

CHAPTER 1

ORIENTATION OF THE STUDY

1.1. INTRODUCTION

According to Skidmore and Thackery (1991:8), “Social work may be defined as an art, a science, a profession that helps people to solve personal, group and community problems and to attain satisfying personal, group and community relationships through social work practice.”

From another point of view, the social work dictionary as cited by Horejsi and Horejsi (1997:4) “Social work is the professional activity of helping individuals, groups or communities enhance or restore their capacity for social functioning and for creating societal conditions that are favorable to this goal.”

From the above definition, it is clear that social functioning is the main focus of the social work profession. The understanding of social functioning is based on the understanding that human beings are social beings and they need each other in order to attain a better social functioning.

The definition of social work shows social functioning as the most important thing in the practice of social work, similarly it is important to enhance social functioning in schools. In order to attain enhanced social functioning, school social work is applicable.

School social work is the application of social work services in a school setting, that is enhancing social functioning in the school setting in this case in African high schools.

The role of social work in schools is one of several disciplines attached to the school system to address and treat problems interfering with the teaching-learning process as well as to collaborate in efforts to maximise the learning potential of all pupils (Skidmore and Thackery 1991).

This research will be focused on illustrating the usefulness of school social work in order to enhance social functioning in schools. That is to enhance the teaching-learning process. Another aspect will be to get opinions from both the teachers and the pupils about the usefulness of school social work in African public high schools. Now that the research focus has been introduced, the researcher will state what motivated the researcher to be interested in this field of study.

1.2. MOTIVATION OF THE STUDY

The new political dispensation in South Africa has contributed to major changes in societal functioning. Amongst these changes is a change in the school system as marked by a different model of education that is being introduced. This change is also associated with a democratisation of the school system, adjustment in the way pupils are managed and several changes in the general functioning of schools.

It is generally assumed that children in the African schools appear to be performing worse than schools in traditionally white developed areas. Although there may be various reasons for these differences, the researcher has made the observation that children in the African high school of the Thohoyandou district in particular have a high incidence of social problems. Once again the reasons for this phenomenon can be attributed to many causes.

However, this situation has promoted the researcher to conduct a survey to determine the feasibility for school social services in that school. The researcher intends conducting the survey with the aid of a needs-assessment instrument developed from literature in the target school setting. Although this is a small-scale study, it may well be that the results of this study will encourage further research and realistic recommendations to be made to the education department.

1.3. GOAL FORMULATION

To conduct a need assessment of high school children in Thohoyandou district schools regarding their needs for school social work in the school environment. In order for the above aim to be achieved, there is a need to formulate objectives as steps on how to attain the above aim.

1.4. THE OBJECTIVES OF THE STUDY

- 1.To conduct a literature study of school social work models that may be relevant for the environment of Thohoyandou district schools.
- 2.To develop a questionnaire for the collection of quantitative data on the needs for school social services.
3. To conduct a survey on the children of the target schools.
4. To analyse data and test hypotheses.
5. To make recommendations regarding the feasibility to implement school social services at the target schools.



1.5. OVERVIEW OF THE RESEARCH METHODOLOGY

1.5.1. The research type

The research type that is going to be utilised is descriptive because the researcher wants to describe the pupil's and teacher's beliefs about the feasibility of introducing school social work in Thohoyandou district schools.

According to Rubin and Babbie (1993:108), "A major purpose of many social scientific studies is to describe situations and events. The researcher observes and then describes what was observed." Scientific observations are careful and deliberate, however they are typically more accurate and precise than casual descriptions. (Rubin and Babbie 1993)

1.5.2. The research approach

The researcher will make use of the quantitative research approach. The researcher is going to collect facts about the way students or pupils and teachers think about school social work. Rubin and Babbie (1993:30) say that, “Quantitative methods emphasise the production of precise and generalizable statistical findings. When we want to verify whether a cause produces an effect we likely to use quantitative methods.”

1.5.3. The research design

“The research design is a program to guide the researcher in collecting, analysing and interpretation of observed facts.” (Bless and Higson –Smith 1997:63). The research design that is going to be used is quantitative-descriptive, to be specific the randomised cross-sectional surveys. In this research a needs assessment on the feasibility of introducing school social work in Thohoyandou district schools is going to be done. De Vos (1998) believes that, the randomised cross-sectional survey design can be used for need assessment.



1.5.4. The population

The entire set of subjects and events or group of people which is the object of research and about which the researcher wants to determine some characteristics is called a population.” (Bless and Higson –Smith 1997:85) In this research the population that is going to be used is the Thohoyandou district school students or pupils from grade 10 to grade 12 as well as the teachers. According to Bailey (1987:85), “A population is said to be a sum total of all units of analysis from which a sample is drawn.”

1.5.5. The sample

According to Bless and Higson –Smith (1997:86), “A sample is a subset of the entire population which is investigated by the researcher.” The sample in this research is going to be drawn from the teachers and the grade 10 to the grade 12 students or pupils of the Thohoyandou district schools.

1.5.6. The sampling method.

The probability sampling method will be employed in this research, so that the entire population gets a chance to be included in the sample. Specifically the stratified random sample will be used, de Vos (1998:197) maintains that, “This kind of sample is mainly used to ensure that the different groups or segments of a population acquire sufficient representation in the sample.”

On the other hand, Bless and Higson –Smith (1997:91) say that, “The principle of stratified random sampling is to divide a population into different groups called strata, so each element of the population belongs to one and only one stratum, then within each stratum, random sampling is performed by using either the simple random or the interval sampling method.” The details of the sampling method will be discussed in chapter 3.

1.5.7. The method for data collection or instrumentation.

The researcher is going to make use of self - administered questionnaires on all the strata that the sample will be made up of as a method of data collection.

The new dictionary of social work (1995:51) as cited by de Vos (1998:152), “A questionnaire is a set of questions on a form which is completed by the respondent in respect of a research project.”

1.5.8. The method for data interpretation.

In order for the researcher to interpret the data that will be collected by the use of the data collection method that was specified above, frequency tables, cross tabulations and reliability tests will be used.

1.6. ANTICIPATED RESEARCH PROBLEMS

1.6.1. Time and feasibility of the study

The fact that this research is to be complete by October 31 means that the researcher has approximately seven months to complete the entire study. To overcome this problem the researcher will have to put extra hours for the purposes of this study.

1.6.2. Recruitment

The researcher might encounter problems with recruiting the randomly chosen sample as they are supposed to complete the questionnaires involuntarily. Some respondents might not complete the questionnaires. The researcher will organise some refresh ments for people who will be filling out the questionnaires so as to overcome this limitation.

1.7. DEFINITION OF CONCEPTS

For a research topic to be explicit, the researcher has to conceptualise all the key terms in the research topic or theme. Rubin and Babbie (1993:133) refer to conceptualisation as “A process through which the researcher specify precisely what they mean when they utilise particular terms.” For the purpose of this research the researcher will define the following concepts.

1.7.1. NEEDS ASSESSMENT

According to winters and Easton (1983:122) needs assessment is “A process of ‘taking stock’ of both the resources and the problem areas to facilitate the plan of action identified.”

The Minnesota State Planning Agency Franczyk (1977:4) as quoted by Horejsi and Horejsi (1997:406) states that “Needs assessment refers to the process of identifying the incidence, prevalence and nature of certain conditions within a community or a target group. The ultimate purpose is to assess the adequacy of existing services and resources in addressing those conditions. The extent to which those conditions are not adequately addressed denotes a need for different services or resources.” For the purposes of this study needs assessment will be utilized when assessing the needs of Thohoyandou district schools.

1.7.2. SOCIAL WORK.

Skidmore and Thackery (1991:8) believe that “Social work may be defined as an art, a science a profession that helps people to solve personal, group and community problems and to attain satisfying personal, group and community relationships through social work

practice, including casework, group work, community organisation, administration and research.”

For the purposes of this research social work will refer to social work services in schools in the Northern province that are the Thohoyandou district schools.

1.7.3. SERVICES.

The Oxford Dictionary (2000:732) defines services as “A system or arrangement that performs work for customers or supplies public needs.” For the purposes of this research services will refer to social work services rendered in the Thohoyandou district schools.

1.8. THE CONTENT OF THE CHAPTERS

The remainder of this study is organised as follows:

CHAPTER TWO: LITERATURE REVIEW

This chapter will mainly focus on literature review particularly on the historical development of school social work, the dynamics of school social work, school social work with the pupil or student as well as school social work as a community organisation. Lastly will be the different models that are used in school social work. This chapter also looks at how other authors went with similar research.

CHAPTER THREE: RESEARCH METHODOLOGY

Here the researcher will reflect on how the route of the research will be implemented as planned in chapter one. The difference here is that the researcher will go into details on how each and every aspect of the research methodology will be carried out.

CHAPTER FOUR: DATA ANALYSIS

The researcher will present the empirical findings of the study so as to find meaning of the collected data.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

The researcher will be summarising everything that was discussed in the previous chapters, stating the findings, drawing conclusions and making recommendations.

This chapter is often referred to as the final chapter of the study.

1. 9. CONCLUSION

The aim of this chapter was to give a summarised version of the study, the following chapter concentrates on literature review.



CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The second chapter of this project puts its focus on introducing the reader to the primary focus of school social work and also on the way the school population as well as the society in general have changed over the years. This chapter then gives a historical development of school social work as well as looking at the school as a social institution. This chapter further discusses the school environment and the functions, activities and responsibilities of the social worker in the school. Last but certainly not least this chapter looks at some models that can be used in school social work.

The magnitude of the school population and the agency of working with nation's most precious resource –its children- have made the study of mental health in the school a prime responsibility. (Mac Nabola, 1961). The school has to be responsible for providing help for pupils to function optimally along the student's peers.

In south Africa the education system does not provide social work services in the school, rather the health and welfare system provide psychological attendance, guidance and social services in clinics and welfare offices. It is unlike in the US where the services form part of the school system. The services provided by the health and welfare department are not enough because of lack of personnel and resources and this come in the way of alleviating problems of some pupils.

The fields of social work and education have so much in common. Both these fields are engaged in helping people to achieve a way of life that will bring satisfaction to themselves and society and they must therefore both take responsibility for implementing, and supplementing each other. (Poole 1990)

Hunter (1994:151) believes that, “Of all school factors that promote students successful learning, the professional skills of teaching are the most powerful. Teaching skills are more important than books, equipment and material certainly we need all these excellent resources.”

School social work is perhaps one of the most exciting areas of specialisation in the field of social work today because its primary focus is almost defined by preventive measures. Prevention has been the dream of mental health professional’s especially social workers. According to Constable and Flynn (1982:287), “School social workers have assumed primary responsibility for the change effort. The school as an organisation also must assume responsibility for modifying those features, which interfere with goal accomplishment.”

The era we live in today is a time of great turmoil and social change, some have referred to this as the age of unreason. No one knows for certain if we share the same experiences with all previous ages or whether we actually are living with pressures more numerous and of greater magnitude than earlier generations faced. One thing that is certain is that because of advances in communication technologies more people are aware of the many problems that our society has and is expected to solve.

(Morgan, 1985)

In this day and age no profession has a monopoly on the concern for individual achievement of the teaching of moral responsibility, nor can any one of them solve, separately, the educational and social problems in need of a solution. More teamwork among professional educators, public health nurses, psychologists, psychiatrists and the social worker is required. There is need for combined action and constructive programming among all professional persons interested in the conditions arising from the demands of a fast-moving society. However this research will concentrate on school social work, which Winter and Easton (1983) believe to have traditionally emphasized the disfunctioning of pupils and families

2.2. DEFINITION OF CONCEPTS

SCHOOL SOCIAL WORK

According to Skidmore and Thackery (1991), School social work is the application of social work services in a school, that is enhancing social functioning in the school setting. The role of the school social worker is one of several disciplines attached to the school system and treat problems interfering with the teaching-learning process as well as to collaborate in efforts to maximize the learning potential of all pupils.

PUPIL

For the purpose of this research a pupil will mean any registered learner or pupil at the Thohoyandou district schools in grades 10 to 12 only. This group was used because the researcher believes that they would understand the questionnaire better.

2.3. THE HISTORICAL DEVELOPMENT OF SCHOOL SOCIAL WORK

The addition of social workers to public school personnel began in the early twentieth century. This was a period of change in the U.S.A. Influences, which affected education and social work where new knowledge of behavior offered by psychology and growing social consciousness stimulated by social sciences.

By 1900 education was shifting from was called the 'old knowledge conception' to 'education as development.' Instead of the assumption the children are alike in needs and capacity and that education was the instilling of subject, matter knowledge, the newer conception was that education was development of the individual capacity of children. It was also seen that this development must be related to the life of the community in which the children lived.

Special classes, enriched programs of study, experiments were widely publicised and by 1920 had affected public school education generally in the US. This brought into the

school a wide variety of children, some of whom were limited by physical, mental, and social handicaps. The school was expected to take over responsibilities for “the whole child” and for the development of his personality as well as his intellect.

The social worker was one of the specialists along with attendance officers, nurses, psychologists and vocational concellers who were brought into the school system under this expanded concept of public education. The social worker’s special contribution was in understanding the forces outside the school, which affected the child ability to make use of the educational opportunity provided. Gradually this service focused also on the social and emotional problems, which interfere with school functioning and achievement, and it also closely coordinated with the classroom teacher’s work and that of other specialists.

The schools necessarily moved slowly in assuming new duties and in developing new concepts about their place in society. By 1924 national organisation in the fields of education and social work were setting up joint committees to consider their mutual interests in the deviant child. About that time the National Education Association and the National Conference for Social Workers appointed a cooperation committee on behaviour problems of children. Educators and social workers were again drawn together on many committees of the 1930 White House conference of child health and protection and also on the committee on relationships between the school and the juvenile court appointed shortly afterwards by the National Probation Association.

Such cooperative planning has continued with the US office of education and other groups from time to time. The nation wide growth for the addition of social workers to school personnel has been advanced in several ways. The first professional association was formed in 1919 under the name of the American Association of visiting teachers, it’s lineal descendent is the school social work section of the National Association of social workers. An important national influence upon social work in the schools has been the U.S. office of education. Under it’s auspices a group, made up of school social workers, school administrators, state commissioners of education and representatives of school of

education and of social work were called together in 1945, with the function of formulating qualifications and to define functions of school social workers. (Johnson, 1962)

In 1959, U.S. Commissioner of education created the position of specialists in school social work on the start of the office of school social work. Some indications of the spread of the movement is evident in the fact that in 1944 school social services were in operation in 266 cities, since that time the several states and Puerto Rico passed and implemented legislation for service on a state wide bases. Illinois alone in 1959-1960, 117 school districts employed 197 social workers. The membership of the school social work section of (NASW) National Association for Social Work, which has membership standards based on professional education, was 1,100 in July 1960 and had increased during the year.

2.4. THE SCHOOL AS A SOCIAL INSTITUTION

According to Johnson (1962:35), “The social institution through which the goals and objectives of formal education are imported is the school.” Other than the family, no social institution plays a more vital role in the development and growth of children than do schools.

The school just as the family is a universal shared experience. As such it is a social institution of major importance and influence in the lives of children. Children and youth have certain rights and needs, which the school must meet. The Educational Policies Commission outlined these needs in the U.S.A. It is only with a good and sincere understanding of and commitment to these needs, can the school begin to fulfil its functions as one of the major social institution of our time. The common essential needs that all youth have in a democratic society have been listed below (Meyerowitz 1973).

1. All youth need to develop saleable skills and those understanding and attitudes that make the worker an intelligent and productive participant in economic life.

- To this end most youth need supervised work experience as well as education in the skills and the knowledge of their occupations.
2. All youth need to develop and maintain good health and physical fitness.
 3. All youth need to understand the rights and duties of the citizens of a democratic society and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
 4. All youth need to understand the significance of the family for the individual and society, and the conditions conducive to successful family life.
 5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
 6. All youth need to understand the methods of science, the influence of science on human life and the main scientific facts concerning the nature of the nature of the world and of man.
 7. All youth need opportunities to develop their capacities to appreciate beauty in the literature, art, music and nature.
 8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfaction to the individual with those that socially useful.
 9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.
 10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

It is clear that the social institution, which together with the family and the church is the best, suited and most well equipped to meet these needs is the school.

Education is now a vast and complex process with multiple functions and new responsibilities. No other institution holds such a strategic place in our social fabric and

no other institution plays such a vital part in molding the future of our nation (Paulsen1990).

2.5. THE SCHOOL ENVIRONMENT

One of the purposes of the school is to extend the socialisation process started by the family. At school the child is expected to relate to a new form of authority, i.e. Teachers follow new set of rules, make new friends and learn to get along with children who may not even be his friends. The child is also expected to develop interest in the acquisitions of knowledge in a formal and structural manner. The school also provides the child with the knowledge and the skills necessary to social and economic adjustment. (Tsmwamwenda and Ramphal, 1986).

According to Dodd and Konzal (1999), The school has an effect on adolescents in that it aids the development of the self-concepts or identity, thus enabling adolescents to determine who they are now and what they are going to be in the future. Success in school is a key to their success in the future and failure signals a rather dim picture for the future, given the importance society and the job market attach to one 's success at school.

Perhaps the school has an advantage over the home in that through the school greater access to peers can be obtained and greater control can be exercised over them. In the school setting an adolescent can be the case in a family setting. Similarly teachers can deal with adolescent problems more objectively than parents, who are likely to identify with children's problems and hold themselves partly responsible.

In a group of peers, an adolescent is likely to learn a number of things such as how to behave in a group situation, how to relate to weaker and stronger peers and how to cope with conflicts and tension that normally emerge in such a setting. The above reasons are sufficient justifications for schools to pay attention to a pupil emotional and social adjustment. However, a pupil's emotional and social developments also have an influence on the effectiveness of his learning.

A pupil's intellectual development cannot occur independently of emotional and social factors. Should a pupil have emotional and social problems, his intellectual performance will be affected accordingly.

Social workers must understand the school as particular type of social organization if they are to make their services effective as part of the school system. It is unfortunate that in modern society the school has become a place of destruction. Pupil brings guns to school, rape happens in the school premises. Initiatives have to be implemented to try and solve these kinds of problems by involving the community. If students are fighting in the streets for example, members of the community bring the pupils to the school to resolve the matter. This shows that the community has to work hand in hand with the school. Pupils sometimes come late to school and the school sends them back home to fetch their parents.

It can be concluded that teamwork is the best option, where the community, the parents, the school as well as different professions can work together to make the school a better environment for learning. Winters and Easton (1983:1) believe that, "The school is an open living system whose members are engaged in ongoing transactions and interaction with each other and significant others. Productive exchanges developed the competence and self esteem necessary to promote the desired learning and growth of all the persons in the school organization."

2.6. THE FUNCTIONS, ACTIVITIES AND RESPONSIBILTIES OF THE SOCIAL WORKER IN THE SCHOOL

The basic activities of the social worker in the school have the same goal as do those of social workers in any field of practice, that is the enhancement of social functioning whenever the need for such enhancement is either socially or individually needed. To achieve this goal the social worker has a distinctive method of practice that is resting on a foundation of value, purpose, knowledge, and compresses his or her profession.

According to Johnson (1962:87), “The social worker in the school shares the three general functions of social work- restoration of impaired social functioning through identification and control of those factors that have caused breakdown in social relations, provision of resources through mobilization of capacities in the individual and resources in the community and prevention of social dysfunction.”

Specifically the social worker adds his professional competence to that of other specialists in the school in order to help children who are not learning or are not achieving expected educational goals to make maximum use of their opportunity to learn and to develop into social beings in the society. The school social worker is engaged in two kinds of activities. Those that focus on a particular child as well as those that focuses on the welfare of school children generally.

According to Johnson and Ransom (1980), social work with young pupil moves through three stages

1. *Referrals*

Pupils are referred in many ways. Parents feeling anxious about their children behavior and requesting help might be the starting point of referrals. Pupils themselves might come voluntarily and directly to the social worker. The school or educational welfare officers may refer pupils particularly if they are in evident socially difficult or not attending school on grounds of behavior. One request may come when pupils are in trouble with the law. Another source of referral are the courts and the fact that such referrals are regarded as inescapable obligations strong conditions, much of which is the social workers work.

2. *Assessment*

A great deal of care is taken in assessment, partly to ensure that the social workers feel competent to take on the case, and partly because once a child is accepted by an area team, social worker time and other resources are committed to him. They try to discover the cause of the problem. They assess whether the problem is related to family

circumstances. If so, this might lead to a decision to take on the case or to work with some other agency such as the education welfare service.

3. *Action*

Once an assessment is made the action that follows are so various that any list cannot be all –inclusive. There are different types of action, which illustrate a wide range, and power of social worker’s relationship with those secondary school pupils whom they accept as part of their client group.

On the other hand several major responsibilities of school social work as identified by Institute for Trainees are as follows:

- a. A co-ordinator of all agencies attempting to assist people with difficulties.
- b. Be an active participant member of the mental health team which assess, diagnoses, and in some cases, treats the pupils and the parents.
- c. Serves as a link between home, school, and community with emphasis on promoting more co-operative and satisfactory working relationships between the school, home and community agencies.
- d. The school social worker should be a caseworker, a collaborator, co-ordinator, and a consultant.
- e. To promote the welfare of children deprived of normally adjustment to school achievement and situation due to different reasons.
- f. Through casework interviews the child is helped to acquire a better understanding of himself and his situation, to find his own strength and to use this strength in improving his adjustment at school, with his family and in his peers relationships.
- g. To develop satisfactory lines of communication and relationships between home and school. Explanation, interpretation and use of school policy functions services and personnel.
- h. To provide for school personnel, much needed in-service understanding of the social problems of the community.
- i. To get the ‘grass roots’ of the problem of the community.

- j. The social worker should be able to speak to groups on a variety of subjects that would relate to the general welfare and development.
- k. The social worker should work closely with the state institutions such as mental health and our training schools, helping to prepare schools and families of previously disturbed students re-try into the society from institutions.
- l. The school social worker should be able to interpret the pupil, the pupil's home and the pupil's family to the administration and teachers of the school.
- m. The school social worker often serves as a resource person or leader in discussions regarding parent-teacher conferences, discipline, and special needs of certain pupils, pupil-parent relationships and family life education.

2.7. SOME MODELS THAT CAN BE UTILIZED IN SCHOOL SOCIAL WORK

According to Kelly (1962)

2.7.1. The generalist model.

Specialization evolves as staff numbers increase. The social worker has to try to fit in, in a lot of different ways, to a variety of variables. The same goes for other professionals working in the school setting. The social worker cannot until he knows or until something happens, specialize as much as he or she might later. One limitation to this model exists when one is assigned to work within a particular framework, which more narrowly circumscribes the arena of service.

2.7.2. The direct service model.

The most traditional and most written about model in school social work is the direct service model. This is the school social worker that plies his practitioner trade as an individual helping problem-solving person. Most of the time this has been casework. In this case the social worker works in a one-to one relationship with pupils and with parents in an attempt to help them resolve the problems that are impeding the pupil's

progress in the school. The social worker works in collaboration with other pupil specialists. This model is limited, as the service population is more restricted.

When this model is used, the social worker should be attached to only one school. The social worker should be viewed as a full-time employee of that particular school. This integral assignment is often difficult to attain, but it is a desirable goal for several reasons. One is that the social worker can become fully knowledgeable about what is going on in a particular school. The social worker becomes a responsible part of the school process. This is a great advantage to the social worker and his or her potential effectiveness. It also helps the worker to be accepted by other people especially in the particular community.

The school is then looked at as a much more accepted social institution to turn for help. Many people have a generally positive attitude towards the school and they are fairly well accustomed to approaching schools for help. Hence they are more willing to accept help that is offered to them directly in the school setting.

2.7.3. The team leader model.

There are two ways of viewing the team leader model. One is in respect to existing types of school personnel and the other is in respect to new types of personnel. The focus will be on the latter that is the new types because this is where the team leadership of the social worker is likely to be visible. But in respect of the former, the team leader role with existing personnel, the social worker should share in the team leadership, viewing all of the personnel in the school as a team.

Everyone agrees that the team approach is desirable but few times it is spelled out as to what is meant by this concept. Sometimes the personnel works as a relay team where the pupils are passed from one specialist to the other and sometimes a fixed team that is fixed to one school is made use of and other times a flexible team is used.

2.7.4. The consultation model.

One definition of consultation by Horace Lundberg is, “Consultation is the provision of professional knowledge, judgement and suggestions regarding a situation in professional practice at the request of or with the concurrence of the consultee. The fully continuing responsibility for the practice situation, including the use to be made of the consultant’s information and recommendations, remains with the consultee.”

This basically is a good definition and one that we often tend to forget in our practice. We tend to sometimes go beyond our role and inject ourselves directly or indirectly into a kind of supervisory or guiding role when we should remember that we really are consultants and the person with whom we are consulting is free to make whatever use he wishes, not use at all what we are suggesting.

Within the consultation model, there are at least several potential dimensions. One is consultation regarding a specific pupil. A teacher or someone else in the school system would approach the social worker and say, “I am having trouble with this pupil, I do not understand him or her, or she or he is acting strangely, can I talk to you about this?” This does not necessarily mean that there is going to be a referral. The teacher at this point may feel that he or she may need some additional perspective to help the pupil.

There can be consultation regarding the situation. The social worker may not be the only person to consult, the teacher can also consult. The social worker is just but one of the potential consultants. There can be consultation regarding pupils and parents in general. But the social worker has a different kind of perspective and perhaps in general more knowledge about human development in the broad sense than the average teacher would. The social worker is more likely to be more qualified than others as a consultant about the community is than other professionals. The social worker can be a consultee as well as a consultant. It is important for school social workers to make maximum use of other professionals as well as vice versa.

2.8. RECENT MODELS OF SCHOOL SOCIAL WORK

On a more recent view, Constable and Flynn (1982) believe that, school social work practice models have tended to reflect the dominant methods of the broader social work profession as well as the needs, conditions and strengths of the school setting. School social workers coming into a school setting usually feel that there is a gap between what they are trained to do and the demands of the school setting. The school social worker's role is often quite fluid and involves a heavy emphasis on transactions with school and school people on behalf of groups of pupils as well as traditional direct services to individual pupils at schools.

Social workers find themselves in a broader practice arena where there is a need to understand both individuals and the broader system of the school, family and community. If change takes place, it takes place within the many systems as well as on the individual level. The diverse needs of the school and its pupils generate multiple avenues of response by school social workers.

The traditional focus on helping individual pupils to cope remains strong and seems to run parallel to the widening breath of school social work interventions, in the classroom, within the multidisciplinary team, in school policy development and with families. It is important to mention that practitioners have different preferences, whether with individuals, classroom groups, families, consultation relations and the community of resources. Here is a brief look at some modern models of school social work.

2.8.1. The resource development and co- ordination of services model

The school is the only part of the total community network of formal and informal resources, which can be used to assist school pupils and their families. The school social worker is often the person most equipped to develop ongoing relations between the school and the outside resources.

The essential skills of the school social worker include implementing of referrals to resources in the community, collaboration with agencies to solve specific problem situations or to develop new resources for pupils and their parents.

A taxonomy of tasks for social work services in schools was divided into three areas. Services for pupils and or parents work with school personnel and school community relations. Since there are directly relevant to resource development and co-ordination the list of school-community relation's tasks are worthwhile reviewing in their entities.

a. Remedial

- i. Identify pupils or target groups of pupils needing alternative educational programs and support services.
- ii. Consult and collaborate with community representation to identify effects of interacting school community and pupil characteristics and develop resources to meet needs of pupils and target groups.
- iii. Collaborate with community agencies in the development of alternative education programs and support services.
- iv. Clarify and interpret specified roles and responsibilities of the community in promoting school attendance.
Set objectives, monitor progress, and measure outcomes of services.

b. Crisis resolution

- i. Collaborate in community planning for crisis intervention services for example, drug, rape, suicide, runaways, family violence, etc.
- ii. Set objectives, monitor progress and measure out come of service.

a. Developmental

- i. Aid in development of preventive social services to meet needs of a pupil.

- ii. Aid in collaborative planning to provide full range of services to target groups
- iii. Set objectives, monitor progress and measure outcomes of services.

The resource development and co-ordination of services is clearly part of the school social worker's functions for several very practical reasons. The main reason is that the school and family often cannot accomplish their own functions without the help of other agencies. These services might provide health services, counseling services, concrete assistance, respite care, summer camps or other services necessary in modern society.

2.8.2. The consultation model

Recent research on school social work suggests that consultation is the most important component. Literature on consultation from a variety of fields of human service is reviewed in relation to the needs of the school social worker.

Consultation can be defined as a method of intervention, which always has the following elements:

1. It is a problem –solving process.
2. It takes place between a professional consultant and a consultee that has responsibility for services to another person.
3. It is a voluntary relationship.
4. The objective is to solve a job-related problem of the consultee.
5. The consultee profits from the consultation in such a way that the consultee is better prepared to deal with similar problems in the future.
6. The consultant and the consultee share in solving the problem.

The goal of this model is to enable the classroom teacher conditions conducive to preventive mental health and to work effectively in the classroom. This goal is achieved by communicating mental health principles to the teacher and by assisting the teacher in developing further personal capacity to handle problems.

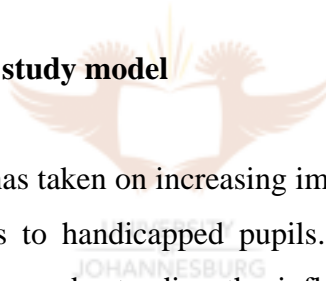
Two principles must be kept in mind when using this model.

- 1.The classroom teacher is seen as a fully competent professional who retains full authority and responsibility for dealing with pupils and their problems.
- 2.The social worker must use language, which is understandable and acceptable to the teacher.

It is important to spend time at the beginning of the process to develop a contract with the staff. The contract may include the purpose of the consultation, the frequency and location of the consultation, and confidentiality of the material shared.

The consultation process should begin with a brief social exchange in order to establish a collaborative relationship. The interpersonal relationship, which develops, is important. The consultant should present himself or herself as trustworthy, accepting, respectful, non- judgmental and professional.

2.8.3. The social development study model



The social development study has taken on increasing importance as a school social work contribution to school services to handicapped pupils. The main purpose is to assist parents and school personnel in understanding the influence, which life circumstances have had on the pupil's school performance or behaviour. Another purpose is to assist in the process of developing an educational climate conducive to the optimum learning and development of the pupil.

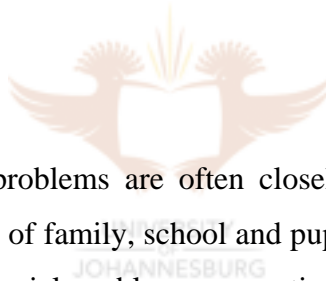
This model helps to assess the whole pupil by including information from sources outside the school. It brings into focus factors in the home and the family, which affect the pupil's learning and behavioural patterns. In the schools, the social development study is a diagnostic tool to guard against inappropriate labelling of a pupil, based on test scores and school performance alone without the consideration of cultural and language differences.

The study provides a solution to non-discriminatory assessment of pupils evaluated for special education, since a broad variety of information is considered, including social or cultural background and adaptive behaviour. (Reschly 1980) as quoted by (Constable and Flynn 1982).

Components of the social development study

1. Interview with the pupil.
2. Consultation with the pupil's teacher.
3. Assessment of the pupil's environment.
4. Observation of the pupil in the classroom.
5. Observation of the pupil in the home environment.
6. Consultation with the pupil's previous teachers.
7. Consultation with other staff and agencies who have knowledge of the pupil or the family of the pupil.

2.8.4. A systems approach



School problems and family problems are often closely related. A systems approach brings together the contribution of family, school and pupil to the situation. When a pupil is experiencing emotional or social problems many times these difficulties are seen at school. Often parents to the involvement of outside therapeutic agencies prefer the involvement of school personnel.

Keeping the problem 'within the school' may be seen as the next best thing to keeping the problems 'within the family'. This makes treatment with the school social worker somewhat less frightening than treatment in an outside agency. Behavioural problems, which are exhibited in school, must be dealt with in the school regardless of the parent's choice to seek outside help. The school social worker has access to the classroom situation and influence within the school therefore, situational change is easier than it would be for an outside agency worker.

Since dysfunction is expressive of a person's situation interaction, change in personality necessarily requires situational change. Alteration made initially in one or the other need to reverberate through the ecological system. Here the problem is viewed from both psychodynamic and family therapy framework, where compulsive acts are seen as results of anxiety.

After looking at different kinds of models of school social work, it is important to formulate an integrated model, which will be a combination of the resources development and co-ordination of service, the consultation model, the social development model and the systems approach model. An integrated model is appropriate as social workers find themselves in a broader practice arena where there is a need to understand both the individual and broader system of the school, family and community. The different needs of the school and its pupils generate a variety of avenues for the social worker to respond to.

2.9. THE INTERGRATED MODEL

The school consist of formal and informal resources that are used to assist pupils and their families. The essential skills of the school social worker include implementing of referrals to resources in the community collaboration with agencies to solve specific problem situations or develop new resources for pupils and their parents. The tasks of school workers may include remedial, crisis resolution and development. The school and family often cannot accomplish their own tasks hence there is need for assistance from other agencies.

It is important for school work to have consultation where it is a method of intervention, which is made up of the following elements: it is a problem-solving process, takes place between a professional consultant and consultee, it is voluntary, solves job-related problems of the consultee, consultee profits from the consultation in such a way that he is better prepared to deal with similar problems in the future. The consultant and the consultee share in solving the problem. The main aim here is enable the classroom

teacher conditions conducive to preventive mental health and work effectively in the classroom, by communicating mental health principles to the teacher and assisting the teacher in developing further personal capacity to handle problems.

At times there is need in the school to contribute to school services to handicapped pupils. The most important thing to assist parents and personnel in understanding the influence, which life circumstances have had on the pupils school performance or behaviour. It is also important to assist in the process of developing a climate conducive to the optimum learning and development of the pupil. Factors outside the school, in the home and the family which affect the pupils learning and behavioural patterns are looked at instead of labelling pupils based on test scores and school performance alone without considering cultural and language differences.

School problems and family problems are often closely related. The contribution of family, school and pupil are brought together because most of the time, emotional and social problems are seen at school coming into the way of pupil's performance. Often parents prefer the involvement of school personnel rather than the involvement of an outside agency. If the school social worker has access to the classroom situation and influence within the school, situational change is easier than it would be for an outsider. For the change to happen on an individual, situational or environmental change is necessary. If the change happens in one part of the ecosystems, change must also happen in the ecosystem as a whole.

2.10. CONCLUSION

The social worker places a strong emphasis in the helping process, especially on the use of the relationship between him or her and the client. Social workers are trained to establish and to use this relationship. They have what is hoped to be a very highly developed capacity to relate to other people appropriately on a professional level. Most of all they must be able to identify with the client so as to empathise and to know how the client feels and what the client thinks. In the school then the social worker helps the other

personnel to know more fully the level and kind of feelings the pupil and the pupil's parents have as well as helping these clients through a relationship with them.

This chapter's emphasis was on introducing the reader to school social work and giving the historical development of school social work. This chapter further discussed the school as a social institution, the school environment, the functions, activities and responsibilities of school social workers. Lastly some models that can be utilized were discussed.

From the literature that was reviewed it can be concluded that the school is a social institution in which development should take place on the part of the pupil. But it is unfortunate that the school has become a place of disruption. This is why there is a desperate need for the attention a pupil's problems so as to ensure that development takes place school by making use of school social work services.



CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The aim of this chapter is to explain the research procedure that will be followed. This chapter simply expands on the plans laid out in chapter one about the route of the research. This chapter is going to be made up of the research type, the research approach, the research design, the population, the sample, the sampling method, the method of data collection or the instrumentation as well as data analysis.

3.2. THE RESEARCH TYPE

There are numerous research types that can be utilized when one carries out a research project. Some of the research types include, descriptive research, explanatory research, co relational research, exploratory research, developmental research, participatory and action research and evaluative research.

This study is going to utilize the descriptive research type. The researcher is going to make use of this research type because there is little research that has been done on school social work. The researcher also wants to describe the believes of both teachers and pupils about introducing school social work in the Thohoyandou district schools.

According to Rubin and Babbie (1993:108), “A major purpose of many social scientific studies is to describe situations and events. The researcher observes and then describes what was observed.” Because scientific observations are careful and deliberate, scientific descriptions are typically more accurate and precise than casual descriptions. (Rubin and Babbie 1993)

3.3. THE RESEARCH APPROACH

The researcher will make use of quantitative research approach. The research is going to collect facts about the way pupils and teachers think about school social work in the Thohoyandou district schools. Rubin and Babbie (1993) believe that, quantitative methods emphasize the production of precise and generalizable statistical findings. When we want to verify whether a cause produces an effect we are likely to use quantitative methods.

3.4. THE RESEARCH DESIGN

“A research design is a program to guide the researcher in collecting, analysing and interpretation of observed facts.” (Bless and Higson- Smith 1997:63). The research design that is going to be used is the quantitative-descriptive design, to be specific the randomised cross-sectional survey design. According to deVos(1998:78), “ The survey designs are classified together because they also belong together logically. They are often of a more quantitative nature, requiring questionnaires as a data collection method. Respondents are ideally selected by means of randomised sampling methods.”

De Vos (1998) maintains that, the randomised cross-sectional survey design can be used for need assessment. Hence in this research, a needs assessment of the feasibility of introducing school social work in the Thohoyandou district schools is going to be done.

3.5. THE POPULATION

According to Bailey (1987:85), “ A population is said to be a sum total of all units of analysis from which a sample is drawn.” “ The entire set of subjects and events or group of people which is the object of research and about which the researcher wants to determine some characteristics is called a population.” (Bless and Higson-Smith 1997:85) In this research the population that is going to be used is the Thohoyandou district

school's grade 10, grade11, grade12 pupils, the principals as well as the teachers at the Thohoyandou district schools. The total number of the population is 625 in the Thohoyandou district schools. This sample can better understand the questionnaire in that the pupil group chosen for the purposes of this research are more matured than pupils in the lower grades.

3.6. THE SAMPLE.

According to Bless and Higson-Smith (1997:86), “ A sample is a subset of the entire population which is investigated by the researcher.” The sample that is going to be used in this research will be drawn from the principals, the teachers, the grade10, grade11 and the grade12 pupils of the Thohoyandou district schools.

According to de Vos (1998) the sample size that is going to be used will be 21% of the entire population, in this case 21% of the population is 131. The researcher will therefore find 21% of all the strata and 21% of the strata will therefore be the sample. This will be proportionate to the population because stratified random sampling is going to be used where in the population is divided into different strata and the sample is taken from each strata. The sample is also proportionate to the population as guidelines for the sample size were used. The sampling size table follows below.

Table 3.1. The size of the sample

STRATA	POPULATION	PERCENTAGE TO BE USED	NUMBER OF RESPONDENTS
1.PRINCIPALS	5	21%	1
2.TEACHERS	120	21%	25
3.GRADE 10	178	21%	37
4.GRADE 11	169	21%	35
5.GRADE 12	153	21%	32
TOTAL	625	21%	131

3.7. THE SAMPLING METHOD

The probability sampling method will be utilized in this research, so that the entire population gets a chance to be included in the sample. Specifically the stratified random sampling will be used, de Vos (1998:197) maintains that, “This kind of sample is mainly used to ensure that the different groups or segments of a population acquire sufficient representation in the sample.”

On the other hand, Bless and Higson-Smith (1997:91) says that, “The principle of stratified random sampling is to divide a population into different groups called strata, so each element of the population belongs to one and only one stratum, then within each stratum random sampling is performed by using either the simple random sampling or the interval sampling method”.

In this research the strata will be the principals, the teachers, the grade10 pupils, the grade 11 pupils and the grade 12 pupils at the Thohoyandou district schools. The simple random sampling will be used that provides equal opportunity of selection for each element in a population. (Bless and Higson-Smith 1997)

In order to achieve the above, the researcher will obtain a print out list of all grade10, grade11, and grade12 pupils, the principals as well as a print out of all the teachers at the Thohoyandou district schools. To perform simple random sampling, all the names of the principals, teachers and the names of pupils and are going to be written on pieces of paper. Then the lottery technique is going to be performed on the principals, the teachers and the pupils.

All the pieces of paper with names of the teachers in the population will be placed in a container, mixed well and 25papers will be drawn from the container and that will be the sample for the teachers. All the pieces of paper with names of all the principals will also be placed in a container, mixed well and 1 paper will be drawn from the container and that will be the sample for the principals. The researcher is going to use the sample of

replacement. The same procedure will be used in the case of pupils and 37 names will be drawn in a container with all the names of the population of the grade 10 pupils, 35 names of grade 11 pupils and 32 names of grade 12 pupils after the names have been mixed well.

3.8. THE METHOD FOR DATA COLLECTION OR INSTRUMENTATION

The researcher is going to make use of self-administered questionnaires on all the strata that the sample will be composed of as a method for data collection. The new dictionary of social work (1995:51) as cited by de Vos (1998:152), “A questionnaire is a set of questions on a form that is completed by the respondent in respect of a research project.”

In order for the researcher to formulate questions for the questionnaire that are reflecting the literature that was consulted in chapter two, the researcher formulated concepts and items from the functions of school social work and from the integrated model that was formulated by combining the different models that were discussed in chapter two. The questions for the questionnaire were formulated from the items that will follow.

TABLE 3.2 Functions of school social work

CONSTRUCTS	ITEMS	QUESTIONS
SOCIAL FUNCTIONING ENHANCEMENT	-Restoration of impaired social functioning -The provision of resources -Prevention of social dysfunction -Making maximum use of the learning process	
REFERRALS	-Parent referrals -Self referrals -School referrals	-To what extent do you believe this school needs a person who knows where to refer pupils

CONSTRUCTS	ITEMS	QUESTIONS
	<ul style="list-style-type: none"> -Welfare referrals -Law and order referrals 	with personal problems
ASSESSMENT	<ul style="list-style-type: none"> -Discover the cause of the problem -Assess whether the problem is family related 	<ul style="list-style-type: none"> -To what extent do you believe this school needs a person who can assess whether a pupil's problem is family related
CO-ORDINATION	<ul style="list-style-type: none"> -Co-ordinate the health team -Serve as a link between the home, school and the community with emphasis on promoting co-operation and more satisfactory working relations. -Work closely with the state institution such as mental health and training schools. 	<ul style="list-style-type: none"> -To what extent do you believe this school needs a person who can serve as a link between the home, the school and the community of a pupil
RESOURCE PERSON	<ul style="list-style-type: none"> -Conduct parent teacher conferences. -Gets to the roots of a problem -Speak to groups on a variety of subjects that would relate to the general welfare development -Provides the school personnel with much needed in-service understanding of the social problems. -Interpret the pupil, the 	<ul style="list-style-type: none"> -To what extent do you believe this school needs a person who can conduct parent-teacher conferences

CONSTRUCTS	ITEMS	QUESTIONS
	pupil's home , administration and the teachers	

Table3.3. The integrated model

CONSTRUCTS	ITEMS	QUESTIONS
RESOURCE DEVELOPMENT AND SERVICE CO-ORDINATION	<ul style="list-style-type: none"> -Implementation of referrals to resources in the community -Collaboration with agencies to solve problems -To develop new resources for pupils and their parents 	-To what extent do you believe this school needs a person who can develop new resources for pupils and their parents.
CONSULTATION	<ul style="list-style-type: none"> -It is a problem solving process -It takes place between a professional consultant and a consultee -It solves job related problems of the consultee -The consultee benefits from the consultation in such a way that she or he is better prepared to solve similar problems in the future. -The consultant and the consultee share in solving 	<ul style="list-style-type: none"> -To what extent do you believe this school needs a person who can give teachers advice on how to deal with pupil's problems -To what extent do you believe this school needs a person who pupil's can share their problems with -To what extent do you believe this school needs a person who can help pupils solve personal problems more effectively

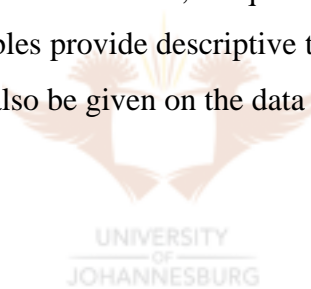
CONSTRUCTS	ITEMS	QUESTIONS
	<p>the problem.</p> <p>-Assist the teacher in developing further capacity to handle problems.</p>	
<p>SOCIAL DEVELOPMENT</p>	<p>-The contribution of school services to handicapped pupils</p> <p>-To assist parents and teachers in understanding the influence that life circumstances have on the pupil's school performance and behaviour.</p> <p>-To assist in the process of developing an educational climate that is conducive to the optimum learning and development of the pupil.</p> <p>-Looking at behavioural patterns and the factors outside the home and the family which affect the pupil's learning.</p>	<p>-To what extent do you believe this school needs a person who can help you understand pupil's behaviour.</p>
<p>A SYSTEMS APPROACH</p>	<p>-School problems are closely related to family problems</p> <p>-The contribution of school and the contribution of the family are brought together</p>	<p>-To what extent do you believe family problems are related to problems pupil's experienced at school.</p>

CONSTRUCTS	ITEMS	QUESTIONS
	<p>and looked at.</p> <p>-If change happens in one part of the ecosystem, change is bound to happen in the entire system.</p>	

For more information on the questionnaire reference is made to appendices attached.

3.9. DATA INTERPRETATION

In order for the researcher to interpret data that will be collected by the use of data collection method that was specified above, frequency distribution tables, and cross tabulations will be used. The tables provide descriptive titles, numbers and corresponding percentages. Commentary will also be given on the data displayed.



3.10. CONCLUSION

This chapter was focused of the research methodology and it was made up of , the research type, the research approach, the research design, the population, the sample, the sampling method, instrumentation and the method of data analysis.

Since the route of the research has been specified, analysis and interpretation will be focus of the following chapter.

