felt that the administration had not fully supported the implementation of psychosocial support. They expressed their frustration in the following way:

T1: *said, "There is no support at all, support should start from the top, the principal and the inspectors must be well versed with what is entailed in psychosocial support".*

T2: *said, "The administration in my school is not supportive at all; this calls for change in their attitude for the implementation to be successful".*

P1: *"The Ministry of Education does not provide adequate resources to assist in facilitating the promotion of psychosocial care and support in all the primary schools in the country. The government, communities and the schools have not done much to identify the weak areas in this circle in order to improve the quality of life to all people, particularly those facing diverse challenges in life.*

P2: *"The Ministry of Education doesn't deliver the necessary materials on time.*

Teachers in this study realized that it is imperative that the government involves itself fully in supporting the implementation of psychosocial support to develop the schools into more permissive school environments. The government should do much in working collaboratively with the education establishments in order to find the problems they face while trying to implement the curriculum.

The results showed that that the government was not fully supportive to the teachers when it comes to developing psychosocial skills meant to cater for the diverse needs of learners in the school. The support that should be given to teachers and the school environment in general, can be most effective when it is provided through all the stakeholders such as parents, teachers, administrators and non-governmental organisations. This is critical for teachers to implement psychosocial support. Therefore, if they lack support from the key people such as the government and those in leadership, therefore there isnt much that can be achieved. That is why the principals need to alter their point of view so that the mainstreaming of psychosocial support can be successful.

Support should start from the administration; therefore, it is important that the government increases its involvement in order to create more enabling settings. The Ministry of Education must collaborate with the school through the regional inspectors so that it can be able to come up with strategies to help all the learners in the school. The government should also create more conducive environments by prioritising school psychological support services.

The results also revealed that there isn't much that is practised in the schools to offer psychosocial support to all the learners, but the teachers are trying very hard to make the conditions of the learners better in the school, although not much was done to save the situation. The results also showed that there was relevancy in the literature reviewed and this is in line with Thompson's (2014) study which revealed that support for teachers, and to the school environment in general, can be most effective when provided through the community, under community led mechanisms such as Parents Teachers Association and School Improvement Plans.

Teachers require training and support to help them realise that they need to understand the social needs of their learners and themselves. Evidence shows that, in emergencies most of the teachers together with the learners are suffering from the effects of trauma, loss of loved ones and other difficult situations. Effective support requires training of all the people involved in providing support, irrespective of whether the support is provided formally or informally. They need to be provided with relevant professional training which takes into account the principles of psychological support services.

In addition to that, Smith (2010) noted regardless of how the teachers tried to apply some of the strategies but without the assistance from the relevant authorities in the school system there isn't much that can be accomplished. Teachers felt that the assistance from those in leadership is very important to them to implement the new programmes or activities. The governing body of the school as a whole should meet with the teachers in whatever is done within the school. Subsequently, the lack of assistance particularly the coaching and backing from experts, teachers are not confident about what they are expected to do in order to teach all the learners.

The teachers need ample time, continuing support and further training to effectively implement all the components and principles of an inclusive school setting. Therefore, there is a need for embracing developments in order to to provide on-going support for the successful implementation of the programme. In agreement, Smith (2010) also noted that teacher education in such areas develops collaboration and remodification efforts together with

teacher determination. In servicing the teachers will improve their participation skills and this will make them to be ready to apply all the strategies to support the learners.

5.7.4 Lack of training and professional development

The findings showed that, although psychosocial support is an important element in education, most teachers have not been capacitated on this concept. Teachers indicated that they were stressed, because they properly capacitated to address problems challenges faced by the learners in their classrooms.

The teachers felt that lack of training have impaired their career development and they were not adequately empowered with the necessary skills to support learners holistically and this inhibits the implementation of psychosocial support in schools. It is always difficult, if not impossible; to teach a principle you do not understand yourself. Besides, the fact that most teachers lack understanding of the concept, they are also facing physical, social, psychological and mental issues themselves. Another consideration was that continued monitoring affirms that teachers were not desirous and eager about psychosocial support, since they were not fully capacitated on the programme.

The findings also revealed that teachers were not adequately trained on issues concerning the provision and implementation of psychosocial support. Furthermore, they were not properly developed professionally, that is why they cannot be effective, since they were not properly equipped to face the difficulties endured by the learners on daily basis. The majority of the participants submitted that teachers need to have training in relation to psychosocial support. There is a need at initial teacher training at colleges to up- skill staff before they go into the profession. The participants offered the following explanations:

T1: *"Teachers should be capacitated; this is very important, in particular, not only those who are responsible for the specific psychosocial support*

programme, but also other teachers. I feel the whole team in the school set up should be capacitated".

T2: "Most teachers have not been properly introduced to psychosocial support, they don't know much about psychosocial support. And, as a result, they don't adequately respond to the diverse needs of the learners".

T3: *"The teachers in the school don't have a full understanding of what really is psychosocial support; they don't know much about psychosocial support. So, I think they should be work shopped on this in order to gain full understanding".*

T4: *"Most teachers in the school are not so very sure about psychosocial support and; as a result, some of the teachers don't spend much time with the learners in the school. They focus most on the academic performance of the learners rather than their social life".*

T5: *"The teachers need to be educated about psychosocial support, because if that is not the case, the child facing problems will just come to school and be a visitor, since the teachers can't handle the child and they are not well versed in handling such cases".*

T6: *"The teachers need to be sensitised about psychosocial support and how it will improve the lives of the learners".*

T8: *"There is a lot that needs to be done; some teachers don't have a welcoming attitude towards the learners, which might be difficult for a learner to open up to such a teacher".*

The above sentiments were shared by the principals as well. This is what principals said:

P2: *"There is lack of involvement of teachers towards their learners. The lack of knowledge to some parties, e.g. parents and other community members makes it tough to implement the programme". The old crop of teachers has a negative attitude towards the learners who have problems, they don't care*

and that seems like a barrier to the learners. So, they need to be trained on psychosocial support".

P3: *"According to me, ignorance and lack of knowledge among the teachers, learners and parents, as well as the shortage of funds for implementing psychosocial support activities such as outreach programmes, is a barrier to implementing psychosocial support in primary schools".*

P4: *"Most teachers have not been properly introduced to psychosocial support and, as a result, they don't adequately respond to the diverse needs of the learners".*

P5: *"I think more awareness should be made to make sure that every teacher has an understanding of psychosocial support and what is expected. I think that more workshops should be conducted where the new generation of teachers and the old generation will be put together to discuss psychosocial support issues and to bring to the fore their experiences and from those experiences a strong psychosocial support will come".*

P7: *"Another thing is the capacitation of teachers on psychosocial support. This is very important. When capacitated; the child is now a person, the whole person whereby you don't only impart only knowledge to the child. They even conduct research about the child's environment".*

However, it was found that most teachers were not aware of the second pillar in the Inqaba School Programme, which talks about the provision of psychosocial support to all the learners in primary schools. The findings revealed that teachers have not been trained to provide psychosocial support to all the learners in the school. They were not adequately trained on issues concerning the provision and implementation of psychosocial support.

Furthermore, they were not properly developed professionally, and that is why they cannot be effective, since they were not properly equipped to face the problems experienced by the learners in their everyday life. Effective support requires training of all the people involved in providing support, irrespective of

whether the support is provided formally or informally. They need to be provided with relevant professional training which takes into account the principles of psychological support services.

This is consistent with the findings of Opertti (2009), who found that educators should be endowed with the skills and resources in order to accommodate different types of learners. They are also expected to cater for the diverse needs of the various types of learners. There is also a need to upgrade the teachers to change their mind set and the way schools deliver their lessons. This calls for the improvement in their teaching methods and reviewing their practices in order to be more tolerable, flexible and responsive.

The findings are also in line with O'Brien and O'Sullivan (2016), who believe that training and development of teachers and practitioners will ensure that they are highly qualified with the relevant knowledge and skills in order to effectively impart the knowledge, required knowledge, understanding and skills to deliver this curriculum effectively. This training should incorporate strategies of handling behaviours and building up healthy relationships. Educational institutions are increasingly viewed as important facilities for offering quality education which embraces and supports the welfare of all the learners especially those who have emotional, mental and behavioural challenges without discriminating them.

Hilary and Stirling (2016) also pointed out that developing teachers academically ensures that they have the required knowledge and understanding to provide organised chances meant to promote wellbeing and also develop a warm and friendly environment where the teachers can recognize early signs and triggers of concerns, which require early mediation. Sinclair's (2013) study indicated that teachers require training and support to help them recognise learners who need psychosocial support and to skilfully provide the support to the learners.

During emergencies, most of the teachers together with the learners are traumatised due to the loss of their loved ones or being separated from their family members and other distress effects of trauma. On another note, Bell

(2011) pointed out that some reports highlighted that programmes for raising awareness may immensely help learners to accept their social, psychological problems, since their success solely depends on the ability of the education to support the teachers by providing quality training and on-going professional development and support. Donald (2006) puts forth that teacher development is a priority for teachers and it has greatly influenced them. Donald maintains that institutions of higher learning should integrate courses that equip teachers with skills for mediating learning that is most effective for all learners, given their diverse learning needs, and need to choose appropriate means to assess the learning. These teachers have a vast knowledge and many other skills for coping with the pressures of teaching learners with diverse learning needs.

Boothby (2012) supports Donald (2006), by affirming that teacher sensitisation programmes seek to provide educators with detailed information and skills to help learners to accept and address their mental and social wounds. The achievement of these efforts, however, is highly calibrated to the school's setting's power to assist the teachers and new strategies required to support these frontline workers in fragile or failed states.

5.7.5. Collaboration to provide a positive, accepting and inclusive school environment

The findings showed that working together as a team is very important in promoting good conditions in the school. The participants offered the following explanations:

T1*: "The principals promoted collaboration amongst all the stakeholders and supported learning through modified curriculum activities provided in the primary schools. They also acknowledged that they supported children's learning, wellbeing and development by addressing barriers to learning.*

T2: "Collaboration is the way to go, you need to rope in all the stakeholders to get all the ideas, from there you can even come up with a strategy that can support all the learners in the school. The ways we perform academically

solely rely on the stakeholders. We work jointly with all the stakeholders, the inspectors, other principals, teachers and students as well".

T8: "According to my thinking, the involvement of the teachers and the administration can help in supporting the learners who are facing problems time after time. But, due to the distance between the teachers, it might not be easy to observe learners. So, they need to come closer to the learners in order to help them. In that way, they will be in a position to spot the problems they have encountered".

T9: "It goes back to the attitude, eh, like you find that some of our colleagues discuss these children; people don't care about the vulnerable child. They keep on talking - they don't come up with some strategies to support this child. I think their mind-set has to be set to a positive manner whereby these people must come prepared, a person is a person, he is an individual, and they don't have to compare the learner.

The above sentiments were shared by the principals, as well. This is what principals said:

P4: "In our school we are working as a team to bring life and hope displaying that a school is a place that cares for every child and succeeds where the child's needs are met so we are working as a centre of care and support. We have a number of teachers who have been trained by government; some of them went to Zimbabwe for training. When they come back they share the information, then we use it to provide support. As such, we are one of the schools which are doing very well in terms of psychosocial support".

P5: "When the learners are enrolled to our school we make sure we screen them to see what is it that they have a problem with and once we have that we record the information to use it when dealing with the learners. The parents give us what they know about the child, we also have a teacher at the resource centre who is qualified on using Braille, he transcribes, makes notes and activities for the challenged learners. We also differentiate the curriculum to meet the diverse needs of the learners and then categorise the learners

according to their disabilities such that when we place them in their classrooms we are sure of what we are supposed to offer to them".

P6: "At the beginning of the year you find that the Ministry of Education, through the Regional Education Office, invites all the head teachers to workshops where the problems are raised and discussed at length to forge a way forward and to come up with a collective agreement on how learners with problems can be assisted".

P7: "Yes, positive, accepted and inclusive school environments are issues to be attended to, especially in primary schools. One cannot achieve that alone, we need to join efforts and ideas from other colleagues. Achieving this needs more input and more ideas from other people, hence, working with other colleagues has helped me personally to improve my academic work".

P8: "Working together with teachers is good, although it is not everyone, which means that teachers also need to be sensitised and to have knowledge about all the required things for supporting the learner. Some teachers don't have the required knowledge and you can't blame them when they wouldn't assist the learners. For instance, there is one learner in our school who has a hearing impairment; the other teachers are willing to support the learner while others don't, because they don't have the knowledge on how to handle this learner in class.

Others even said that I would teach the learner all the subjects. Teachers should be sensitised and made aware of everything concerning the learner so that they can use the knowledge in their classrooms. But, if they are not, the learners won't benefit - they will just get there for socialising and not for learning".

P9: "The head teacher, together with the other teachers, must be fully involved in psychosocial support and identify reasons behind failures".

P10: "There should be some collaboration amongst all the stakeholders to make sure that all the learners are fully supported holistically at school, home

and in the community. Everyone should understand the components of psychosocial support and, in that way, they will be able to offer support anytime, wherever and whenever it is needed".

The results are consistent with Makhalemele and Nel's (2014) study, which found that, effective participation need to consider all the important factors in order to reach all the stages whereby all the stakeholders are fully committed to the exercise. They should share ideas and responsibilities. Successful collaboration is marked by sharing responsibilities fairly. The role players realize that contributions from all create a culture of developing one another's efforts to succeed.

The leadership is expected to promote a culture that embraces higher participation whereby every member takes full responsibility of the different aspects of the system. Most of the participants supported collaboration amongst all the stakeholders.

5.7.6 Policy Implementation

The results revealed that there was no clear policy on how to implement the Inqaba School Programme; hence there was a need to review the policies in order to accommodate all the new programmes.

When asked about policy implementation, principals and teachers remarked that:

P1: "There was no clear policy on how to implement the Inqaba School Programme, more especially when it comes to paying attention to the pillar which speaks to psychosocial support".

P2: "Policy implementation was a problem to all the schools, teachers were not comfortable in their teaching environment. As a result, this affected the quality of support that was given to the learners".

P4: "The education setting should timeously evaluate it policies in order to integrate all the new programmes. The adjustments should also consider

different aspects and be flexible to embrace change, since when new programmes are introduced they bring new challenges.

P6: "The Ministry of Education should review its policies in order to make sure that all the new programmes are properly introduced in the schools. This means that the education system must be flexible for change because new programmes always come with new challenges which the Ministry of Education should be flexible to face and willing to address, instead of being resistant. The lack of clarity in the policies is delaying the implementation of psychosocial support. The implementation should be fully supported by the government before it is supported by all the people who are supposed to provide support to the learners.

The above sentiments were shared by the teachers as well. This is what the teachers said:

***T1:** "There is not much that has been done to implement the policy, since the policy was not very clear on what they were expected to do".*

***T2:** "The education system must review its policies so that they accommodate all the new programmes that are introduced. The accommodation must be there in reality and not only in theory".*

***T3:** "The education policy must also be flexible for change, because the new programmes will come with new challenges, such as demanding more time. Therefore, the Ministry of Education should be ready to address such issues, instead of being resistant".*

***T4:** "The lack of clarity in the policies is delaying the implementation of mainstreaming of psychosocial support in primary schools and, in the process; many learners are deprived of the support they deserve".*

The results revealed that there was no clear policy on how they were supposed to implement the Inqaba School Programme, particularly the psychosocial support pillar. Most of the schools that participated in the study reported that there is not much that has been done to implement the

programme. Further observations revealed that teachers were not comfortable with the way the programme was introduced and; as a result, this affected the quality of support that was provided to the learners.

The crafting and formulating of educational policies encourages and raises the expectation of all those interested and concerned with the challenges faced by the learners. They tend to address and give answers to all the stakeholders, but if the policies are not properly crafted they bring confusion and stress for the teachers who are expected to apply these to their teaching. These findings are in line with the Education Support Services (2018), which pointed out that, schools need to put a framework and procedures meant to develop and support good mental growth as it is important to health and the improvement of the schools. Education systems together with all those who work closely with children need to be empowered with the knowledge on the importance of psychological wellbeing in child growth and how it develops and prevents

5.8 Chapter Summary

Chapter 5 presented findings and discussions based on structured questionnaires and interviews. The focal point was the experiences of teachers in implementing the mainstreaming of psychosocial support services in primary schools in Eswatini and how they modified curriculum activities in a bid to cater for all the demands of all the learners in primary schools in Eswatini. The findings also highlighted that there is a lot that still needs to be done by all the stakeholders in order to mainstream psychosocial support in primary schools. The next chapter covers the summary, conclusions and recommendations.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter consists of the, findings, conclusions and the recommendations from the study. The conclusions and recommendations were made in accordance with the research objectives towards a model for mainstreaming psychosocial support services in primary schools. The chapter presents data from questionnaires and interviews. The analysis of quantitative data was done using frequencies, percentages, means and standard deviations, while the qualitative data were analysed using themes that emerged from the interviews.

The study addressed the following questions:

4.3.1 What are the experiences of teachers as they implement the psychosocial support programme in Eswatini primary schools?

4.3.2. To what extent does the condition of teachers' service affect the performance of learners in school?

4.4.3. How have the teachers in the schools modified their practices to respond to the requirements and objectives of the Inqaba Schools Model?

4.4.4 What model can be employed to assist in making the psychosocial programme effective in Eswatini schools?

6.2 Summary of the findings according to the research objectives

In summary, the findings indicated that teachers, principals and inspectors had a problem in implementing the mainstreaming of psychological support services in primary schools, particularly the second pillar, which talks about psychosocial support. Despite the challenges they faced, they managed to provide support, although it was not at the level it was expected to be.

Most of the schools that participated in the study considered mainstreaming psychosocial support as a concept that was new to them and they were not aware of what they were supposed to do in order to support all the learners who had challenges. Therefore, they wanted to be assured that what they were doing was acceptable, and that there were no specific methods to learn for the effective teaching of children with challenges in primary school classrooms, except for paying much attention to the learners who were living in adversity.

6.2.1 To ascertain the experiences of teachers as they mainstream psychosocial support services in primary schools in Eswatini

The findings revealed that the teachers were operating under harsh conditions and they were not given the support they deserved from the Ministry of Education. It was difficult for them to implement the programmes, due to the lack of resources to push the programme through. Most of the teachers reported that they were not aware of psychosocial support or the Inqaba School Programme. They were also not fully prepared to implement the Inqaba Schools programme, the Second pillar in particular.

It is proven that when teachers are not fully supported by the administration emotional they tend to fail to lessen their stress levels and to develop their confidence in handling learners with diverse needs. They were not initially trained to teach learners with diverse educational needs and, therefore, they lacked knowledge, skills and competencies. In line with the findings, Fleming (2013) indicates that teachers are timeously exposed to emotionally difficult circumstances; hence they may find it challenging to use appropriate strategies for resolving disputes for the learners if they still can't control their emotions such as anger and many more. Conflict- resolution approach for learners if emotions, such as frustration, anger, and sense of incompetence, are at a high level. This may impact on learners' ability to internalise and develop these skills.

In addition, teachers are exposed to families' stress, demands and criticisms; and this is an important issue that traditional models of counselling and

practice tend to neglect. Teachers need guidance and support to understand how the parental behaviour in cases of difficult learners might emotionally affect both them and their relationships with the learners and consequently lead them to conflicting confrontation with the learner and his/her parents.

According to Sinclair (2013), evidence shows that, during a crisis, most of the teachers together with the learners, may suffer from the mental aftermath emanating from the traumatic loss of their loved ones, separation from family members and other demanding situations. Participatory training exercises that relate to good social interaction skills, to emotional empathy and surviving avoiding generalizing and so forth can assist with curative measures as well as delivering the basis for skills such as settling disputes that are part of civic education and stability.

On the same note, Smith (2010) states pointed out that no matter how much the teachers attempt to apply some of the approaches, but their lack of support from the administration will always hinder them from implementing the comprehensive practices. That is why the support from those in leadership is important if good results are to be achieved this also calls for developing partnerships within the school since very member needs to know what is happening within the school

6.2.2 To determine the extent to which the conditions of teachers' service affect the performance of learners in primary schools

The study revealed that teachers were not getting enough support from the government and from the administration. They were also not properly introduced to mainstreaming psychosocial support into the primary school curriculum. They were also not properly introduced to the programme, hence, it was difficult for them to provide support on a concept they don't understand. Therefore, they need to be properly trained on offering psychosocial support to all the learners in the school.

Kauffman and Landrum (2013) put forth the notion that teachers reported that they also need to be equipped with relevant skills in order to be able to deal

with the woes of life. Such help should be provided by qualified psychologists and counsellors.

On the other hand, Elliot and Place (2012) pointed out that data collected showed that teachers also need to be supported emotionally and be given all the necessary help they need so that they can overcome their problems and also be able to deal with new challenges.

6.2.3 To determine how the teachers have modified their practices to respond to the requirements and objectives of mainstreaming psychosocial support in primary schools in the Shiselweni region in Eswatini

The findings indicated that the participants noted that there is a need to work with other coaches so that they can enhance the conditions for all the learners in the school. They also need to engage learners as equal partners in the teaching and learning situation in order to appreciate their strengths in finding solutions to their individual problems. The study also revealed that the school often improved the teaching and learning environment in order to support all the teachers in the school. The teachers acknowledged that they supported the learners through modified curriculum activities which are provided in the primary school syllabus. This supported the learners' wellbeing and development by addressing barriers to learning.

Levine (2007) argues that educator's participation and improvement in processes designed to support children in peril is a paramount component of inventive cooperative models of care within the education setting. On the whole, the school is treated as the optimal ground to apply counselling programmes that aim at increasing the number of children and families facing a variety of challenges. An essential element of these programmes it he guiding support of and collaboration among teachers. Hen and Sharabi (2014) noted that, heightened self-examination among teachers produced a more systematic and considerate knowledge on how learners affect teachers' temperamental processes and behaviours and how these consecutively upset learners.

Nonetheless, whilst it is understandable that teachers' emotional suitability plays a very important part in productive tutelage, but there is no apparent strategy to enrich these capabilities. Teachers do a wonderful job in the execution of any programme, but that cannot happen if they don't have the required expertise. In their answer the teachers highlighted significance of psychosocial support and that it was imperative that they completely implement it. Teachers are key to any implementation of any programme, since they are the cornerstone in the technique of supporting learners with different needs in the classroom situation. Even though the educators are consistently wired to do their work, but evidence displayed that they have a shortcoming in certain skills.

6.2.4 A proposed model for mainstreaming psychosocial support services in primary schools.

The findings indicated that the majority of the respondents in this study agreed that there was a need for developing a model that will integrate psychosocial support into all the activities of the curriculum making sure that all the learners in all the schools can get support for all the challenges they are facing on daily basis.

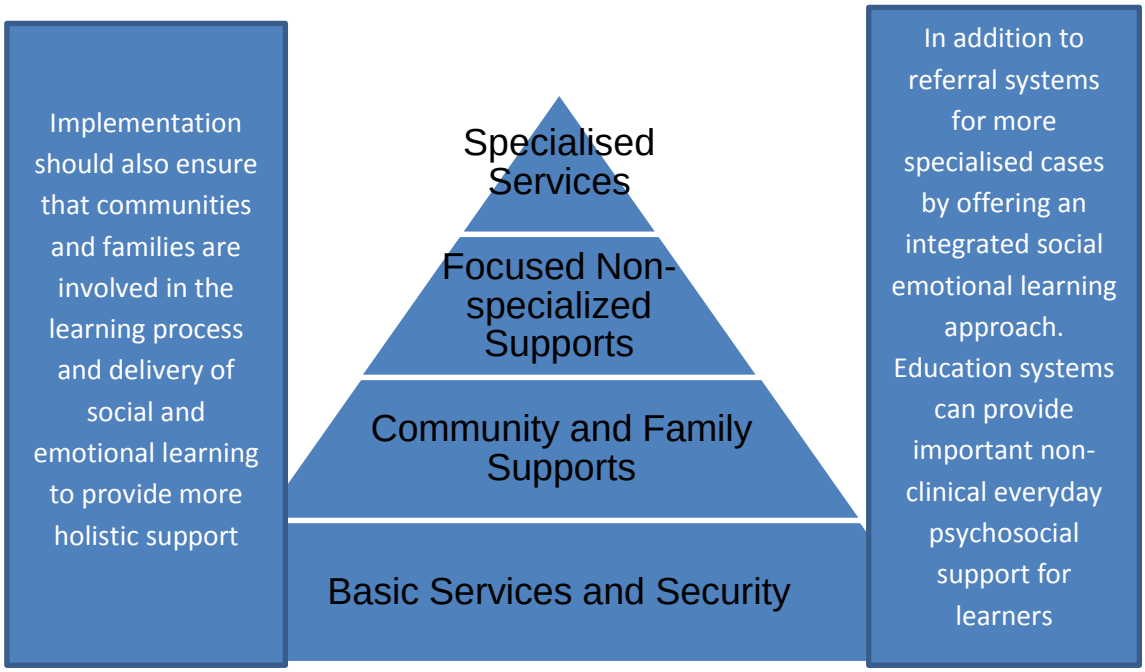
The findings further highlighted that teachers must be equipped first with the basic information on psychosocial support prior to entering the classroom. They need to understand foundations of psychosocial support before they even begin to apply it. They need to be properly equipped through formal training and those who are already in the field need to be in-serviced on psychosocial support, capacitating them with the necessary skills.

According to Epstein and Street (2017), a combination of activities, rather than a single activity by itself, is needed to deliver appropriate psychosocial support to individuals with complex problems. There is a need for unifying model for planning and delivering psychosocial support. This model is based on the evidence provided by the models, supporting the contributions of many of the individual components to the effective provision of psychosocial support.

6.2.5 The proposed model for mainstreaming psychosocial support in primary schools in Eswatini

In this study the researcher suggests the pyramid model of mainstreaming psychosocial support in primary schools. The proposed model is the pyramid model adapted from the IASC Guidelines (2007). It will help all the stakeholders to provide support for all the learners in the schools. This process has a brief explanation about each level which can guide all the stakeholders to use in providing support to all the learners. The pyramid model is presented on the next page.

Figure 3THE PYRAMID MODEL



As presented in the IASC (2007), the pyramid model presents a multi-layered approach of diverse complementary supports that meet the diverse needs for all the different groups. Everyone will be catered for and get all the basic services and the security and the basis of psychological wellbeing. This recognises the importance of implementing psychosocial programmes through a complementary, integrated and multi-sectorial approach, having found stand- alone services to be unsuitable, generating stigma and further fragmenting whatever care systems may exist.

The pyramid also displayed that psychosocial support can be offered in many different ways, and while timing and setting is demanding, one layer is not supposed to be emphasised over another, but all the layers of the pyramid should be given the same attention and should be implemented concurrently.

In support to the IASC (2007), Nicolai (2003) asserts that psychosocial support interventions should not remain stand-alone, if we want them to be effective and properly address all the psychosocial wellbeing of the individual and the group. Psychosocial support should be embedded within the domain of everyday life support. On all the psychosocial support strategies are in place, all the individuals facing challenges can be identified and then provided with a higher level of mental care. In the same vein, Nicolai (2003) further pointed out that the key to success in providing teachers with training that integrates psychosocial issues into pedagogy, lesson planning and classroom management, should provide teachers with strategies for students who are finding it hard to concentrate, such as using shorter and more active learning exercises; strategies for providing inclusive learning environments using positive discipline instead of using corporal punishment. This can be enhanced by introducing collaborative games, art, song, dance and drama matching with the learners' learning styles and needs properly scheduling sports for both sexes.

In agreement, Gravois (2011) pointed out that it is imperative that school teachers offer a mainstreamed curriculum that considers the richness and exclusivity of the individual paying attention to the quality of teaching and learning experiences. Successful application of the curriculum recognizes that challenges, and other factors should be taken into consideration in order to avoid mismatches between teacher instruction and the cognitive level at which the learner is operating.

It is recognised that programmes need to adapt according to the context, culture and circumstances. Incorporating psychosocial issues as an integral part of training for teachers and other care workers, rather than as a stand-alone subject, and providing follow-up and feedback, have been shown to be most effective in implementation. Reports propose that a more detailed and

vigorous assessment of the support given is required in order to come up with a better understanding of all the approaches to psychosocial support.in order to be applied effectively to relevant situations.

On the same note, UNICEF (2016) pointed out that all the programmes should be crafted in such a way that they address the diverse needs in a complimentary manner putting in place a clear line of progression for referrals and partnerships operating across multiple support categories. The key aspect of psychosocial support is to take care of learners' issues and needs in a comprehensive manner and to put all psychosocial interventions within the wider developmental strategy in order to promote psychosocial wellbeing.

According to Winthrop and Kirk (2005), a better approach would be to integrate the psychosocial concepts, without naming them as such, into pedagogy, lesson planning and classroom management training. This would also shift the attention away from a specific bundle of psychosocial skills towards those tools needed to be efficient teachers in order to create healing classrooms.

It is very important to develop a more advanced knowledge on the cultural understandings that the teachers already have about their learners as members of the same society. Furthermore, psychosocial strategies should be based on the needs of all the affected members of the society, irrespective of who they are or where they come from, or traumatic stress. Education can provide them with a safe and stable environment which is capable of helping and restoring a sense of normality, dignity and hope by providing a supportive structure together with social and emotional learning. INEE (2016)

Basic services and security

The wellbeing of people affected by disaster should be protected by services that deal with the basic needs and protect them from harm. This is done through the re-establishment of security, adequate governance, and services that deal with basic physical needs.

Community and family supports

This layer caters for emergencies paying more attention to a minority of people who are capable of taking care of of their psychological wellbeing and psychosocial wellbeing if they get assistance from important community and family supports.

Focused, non-specialised supports

The third layer offers assistance required by a small number of people who need more specialized individual, family, or group intercessions by professional and governed hirelings.

Specialised services

The top rung of the pyramid displays all the necessary assistance expected by the small number of the populace who need special attention, even though the provided support is not enough for them because they may have significant difficulty in basic daily operations. These individuals specifically need referral and care for extreme mental health challenges.

The top rung of the pyramid represents the additional support required by a small percentage of the population whose suffering, despite the supports already mentioned, is intolerable, and who may have significant difficulty in basic daily functioning. These individuals will need referral and care for severe mental health challenges. It is important to acknowledge that people who desperately need help at level three and four may also in need of support at levels three and four may also benefit from psychosocial support and community- based activities.

In support, Fazel (2014) said PSS programmes normally take place within the framework of the community and family supports and concentrate on unspecialized supports, and to some extent, placed inside the domain of professionalised psychosocial support. Furthermore, by consolidating PSS services into a current system that caters for children and their families, learning spaces, especially schools, with their current curricula, structures,

procedures, and capabilities that offer favourable positions where interventions can be prolonged. It should be considered, however, that unhealthy learning settings can badly affect the wellbeing of children and youth, including infringing their rights.

6.3 Conclusions drawn from the findings

Conclusions were drawn fro the study, and it could be concluded that teachers' experiences in implementing psychosocial support in primary schools involved numerous challenges which made it difficult to carry on the task successfully. The findings revealed that the government has not clearly stipulated the policies that govern the implementation of the programme. As a result, the teachers found it difficult to execute their duties, because they were not sure of what was expected of them.

The findings indicated that most of the participants, especially the teachers, were not aware of the second pillar in the Inqaba School Programme, which talks about the provision of psychosocial support to all the learners in primary schools. As a result, they were not comfortable to discuss anything that touches upon psychosocial support. They kept on asking, 'what is psychosocial support?' and 'what are we supposed to do in order to provide it?' Most of them kept on talking about positive discipline, instead of psychosocial support.

The findings also showed that the majority of the participants did not have any training on psychosocial support and they were not fully supported by the principals and the Ministry of Education in implementing the Inqaba School Programme, particularly the psychosocial support pillar. Furthermore, the findings indicated that the Ministry of Education did not provide adequate resources to assist in facilitating the application of psychosocial support in all the primary school settings in the country. The government, communities and the schools have not done much to identify the weak areas in this circle in order to make better the quality of life of the learners, particularly those facing diverse challenges in life.

According to Bell (2011), teacher awareness-raising programmes can add to supporting children to adust with psychological and social problems. Accomplishment is also reliant on the education setting's capacity to support its teachers, both through proper training and through continuing professional evaluation and support. This requires teachers to do more than delivering the subject matter, but to help learners to deal with the challenges they face in life. The themes that emerged were in line with the objectives and literature on mainstreaming psychosocial support services in primary schools.

6.4 Recommendations for the Ministry of Education

Based on the study findings and conclusions, the study recommends the following;

- The government, through the Ministry of Education, should provide clear policies governing the implementation of mainstreaming psychosocial support in the primary school curriculum. It should also provide appropriate strategies to raise awareness on the provision of psychosocial support in order to assist learners who are facing challenges.
- Senior officials from the Ministry of Education are expected to take the lead by committing themselves and ensuring that all the stakeholders take the mainstreaming process as mandatory. They should also carry the mandate to ensure that psychosocial support is reflected in the policy document, strategic frameworks and plans.
- A review of the current curriculum is necessary so that the teachers can develop activities that support the children's diverse needs.
- There is a need for training all teachers on psychosocial support and also to in-service those who are already in the field. The government must conduct workshops in order to capacitate teachers on the principles of psychosocial support; this will enable the teachers to change their perspective about psychosocial support. This requires commitment to the process. It should also make sure that all the stakeholders are capacitated on psychosocial support.

- There is a need for developing a model for mainstreaming psychosocial support in primary schools. It has been observed that there are someme gaps and there is a need for the curriculum in order to develop a model of mainstreaming psychosocial support services in primary schools in Eswatini. This model will, in turn, cater for all the needs of the learners, irrespective of their gender, background or the challenges they face in life.
- The schools should introduce support teams which will include teachers, learners, parents and other stakeholders. These teams should make sure that everyone understands very well about the psychosocial support that should be given to the learners.

6.5 Recommendations for further research on psychosocial wellbeing

There is a need to conduct a study that will involve all the four regions of Eswatini and which is most directly relevant to this research topic. Teachers require training and support to help them acquire the principles of psychosocial support in order to give assistance holistically to all the learners

6.6. Limitations of the study

- This study is about teachers' experiences in a few schools in the Shiselweni region in eSwatini, and it is for that reason that it cannot be generalized to the whole populace.
- Timely availability of respondents was one of the limitations, as there were 90 teachers, 15 principals and 3 inspectors. Most of the participants cited that they didn't have time to attend to the researcher, due to the overcrowded classrooms.
- Not all the respondents were positive towards the study; some would pose some negations in order to be excluded from the study, and some did not participate, due to personal reasons.

6.7 Chapter Summary

This chapter presented the study summary according to objectives, findings of the study, recommendations, proposed model, as well as limitations of the study. The next section provides the list of references and appendices.

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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

RESEARCH & INNOVATION
Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: DlelanaM@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	**UZREC 171110-030 PGD 2018/265**							
Project Title	**TOWARDS A MODEL FOR MAINSTREAMING PSYCHOLOGICAL SUPPORT SERVICES OF PRIMARY SCHOOLS IN SWAZILAND**							
Principal Researcher/ Investigator	B.C Dladla-Simelane							
Supervisor and Co-supervisor	Dr H.R Mhlongo		Prof D.R Nzima					
Department	Curriculum and Instructional Studies							
Faculty	Education							
Type of Risk	Med Risk – Data collection from people							
Nature of Project	Honours/4th Year		Master's		Doctoral	x	Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

(1) This certificate is valid for 1 year from the date of issue.
(2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-17 October 2020]
(3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
(4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30
18 -10- 2019
STAMP
RESEARCH & INNOVATION OFFICE

Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation

18 October 2019

APPENDIX B: DATA COLLECTION INSTRUMENTS: QUESTIONNAIRES

Questionnaire for School Inspectors

Dear Respondent

You are requested to help by answering questions in the questionnaire. You are further requested to consider the following:

1. Identify a place and a time when you will be able to complete this questionnaire without being interrupted. This questionnaire has been designed to be completed within 60 minutes by most teachers. However, the amount of time you will need may vary. To make it as easy as possible for you to respond, most items may be completed simply by checking the appropriate box.

2. There are no "right" or "wrong" answers to any of these items. The questionnaire is designed to provide information about teachers' professional experiences, opinions, and classroom activities.

3. More specific instructions to assist you in responding are found in italics *for each item. Once you have completed the questionnaire, place it into the return envelope provided and return it to: Buyisile Dladla- Simelane (76426356)*

Thank you for taking time to participate in answering this questionnaire. Please answer all questions as fully as possible. Your views and comments are an *important part of this process.*

Section A

1. How old are you?

Tick one box only

1. Under 25 ☐

2. 25-29

3. 30-39

4. 40-49

5. 50-59

6. 60 or more

2. Are you female or male?

0Female

1Male

3. By the end of this school year, how many years will you have been teaching altogether?

Please round to the nearest whole number----------

4. What is the highest level of formal education you have completed?

Tick one box only

1. Did not complete secondary school

2. Secondary only

3. B.Ed./BA or equivalent degree

4. Masters/PhD

5a. Do you have a teacher training certificate?

0	**1**
Yes	**No**

5b. How many years of pre-service teacher training have you had?

Please round to the nearest whole number……

Write 0(zero). If you have not had any teacher training

5c. Was teaching your first choice as a career when beginning university or teacher Education College?

0	1
Yes	No

6. Do you think society appreciates your work?

0	1
Yes	No

7. Do you think your learners appreciate your work?

Yes	No

Objective 4.2.1.: Determine the extent to which the conditions of teachers' service affect their performance in implementing psychosocial support services in Primary Schools.

Rank the following items indicating how regularly you do the following activities work towards improving teachers' conditions in your schools.

4=Regularly 3= Sometimes 2= Rarely 1= never

8. How regularly do you have a clear policy on how to implement the Inqaba school programme?	1	2	3	4

9. How regularly do you support the teachers to overcome the barriers for implementing the Inqaba school programme?	1	2	3	4
10. How regularly do you support the teachers who feel they don't know much about Psychosocial support?	1	2	3	4
11. How regularly do you provide psychosocial support, promote the health and wellness of teachers?	1	2	3	4
12. How regularly is capacity development provided within the teachers to enable them to effectively meet the care and support needs of children and teachers?	1	2	3	4
13. How regularly do you attend to issues affecting the psychosocial wellbeing of the children and teachers in your school?	1	2	3	4
14. How regularly do you collaborate with the teachers to improve the conditions of the children in your school?	1	2	3	4
15. How regularly do you organise staff development workshops to share information on Psychosocial Support?	1	2	3	4
16. How regularly do you organize special events to promote psychosocial support in the schools?	1	2	3	4
17. How regularly do you promote whole school approaches to mainstreaming psychosocial support in primary schools?	1	2	3	4
18. How regularly do you promote Government initiatives to implement Psychosocial support in your school?	1	2	3	4
19. How regularly do you link the school to Government support?	1	2	3	4

Questionnaire for Principals

Dear Respondent

You are requested to help by answering questions in the questionnaire. You are further requested to consider the following:

1. Identify a place and a time when you will be able to complete this questionnaire without being interrupted. This questionnaire has been designed to be completed within 60 minutes by most teachers. However, the amount of time you will need may vary. To make it as easy as possible for you to respond, most items may be completed simply by checking the appropriate box.

2. There are no "right" or "wrong" answers to any of these items. The questionnaire is designed to provide information about teachers' professional experiences, opinions, and classroom activities.

3. More specific instructions to assist you in responding are found in italics *for each item. Once you have completed the questionnaire, place it into the return envelope provided and return it to: Dladla- Simelane Buyisile (76426356)*

Thank you for taking time to participate in answering this questionnaire. Please answer all questions as fully as possible. Your views and comments are an important part of this process.

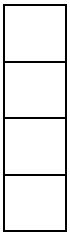
Section A

1. How old are you?

Tick one box only

1. Under 25

2. 25-29



3. 30-39

4. 40-49

5. 50-59

6. 60 or more

2. Are you female or male?

0Female

1Male

3. By the end of this school year, how many years will you have been teaching altogether?

Please round to the nearest whole number----------

4. What is the highest level of formal education you have completed?

Tick one box only

1. Did not complete secondary school

2. Secondary only

3. B.Ed./BA or equivalent degree

4. Masters/PhD

5a. Do you have a teacher training certificate?

0	**1**
Yes	**No**

5b. How many years of pre-service teacher training have you had?

Please round to the nearest whole number……

Write 0(zero). If you have not had any teacher training

5c. Was teaching your first choice as a career when beginning university or teacher Education College?

0	1
Yes	No

6. Do you think society appreciates your work?

0	1
Yes	No

7. Do you think your learners appreciate your work?

Yes	No

Objective 4.2.1. Determine the extent to which the conditions of teachers' service affect their performance in supporting the implementation of psychosocial support in Primary Schools.

Instruction: Rank the following items indicating how often you work towards helping teachers to understand about psychosocial support services.**1= use most often 2= use less often**

8. How often are the teachers given support to implement the Inqaba school programme?	1	2	3
9. How often do you have a clear policy on how to implement the Inqaba school Programme?	1	2	3

10. How often do you support the teachers to overcome the barriers to implementing the Inqaba school Programme?	1	2	3
11. How often do you support the teachers who feel they don't know much about Psychosocial support?	1	2	3
12. How often does the school provide psychosocial support, promote the health and wellness of teachers?	1	2	3
13. How often do you check if good relations exist among the teachers in your school?	1	2	3
14. How often do you actively work towards good community and school relations?	1	2	3
15. How often do you discuss staff development plans with the teachers in your school?	1	2	3
16. How often do you collaborate with the teachers to improve the conditions of the children in your school?	1	2	3
17. How often do you organise staff development workshops to share information on Psychosocial Support?	1	2	3

Objective 4.2.3 Determine how the teachers in the primary schools have modified their practices to respond to the requirements and objectives of the plan of the Inqaba School Programme.

Rank the following items indicating *how often do you modify classroom activities to respond to the requirements and objectives of the Inqaba School Programme in your school? 1= Often 2= Less often3= never*

18. How often does the school modify the classroom activities to provide opportunities for the child to learn important life skills and social skills?	1 1	2 2	3 3
19. How often does the school provide an individualised specialised non-competitive education suitable to the specific needs of a child in an environment of total acceptance?	1	2	3
20. How often is the learning structured to meet the needs of the	1	2	3

children in the classroom?			
21. How often does the Ministry of Education organise workshops to in-service teachers on Psychosocial support to strengthen the capacity of all the stakeholders?	1	2	3
22. How often does the school participate in setting the teachers' activities and development standards that incorporate all the psychosocial principles?	1	2	3
23. How often does the school support children's learning through modified classroom activities?	1	2	3
24. How often does the school conduct research studies focusing on the psychosocial support services to influence future programming?	1	2	3
25. How often does the school mobilize adequate resources to facilitate the provision of psychosocial support in the school community?	1	2	3
26. How often does the school include efforts that ensure that the curriculum is efficiently and effectively delivered to learners?	1	2	3
27. How regularly does the school support and encourage learners to 'stretch further' than they could without the teacher	1	2	3
28. How regularly does the school help children to take full responsibility for their choices in life and allow them to learn from their mistakes?	1	2	3
29. How often do the teachers involve themselves in supporting the strategies outlined in the Inqaba Schools Programme?	1	2	3
30. How often do teachers engage themselves in carefully planned strategies meant to promote psychosocial support services?	1	2	3

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

Dear Respondent

You are requested to help by answering questions in the questionnaire. You are further requested to consider the following:

1. Identify a place and a time when you will be able to complete this questionnaire without being interrupted. This questionnaire has been designed to be completed within 60 minutes by most teachers. However, the amount of time you will need may vary. To make it as easy as possible for you to respond, most items may be completed simply by checking the appropriate box.
2. There are no "right" or "wrong" answers to any of these items. The questionnaire is designed to provide information about teachers' professional experiences, opinions, and classroom activities.
3. More specific instructions to assist you in responding are found in *italics* for each item. Once you have completed the questionnaire, place it into the return envelope provided and return it to: Dladla-Simelane Buyisile (76426356)

Thank you for taking time to participate in answering this questionnaire. Please answer all questions as fully as possible. Your views and comments are an important part of this process.

Section A

1. How old are you?

Tick one box only

1. Under 25 2. 25-29 ☐

3. 30-39 ☐

4. 40-49 ☐

5. 50-59

6. 60 or more

2. Are you female or male?

0Female 1Male

3. By the end of this school year, how many years will you have been teaching altogether?

Please round to the nearest whole number----------

4. What is the highest level of formal education you have completed?

Tick one box only

- **Did not complete secondary school**
- **Secondary only**
- **B.Ed./BA or equivalent degree**
- **MA/PhD**

5a. Do you have a teacher training certificate?

0	1
Yes	No

5b. How many years of pre-service teacher training have you had?

Please round to the nearest whole number……

Write 0(zero). If you have not had any teacher training

5c. Was teaching your first choice as a career when beginning university or teacher Education College?

0	1
Yes	No

6. Do you think society appreciates your work?

0	1
Yes	No

7. Do you think your learners appreciate your work?

Yes	No

Objective 4.2.1. Determine the extent to which the conditions of teachers' service affect their performance in supporting learners in Primary Schools.

Rank the following items indicating how often you work towards supporting teachers in primary schools. ***1= Often 2= Less often3= never***

8. How often do you support teachers by improving their conditions of service in your school?	1	2	3
9. How often does the school support teachers to implement the Inqaba school programme?	1	2	3
10. Does the school have a clear policy on how to implement the Inqaba school model?	1	2	3
11. How often is support given to the teachers to overcome the barriers to implementing the Inqaba school programme?	1	2	3
12. How often is support given to the teachers who feel they don't know much about Psychosocial support?	1	2	3
13. How often does the school provide psychosocial support, promote the health and wellness of teachers?	1	2	3
14. How often does the principal check if good relations exist among the teachers in your school?	1	2	3
15. How often does the school collaborate with the teachers to improve the conditions of service in the school?	1	2	3
16. How often does the school organize staff development workshops to share information on Psychosocial Care and Support?	1	2	3
17. How often does the school explore how an on-going cycle of action and reflection can be used to enhance teaching and building a caring school?	1	2	3
18. How often does the school promote dialogue and building relations in order to promote the wellbeing of teachers?	1	2	3

19. How often does the school improve the teaching learning environment in order to support all the teachers in the school?	1	2	3
20. How often does the school create an environment that is conducive to learning and growth in which vulnerable children can thrive?	1	2	3

Objective 4.2.3 Determine how the teachers in the primary schools have modified their classroom practices to respond to the requirements and objectives of the plan of the Inqaba School Programme.

Rank the following items indicating how often you work towards modifying classroom practices to respond to the requirements of psychosocial support services in primary schools. ***1= Often 2= Less often3= never***

21. How often do you modify the instructions in order to support children in your classroom?	1	2	3
22. How often do you involve yourself in supporting the strategies outlined in the Inqaba Schools Programme?	1	2	3
23. How often do you relate the subject knowledge to the needs of the children in your classroom?	1	2	3
24. How often do you explore how an on-going cycle of action and reflection can be used to enhance teaching and build a caring school?	1	2	3
25. How often do you promote dialogue and building learning communities that promote the wellbeing of learners?	1	2	3
26. How often does the school curriculum provide opportunities for the child to learn important life skills and social skills in order to promote their psychosocial wellbeing?	1	2	3
27. How often do you participate in activities meant to modify psychological services in the classroom?	1	2	3

28. How often do you support children's learning through the curriculum activities provided in the primary schools?	1	2	3
29. How often do you mobilize adequate resources to facilitate the provision of psychosocial support in the classroom?	1	2	3
30. How often do you support children's learning, wellbeing and development by addressing barriers to learning?	1	2	3
11. How often do you engage children as equal partners in the teaching and learning situation in order to appreciate their strengths in finding solutions to their individual problems?	1	2	3
12. How often do you work together with other teachers to improve the conditions of the children in your school?	1	2	3

APPENDIX D: INTERVIEW SCHEDULE FOR FOCUS GROUPS

FOCUS GROUP INTERVIEW SCHEDULE for Inspectors and Principals

1. According to your understanding, what is psychosocial support?

2. In your view what support is given by the Ministry of Education to schools in order to implement the Psychosocial Support Programme in Primary schools in Eswatini?

3. How do the conditions of teachers' service affect the implementation of psychosocial support in the schools?

4. What are your experiences concerning the implementation of the Inqaba School Programme?

5. There has been some discussion about the establishment of schools as centres of care and support. What are your views on this?

6. What support should be put in place to facilitate the implementation of psychosocial support in the schools?

7. What are your perceptions on attending to issues pertaining the psychosocial wellbeing of children in your school?

8. What is your view on creating an environment that is conducive to learning and growth in which the vulnerable children can thrive?

9. What are your experiences in working together with other colleagues to provide a positive, accepting and inclusive school environment?

10. Psychosocial support is primarily a new concept in teaching, what is your take on this?

11. What are your experiences on handling learners who are psychosocially unwell in your classroom?

INTERVIEW SCHEDULE FOR TEACHERS

4.2.2 Explore the perceptions and experiences of teachers on implementing the Psychosocial Support Programme/ National Inqaba School Model in primary schools

1. According to your understanding, what is psychosocial support?

2. In your own words can you describe the main things that are happening in your school at the moment concerning psychosocial support services?

3. In your opinion, how effective is the Inqaba School Programme in addressing the needs of the children in primary schools?

4. What are your perceptions concerning the current involvement of the school in implementing psychosocial support?

5. What opportunities do you think should be promoted in order to implement psychosocial support in your school?

6. In your experience, what are the key developments towards the implementation of psychosocial support in primary schools?

7. In your opinion, what governmental initiatives have been introduced to support the implementation of psychosocial support in primary schools?

8. In your view, how can psychosocial support contribute most to meeting the diverse educational needs of children?

9. In your opinion how should be schools be developed as centres of care and support?

10. In your experience, what are the barriers to implementing the Inqaba school programme?

11. What support structures should be provided to overcome these barriers to implement psychosocial support in primary schools?

12. In your view what should be done to promote the implementation of psychosocial support services in primary schools?

APPENDIX E: CONSENT LETTER

PARTICIPANT INFORMED CONSENT DECLARATION

INFORMED CONSENT DECLARATION

(Participant) (Teachers)

Project Title: TOWARDS A MODEL FOR MAINSTREAMING PSYCHOLOGICAL SUPPORT SERVICES IN PRIMARY SCHOOLS IN SWAZILAND

The researcher is registered for the Philosophy of Education degree in Curriculum Studies at the University of Zululand, Department of Curriculum and Instructional Studies.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to investigate the impact of mainstreaming psychological support services on improved learner performance in primary schools.

2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.

3. By participating in this research project I will be contributing towards the improvement of the Psychological support services in Primary schools in Swaziland.

4. I will participate in the project by completing a questionnaire providing my perspectives about how educators support the Inqaba Psychosocial support services in Eswatini primary schools.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There may be risks associated with my participation in the project. I am aware that

a. the following risks are associated with my participation: information disclosure and identification of the participants
b. the following steps have been taken to prevent the risks: consideration of ethical issues.
c. here is no chance of the risk materialising.

8. The researcher intends publishing the research results in the form of journal article and forwarding them to the Department of Basic Education. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will receive feedback in the form of empirical findings and access to the copy of this report regarding the results obtained during the study.

10. Any further questions that I might have concerning the research or my participation will be answered by Mrs Buyisile Dladla-Simelane on the following mobile number and email: 06876426356 bulawayobuyi@gmail.com

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, ……have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

…… ……

Participant's signature **Date**

APPENDIX F: EDITOR'S LETTER

P. O. Box 7376

EMPANGENI RAIL

3910

16 January 2020

Cell: 072 347 0662

E-mail: MncwangoEM@gmail.com

Confirmation of Editing

This serves to confirm that I proof-read and edited a doctoral thesis, titled: 'TOWARDS A MODEL FOR MAINSTREAMING PSYCHOLOGICAL SUPPORT SERVICES IN PRIMARY SCHOOLS IN ESWATINI', by Buyisile Clementine DLADLA- SIMELANE.

Dr E. M. Mncwango (D. Phil)

APPENDIX G: PERMISSION TO CONDUCT RESEARCH

The Government of the Kingdom of Swaziland

Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax:(+268) 2 404 3880

P. O. Box 39
Mbabane, SWAZILAND

10th September, 2018

Attention:

Head Teacher:

Ngwane Practising Primary School	Evelyn Baring Primary School	Nyamane Primary School
St Antony's	Makhosini Primary School	Mahlandla Primary School
Ngwane Central Primary School	Franson Christian Primary School	Nsongweni Primary School
Mahamba Primary School	Tfokotani Primary School	Nzongomane Primary School
Mbukwane Primary School	Mazombizwe Primary School	Nhlangano Central Primary School
Galile Primary School	Hlatikhulu Central Primary School	Salem Primary School
Edoropeni Primary School	Christ The King Primary School	New Warm Primary School
Ebenezer Primary School	Nkwene Primary School	

THROUGH
Shiselweni Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF ZULULAND STUDENT – MS. BUYISILE CLEMENTINE DLADLA-SIMELANE

1. The Ministry of Education and Training has received a request from Ms. Buyisile Clementine Dladla-Simelane, a student at the University of KwaZulu Natal that in order for her to fulfill her academic requirements at the University she has to collect data (conduct research) and her study or research topic is: "*Towards A Model for Mainstreaming Psychological Support Services in Primary Schools in the Shiselweni Region in Eswatini*". The population for her study comprises of primary school inspectors, teachers, schools nurses and students, specifically those in the Shiselweni region schools. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Dladla-Simelane begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.

2. The Ministry of Education and Training requests your office to assist Ms. Dladla-Simelane by allowing her to use above mentioned school in the Shiselweni region as her research site as well as facilitate her by giving her all the support she needs in her data collection process. Data collection period is one month.

M.E. KHUMALO
ACTING DIRECTOR OF EDUCATION AND TRAINING

MINISTRY OF EDUCATION TRAINING 2018 -09- 10 BOX 39 MBABANE SWAZILAND

cc: Regional Education Officer – Shiselweni
Chief Inspector – Primary
15 Head Teacher of the above mentioned school
Dr. H.R. Mhlongo – Research Supervisor

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